



## Twin Lakes Academy Middle School

8050 POINT MEADOWS DR, Jacksonville, FL 32256

<http://www.duvalschools.org/tlam>

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

44%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

56%

### School Grades History

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

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	28
<b>Appendix 1: Implementation Timeline</b>	<b>65</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>71</b>
Professional Development Opportunities	72
Technical Assistance Items	79
<b>Appendix 3: Budget to Support Goals</b>	<b>80</b>

## 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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Twin Lakes Academy Middle is to provide all of our students with a safe, caring, and challenging learning environment that promotes the rigorous and relevant educational experiences necessary to perform at or above grade level standards.

##### **Provide the school's vision statement**

Dedication, Determination, Differentiation

#### School Environment

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

Students are scheduled with a team of teachers. These 4 core teachers share the same group of students. During the first few weeks of school, Teams plan and implement activities that allow students to share things about themselves and build relationships with teachers and other students. Activities are also planned throughout the year by the Twin Lakes Academy Middle Culture and Climate Action Team that helps build relationships between students and teachers and promotes a positive school culture.

This year, Twin Lakes Academy Middle will implement an "Adopt a Timber Wolf program". The school guidance department will identify students needing support and ask teachers to mentor these students.

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

Twin Lakes Academy Middle implements CHAMPs and Foundations school wide. Foundations is used to set expectations and structure the environment outside of the classroom and throughout campus. Guidelines for Success are also taught and posted for student reference. CHAMPs is implemented by teachers in classrooms to set expectations for students and to provide positive reinforcement for following those expectations.

##### **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**

Twin Lakes will implement a full Positive Behavioral Support Plan. This plan will be comprised of several different components. The PBIS plan includes the use of Foundations and Guidelines for Success to structure the school campus and set expectations for students. Teachers are trained during pre-planning and provided with lessons to complete with students. A schedule for lessons is included in the Opening of School packet/schedule. These lessons are retaught in January to remind students of procedures and expectations.

Students not meeting classroom or school campus expectations have interventions implemented by a teacher, assistant principal, or will be referred to the Dean of Students. The Dean of Students will use district guidelines to provide interventions/consequences for these students. The school Dean of Students attends monthly training to aid in providing consistent and clear interventions for students.



**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**

The Twin Lakes Academy Middle guidance department conducts training for all faculty and staff. Procedures are in place for student referral to guidance for counseling or other support services. Guidance counselors are also involved with academic conferences and attendance meetings so that support services can be provided or recommended for parents and 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**

Teachers track daily attendance for teachers and report concerns to Student Service office clerks. Student Service office clerks then review attendance and schedule attendance meetings with parents and our district attendance officer. Dean of Discipline tracks student discipline in accordance with the Duval County Code of Conduct. ISSP Teacher follows a curriculum that incorporates round table discussion to help students identify better solutions to situations that they encounter. Principal, Assistant Principals and Guidance Counselors monitor student progress and work alongside teachers to encourage student success. Teachers also plan as a team every other day in order to allow teachers to have parent conferences and share student concerns. Level 1 students are scheduled into Intensive Reading and/or Intensive Math classes to help target and improve these skills.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	10	10	14	34
One or more suspensions	68	81	59	208
Course failure in ELA or Math	6	20	22	48
Level 1 on statewide assessment	50	72	105	227

*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	9	31	42	82

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

ISSP Teacher follows a curriculum that works to help students understand the consequences of their actions and to work towards making better choices for success. Assistant Principals and Guidance Counselors track progress of students exhibiting two of more early warning indicators. Student progress is tracked and progress meetings are scheduled to help encourage student success. Teachers track student progress and behavior and discuss effective interventions during their

common planning times. Grade Level Teams utilize their PLC time to hold parent conferences and to discuss student progress.

## 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

Twin Lakes hosted student orientation on the Friday before school started. We had 1,055 attend which represents 81% of Twin Lakes Academy Middle's students. An Open House was held on September 2, 2014 to allow parents and students to attend together to tour the school and hear teacher expectations as a family. Throughout the year, Twin Lakes Academy Middle School will seek to engage parents in activities by offering night time parent involvement activities that meet student and parent needs.

**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**

I have designated a member of my leadership team as our Community and Business partner liaison. Ms. Edwards seeks out community and business partners. She then fosters and supports the relationship to meet the needs of the school, school organizations, and of the community/business partner.

## 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
Bridwell, Jennifer	Principal
Gilbert, Tishun	Assistant Principal
Naylor, Rachel	Assistant Principal
Clark, Allison	Other
Bohlinger, Hyacinth	Dean
Edwards, Nadirah	Other

#### Duties

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

Each Chair of the Instructional Leadership Team facilitates a Professional Learning Community that monitors a section of the school improvement plan.

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

The leadership team meets weekly to monitor goals and make adjustments to school structure, instruction, and support as needed. In addition, the Instructional Leadership Team comprised of teachers and administrators meets bimonthly to identify problems and problem solve.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Jennifer Bridwell	Principal
Annette Blackwell	Education Support Employee
Nadirah Edwards	Teacher
Tony Bailey	Business/Community
Fania Mellon	Parent
Yvette Primus	Parent
Satya Komatineni	Parent
Roger Sulimirski	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

The School Advisory Council will review data from last year as it relates to the goals outlined in last years school improvement plan. The School Advisory Council will discuss the results and develop next steps for the school as it relates to improving on the previous years data.

*Development of this school improvement plan*

The school advisory council provides input and support on initiatives to support school culture and student achievement. They also provide school information to all stakeholders.

*Preparation of the school's annual budget and plan*

The School Advisory Council is provided the information on the school budget. It will also be provided all the information on student data and AMO goals for the 2014-2015 school year. The council will then work together to develop action steps and possible interventions for school wide implementation to support these goals.

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

The school advisory council will hear requests for funds from any school stakeholder. The request for funds must help to meet the achievement of goals as outlined in the school improvement plan.

**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
Bridwell, Jennifer	Principal
Clark, Allison	Instructional Coach
Anderson, Alana	Teacher, K-12
Fudge, Gabrielle	Teacher, K-12

**Duties**

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

The Literacy Leadership team will monitor the implementation of the new Reading and ELA curriculum in all classes. The LLT will also work to provide training for core subject area teachers who need professional development in relation to the new reading and writing expectations for all students.

**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**

Teachers have opportunities to plan with teachers of their same subject and those on their team. One day a week is designated as subject area common planning. This allows time for teachers that teach the same grade level and subject to look at data, plan instruction, and receive focused training. Teachers also share at least one day of week of planning with their grade level. This allows for interdisciplinary planning, professional development by grade level, and focused intervention planning for shared students.

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

The school invites local universities to visit and is a partner of the University of North Florida Educator Preparation Institute.

The administration encourages the practice of pre-interns and interns to help find qualified teaching candidates.

New teachers are assigned a mentor and supported with school based and district coaches.

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

Every new teacher is assigned a mentor with like certification. Assigned mentors conduct informal observations, provide feedback, and assist with lesson planning. Professional development is offered to teachers at the school and district level.

## **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***

Twin Lakes Academy Middle implements a standard based curriculum developed by the instructional department of Duval County Public Schools. The curriculum implementation is supported by informal and formal observation.

Professional Development on the Florida Standards and the curriculum is provided to administrators and teachers.

Any weakness in delivery of the standard based instruction is targeted with direct feedback to the teacher and focused professional development.

#### **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***

Student data is used to appropriately schedule students in core classes. Multiple data points are also used to schedule students into either a support reading course or a support math course.

Teachers use formal and informal assessments during the school year to provide differentiated instruction and to provide supplemental support to students. These supplemental support is available to students during the school day, in after school supervised instruction, and at home.

Student progress is monitored through regular assessment in order to make adjustments to instruction.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 2,880

Students will receive reading and math instruction after school

**Strategy Rationale**

To provide additional support in a small learning environment.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gilbert, Tishun, gilbertt@duvalschools.org

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

Student progress will be monitored by district curriculum guide assessments

**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**

Beginning in January, Twin Lakes Academy Middle begins to implement parent nights and programs to prepare students for the transition to middle school and high school. For incoming 6th grade students. Several parent nights are held here at Twin Lakes Academy Middle. This allows parents and students to learn about the programs and supports offered. All projected 6th grade students are also invited to come on a school visit during the school day. Twin Lakes Academy Middle pays for the bus so that projected 5th graders can come see the campus, have a tour, and ask questions. Once the school year begins, 6th graders are in a designated section of the building separate from other grade levels. These students are scheduled on a team of teachers. These teachers provide support to their students to help them make the transition to middle school. For 8th grade students, Twin Lakes Academy Middle counselors teach lessons on various topics during the 6th, 7th, and 8th grade school years. During their 8th grade year these students are also provided additional curriculum through their Social Studies classes on college and career planning. Twin Lakes Academy Middle also hosts a "high school night" and invites all neighborhood and magnet programs an opportunity to provide information to students and parents.

**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 all enrolled in the 8th grade History course that contains a career planning component and standards. Students are taught guidance lessons as part of the career component and visited by feeder high schools to learn about high school courses and programs.

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

Career and Technical education courses are being implemented in all three grade levels. Students are able to receive industry certification and experience real world experiences.

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

Career and Technical Education teachers are involved on the instructional leadership team and with common planning. This allows for planning of interdisciplinary lessons with core area teachers. The teachers work together to plan a S.T.E.A.M. night every year that shows the connection between core subjects and the career and technical fields.

**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**

NA

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** ELA classrooms will incorporate relevant literacy stations into their daily routines.
- G2.** All ELA/Intensive Reading teachers will have a thorough knowledge of each standard within the new LAFS standards.
- G3.** 74% of students will be proficient in Reading on the Florida Standards Assessment
- G4.** 60% of students will score a passing score on the Writing Assessment.
- G5.** Students scoring at FCAT Math levels 1 and 2 will receive additional support through Math Enrichment classes.
- G6.** 70% of students will receive a will score proficient on the Mathematics 2015 Florida Standards Assessment
- G7.** 70% of students will make learning gains in Reading and Math on the 2015 Florida Standards Assessment
- G8.** All NCLB subgroups will meet Math and Reading Annual Measurable Objectives. (AMO's)
- G9.** 57% of students will receive a score of 3 or higher on the 2015 Science FCAT 2.0.
- G10.** Decrease the number of students that are failing one or more courses
- G11.** Improve student attendance rate by 1%.
- G12.** Decrease student behavior referrals by 2%

## Strategic Goals Detail



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

**G1. ELA classrooms will incorporate relevant literacy stations into their daily routines.** 1a

G046267

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	74.0

**Resources Available to Support the Goal** 2

- reading coach, ELA teachers, professional development from district over the summer, professional development in common planning, professional development literature, administrative support

**Targeted Barriers to Achieving the Goal** 3

- This is a new concept to many teachers.

**Plan to Monitor Progress Toward G1.** 8

Administrator and reading coach will meet monthly to discuss observed follow-through.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 10/1/2014 to 6/1/2015

**Evidence of Completion**

Data from walkthroughs, observations and lesson plans.

**G2.** All ELA/Intensive Reading teachers will have a thorough knowledge of each standard within the new LAFS standards. 1a

G046223

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	74.0

**Resources Available to Support the Goal** 2

- 

**Targeted Barriers to Achieving the Goal** 3

- Brand new standards and curriculum.

**Plan to Monitor Progress Toward G2.** 8

Administrator and reading coach will meet monthly to discuss observed follow-through.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 10/17/2014 to 6/1/2015

**Evidence of Completion**

Data from walkthroughs, observations and lesson plans.

**G3. 74% of students will be proficient in Reading on the Florida Standards Assessment** 1a

G042430

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	74.0

**Resources Available to Support the Goal** 2

- Use of Achieve 3000 to support daily practice of Reading / Thinking / Writing.in ELA, Social Studies and Science classes.

**Targeted Barriers to Achieving the Goal** 3

- Students' struggle to answer text based questions
- Limited inclusion of higher order thinking questions included in teacher daily lesson plans

**Plan to Monitor Progress Toward G3.** 8

Monitoring for the effectiveness of the school-wide Read / Think / Write program.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Quarterly County Benchmark CGA's, FSA scores

**G4. 60% of students will score a passing score on the Writing Assessment.** 1a

G042431

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	60.0

**Resources Available to Support the Goal** 2

- There is a school-wide focus on increased writing
- Web-based resource Write to Learn

**Targeted Barriers to Achieving the Goal** 3

- In the past only 8th graders have been assessed. Now shift into all grade levels being assessed.

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

Monitoring progress of school-wide writing reinforcement.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Data received from web-based resource, teacher graded prompts using new writing rubric, End of year Writing Assessment.

**G5.** Students scoring at FCAT Math levels 1 and 2 will receive additional support through Math Enrichment classes. 1a

G042429

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	70.0

**Resources Available to Support the Goal** 2

- District level support of scheduling, implementation of Carnegie Math program, and training
- District Math specialist for instructional support

**Targeted Barriers to Achieving the Goal** 3

- Teacher class size based on school enrollment and staffing resulted in high number of students in Enrichment classes.
- Teacher training on Carnegie math

**Plan to Monitor Progress Toward G5.** 8

Math teachers will utilize support of subject area administrator and district math coach to receive training on correct implementation of curriculum.

**Person Responsible**

Rachel Naylor

**Schedule**

Weekly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Completion of Common Planning logs to document, PLC meeting notes as well as checking lesson plans to validate fidelity and data from quarterly CGA's.

**G6. 70% of students will receive a will score proficient on the Mathematics 2015 Florida Standards Assessment** 1a

G042437

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0

**Resources Available to Support the Goal** 2

- Professional Learning Communities by grade level, Lesson Studies over seen by District Mathematics Specialist, Student achievement data from Inform/Insight, peer-classroom observations-department chairs, and/or administrators, use of common assessments, use of common exit tickets, use of technology integrated into the curriculum - Gizmo's, Reflex, and FSA Assessments practice tests, Digits curriculum.

**Targeted Barriers to Achieving the Goal** 3

- Background knowledge of low performing students
- Limited resources for blended learning (technology based instruction within the lesson period).

**Plan to Monitor Progress Toward G6.** 8

Use of full time substitute to watch classes during peer observations

**Person Responsible**

**Schedule**

**Evidence of Completion**

Minutes of Instructional Leadership Team

**G7. 70% of students will make learning gains in Reading and Math on the 2015 Florida Standards Assessment** 1a

G042435

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	70.0
ELA/Reading Gains	70.0

**Resources Available to Support the Goal** 2

- Professional Learning Communities by grade level, Lesson Studies overseen by District Mathematics Specialist, Student achievement data from Performance Matters, peer-classroom observations-department chairs, and/or administrators, use of common assessments, use of common exit tickets, use of technology integrated into the curriculum - Gizmo's, Reflex, and FCAT Explorer, Digits math curriculum ESE support staff - The support facilitation ESE students have been placed on one team per grade level so ESE co-teachers may aid with instructional methods and curriculum delivery, and aid in the monitoring of student achievement. ESOL - the ESOL students have been placed on one team per content grade level so that there is a concentrated professional learning community of educators collaborating with ESOL students and parents. Multiple grade levels may utilize common instructional methods and assessment strategies to assist ESOL students academic achievement.

**Targeted Barriers to Achieving the Goal** 3

- Students identified as ESE and ESOL may have developmental and language barriers which make attaining learning gains a source of concern.
- Students do not have access to online curriculum and materials.

**Plan to Monitor Progress Toward G7.** 8

Student data on classroom assessments

**Person Responsible**

Tishun Gilbert

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Student work evidence, student performance on district assessments

**G8. All NCLB subgroups will meet Math and Reading Annual Measurable Objectives. (AMO's)** 1a

G042432

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Math - Asian	81.0
AMO Math - African American	58.0
AMO Math - ED	63.0
AMO Math - ELL	51.0
AMO Math - Hispanic	65.0
AMO Math - SWD	54.0
AMO Math - White	75.0
AMO Reading - All Students	74.0
AMO Reading - Asian	81.0
AMO Reading - African American	64.0
AMO Reading - ED	65.0
AMO Reading - ELL	56.0
AMO Reading - Hispanic	66.0
AMO Reading - SWD	52.0
AMO Reading - White	79.0

**Resources Available to Support the Goal** 2

- The Reading coach supports the Reading Enrichment teachers who teach students not performing on grade level.
- The Reading coach will give instruction, reminders and assistance to all teachers on helpful strategies to reinforce student reading success.
- Content area PLCs have examined the new K-12 look-fors and will continue to focus on reading and writing strategies.

**Targeted Barriers to Achieving the Goal** 3

- Teachers are in need of additional training on the new state standards and the K-12 look fors

**Plan to Monitor Progress Toward G8.** 8

Monitor for effectiveness of implementation of reading strategies.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Quarterly CGA benchmark assessments. Florida State Standards Assessment



**G9.** 57% of students will receive a score of 3 or higher on the 2015 Science FCAT 2.0. 1a

G042438

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	57.0

**Resources Available to Support the Goal** 2

- Common planning The District Science Specialist Provides assistance with analyzing data and creating FCIM lessons to assist with remediation and enrichment lessons.

**Targeted Barriers to Achieving the Goal** 3

- Time lapse in available data due to length of time since last FCAT.
- Lack of ESE/ELL support in Science
- Student lack of academic vocabulary

**Plan to Monitor Progress Toward G9.** 8

Teachers will analyze Curriculum Guide Assessment data to determine current student levels. Teachers will use their findings to create focus lessons to meet students at their current level.

**Person Responsible**

Tishun Gilbert

**Schedule**

Every 6 Weeks, from 10/20/2014 to 5/29/2015

**Evidence of Completion**

student data from CGA, lesson plans, Data Chat notes

**G10. Decrease the number of students that are failing one or more courses** 1a

G042439

**Targets Supported** 1b

Indicator	Annual Target
Course Failures ELA	2.0
Course Failures Mathematics	2.0

**Resources Available to Support the Goal** 2

- Create school-wide safety nets to help aide student success

**Targeted Barriers to Achieving the Goal** 3

- Consistent implementation of safety nets

**Plan to Monitor Progress Toward G10.** 8

Monitor students at-risk for failing and provide appropriate safety nets to aide the student

**Person Responsible**

Jennifer Bridwell

**Schedule**

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

**Evidence of Completion**

Teacher will keep a phone log of parent communication about the student's progress Teacher will send home scholarship warnings to notify parents about the student's progress Quarterly, Principal and grade level teams will meet to identify students at-risk for failing and to discuss appropriate safety net strategies

**G11. Improve student attendance rate by 1%. 1a**

G042433

**Targets Supported 1b**

Indicator	Annual Target
Attendance Below 90%	2.0

**Resources Available to Support the Goal 2**

- a program that calls parents automatically when students are absent.

**Targeted Barriers to Achieving the Goal 3**

- Accurate phone numbers

**Plan to Monitor Progress Toward G11. 8**

Use of a program that calls parents automatically when students are absent

**Person Responsible**

**Schedule**

**Evidence of Completion**

Oncourse and Genesis attendance reports

**G12. Decrease student behavior referrals by 2% 1a**

G042436

**Targets Supported 1b**

Indicator	Annual Target
Discipline incidents	2.0

**Resources Available to Support the Goal 2**

- Implementation of school-wide programs such as Guidelines for Success and C.H.A.M.Ps

**Targeted Barriers to Achieving the Goal 3**

- Consistent Implementation by teachers and staff

**Plan to Monitor Progress Toward G12. 8**

Monitoring effectiveness of strategies to improve student behavior

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Decrease in student behavior problems and resulting referrals Monthly and end-of-year Genesis reports on discipline Classroom walk-throughs demonstrate consistent procedures school-wide

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** ELA classrooms will incorporate relevant literacy stations into their daily routines. **1**

 G046267

**G1.B1** This is a new concept to many teachers. **2**

 B114577

**G1.B1.S1** Use common planning time to assist teachers in planning relevant literacy stations within their classrooms. **4**

 S126101

### Strategy Rationale

During common planning teachers will work with other teachers to unpack the new standards and how to implement and teach these new standards. In this process they will also determine how the students will demonstrate their knowledge of the standard and create literacy stations to support the students mastery of the standard.

### Action Step 1 **5**

ELA classrooms will incorporate relevant literacy stations into their daily routines.

#### Person Responsible

Jennifer Bridwell

#### Schedule

Biweekly, from 9/22/2014 to 6/1/2015

#### Evidence of Completion

Common planning notes, walkthrough notes and observation notes

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

Walkthrough, observation, monitor common planning, and check lesson plans.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 9/29/2014 to 6/1/2015

***Evidence of Completion***

Data collected from walkthroughs, observations, common planning notes, lesson plans.

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

Walkthrough, observation, monitor common planning, and check lesson plans.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 9/29/2014 to 6/1/2015

***Evidence of Completion***

Data collected from walkthroughs, observations, common planning notes, lesson plans.

**G2.** All ELA/Intensive Reading teachers will have a thorough knowledge of each standard within the new LAFS standards. **1**

G046223

**G2.B1** Brand new standards and curriculum. **2**

B114449

**G2.B1.S1** Use the weekly common planning time to unpack a standard that is in the current 9 weeks curriculum guide. **4**

S125958

### Strategy Rationale

Teachers will need to dissect the new standards in order to fully understand what each standard is asking the student to know, what type of text to use, and how the students are to demonstrate their knowledge.

### Action Step 1 **5**

All ELA/Intensive Reading teachers will have a thorough knowledge of each standard within the new LAFS standards.

#### Person Responsible

Allison Clark

#### Schedule

Weekly, from 9/29/2014 to 5/1/2015

#### Evidence of Completion

Use Unpacking the Standard within the Curriculum Lesson Guide handout for each standard. Teachers will have the copy they completed and the reading coach will have a copy in a common planning notebook.

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

Administrator will complete walk-throughs, observations and check lesson plans during common planning time.

#### Person Responsible

Jennifer Bridwell

#### Schedule

On 6/1/2015

#### Evidence of Completion

Data collected through walk-throughs, observations and teacher lesson plans.

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

Administrator will complete walk-throughs, observations and check lesson plans during common planning time.

**Person Responsible**

Jennifer Bridwell

**Schedule**

On 6/1/2015


**Evidence of Completion**

Data collected through walk-throughs, observations and teacher lesson plans.


**G3. 74% of students will be proficient in Reading on the Florida Standards Assessment 1**

 G042430

**G3.B1 Students' struggle to answer text based questions 2**

 B114546

**G3.B1.S1** Use of Achieve 3000 and interactive journals in core classes to support students' responses to text based questions of informational texts. 4

 S128269

**Strategy Rationale**

Students will become more proficient at this type of reading and writing when given practice in core classes.

**Action Step 1 5**

Teacher training on Achieve 3000 and support of interactive journals

**Person Responsible**

Allison Clark

**Schedule**

Monthly, from 9/23/2014 to 5/29/2015

**Evidence of Completion**

Achieve 3000 reports and student journals

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

Classroom observations

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 9/22/2014 to 5/29/2015

***Evidence of Completion***

Use of Achieve 3000 and evidence of interactive journals

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

Improvement of student answers when presented with text based questions.

**Person Responsible**

Allison Clark

**Schedule**

Biweekly, from 10/6/2014 to 5/29/2015

***Evidence of Completion***



**G4.** 60% of students will score a passing score on the Writing Assessment. 1

G042431

**G4.B1** In the past only 8th graders have been assessed. Now shift into all grade levels being assessed. 2

B103520

**G4.B1.S1** Instruction and/or brief reminders on strategies can be given to all teachers during PLC or faculty meetings to support writing practice across the curriculum. 4

S114650

### **Strategy Rationale**

Meeting with teachers during already scheduled common planning, PLC's and faculty meetings will assure all teachers are given the information and training.

### **Action Step 1** 5

Instruction to reinforce writing strategies for teachers.

#### **Person Responsible**

Allison Clark

#### **Schedule**

Biweekly, from 9/29/2014 to 6/1/2015

#### **Evidence of Completion**

PLC minutes. Reading coach log. Department meeting minutes. Faculty meeting and early-dismissal day minutes.

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

Monitoring of school-wide daily writing strategies.

#### **Person Responsible**

Jennifer Bridwell

#### **Schedule**

Biweekly, from 9/29/2014 to 6/1/2015

#### **Evidence of Completion**

Common planning notes, Administrative observation notes. Re-reading coach log.

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

Monitoring for effectiveness of school-wide writing reinforcement.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Data collected from student work, common planning, walkthrough and observation notes

**G4.B1.S2 Training and full implementation in the new web-based resource for writing. Write to Learn.** 4

 S126107

**Strategy Rationale**

This resource will assist our students in learning how to read multiple texts and respond, respond to summaries, and also will grade the students work. It will assist the teacher in showing their students their strengths and weaknesses. It is aligned with our new common core standards.

**Action Step 1** 5

Train the teachers on how to correctly implement Write to Learn

**Person Responsible**

Allison Clark

**Schedule**

Weekly, from 10/1/2014 to 11/28/2014

**Evidence of Completion**

Write to Learn reports, lesson plans, common planning notes

**Action Step 2** 5

Correct implementation of the Write to Learn resource by all ELA/Reading teachers.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 10/20/2014 to 6/1/2015

***Evidence of Completion***

Write to Learn reports, lesson plans, walkthroughs, observations.

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

Administrator will meet with Coach and check schedule to make sure trainings are being held for teachers.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Weekly, from 10/1/2014 to 11/28/2014

***Evidence of Completion***

Common planning notes, coaches schedule

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

Walkthroughs, observations, write to learn reports and checking lesson plans to monitor fidelity of implementation.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 10/3/2014 to 6/1/2015

***Evidence of Completion***

data collected from walkthroughs, observations, lesson plans, reports from write to learn.

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

Administrator and Reading Coach will discuss trainings and check write to learn reports to monitor effectiveness of trainings.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Weekly, from 10/3/2014 to 11/28/2014

***Evidence of Completion***

notes from trainings, teacher participation in resource, reports from write to learn.

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

Walkthroughs, observations, write to learn reports and checking lesson plans to monitor fidelity of implementation.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Biweekly, from 10/3/2014 to 6/1/2015


***Evidence of Completion***

data collected from walkthroughs, observations, lesson plans, reports from write to learn.


**G5.** Students scoring at FCAT Math levels 1 and 2 will receive additional support through Math Enrichment classes. **1**

 G042429

**G5.B1** Teacher class size based on school enrollment and staffing resulted in high number of students in Enrichment classes. **2**

 B103517

**G5.B1.S1** Teachers will work within their PLC to maximize instructional time **4**

 S114646

### **Strategy Rationale**

Teachers can use center based learning to maximize class time with students.

### **Action Step 1** **5**

Teachers will work together with their PLC and district support

#### **Person Responsible**

#### **Schedule**

Weekly, from 8/25/2014 to 6/5/2015

#### **Evidence of Completion**

Completion of Common Planning logs to document, PLC meeting notes as well as checking lesson plans to validate fidelity.

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

Teachers will work together with their PLC and district support

#### **Person Responsible**

Rachel Naylor

#### **Schedule**

Weekly, from 8/25/2014 to 6/5/2015

#### **Evidence of Completion**

Completion of Common Planning logs to document, PLC meeting notes as well as checking lesson plans to validate fidelity.

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

Teachers will work together with their PLC and district support

**Person Responsible**

Rachel Naylor


**Schedule**

Weekly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Completion of Common Planning logs to document, PLC meeting notes as well as checking lesson plans to validate fidelity.

**G5.B1.S2** Teachers will utilize support of subject area administrator and district math coach 4

 S114647

**Strategy Rationale**

District math coach will support the center based instruction and support teachers need with the Carnegie Math program.

**Action Step 1** 5

Teachers will utilize support of subject area administrator and district math coach

**Person Responsible**

**Schedule**

**Evidence of Completion**

Professional Learning Community minutes

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Teacher utilization of subject area administrator and district coach

**Person Responsible**

**Schedule**

**Evidence of Completion**

Professional Learning Community Minutes

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Use of subject area administrator and district coach


**Person Responsible**

**Schedule**


***Evidence of Completion***

Professional Learning Community Minutes and Lesson Plans

**G5.B2 Teacher training on Carnegie math** 2

 B103518

**G5.B2.S1 Math teachers will utilize support of support of subject area administrators and district math coach** 4

 S114648

**Strategy Rationale**

**Action Step 1** 5

Math teachers will utilize support of subject area administrator and district math coach to receive training on correct implementation of curriculum.

**Person Responsible**

**Schedule**

Biweekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Correct implementation of curriculum during walkthroughs and observations, lesson plans and PLC, common planning notes.

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Math teachers will utilize support of subject area administrator and district math coach to receive training on correct implementation of curriculum.

**Person Responsible**

**Schedule**

Biweekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Correct implementation of curriculum during walkthroughs and observations, lesson plans and PLC, common planning notes.

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Math teachers will utilize support of subject area administrator and district math coach to receive training on correct implementation of curriculum.

**Person Responsible**

**Schedule**


On 5/29/2015

***Evidence of Completion***


Correct implementation of curriculum during walkthroughs and observations, lesson plans and PLC, common planning notes and quarterly CGA data.




**G6.** 70% of students will receive a will score proficient on the Mathematics 2015 Florida Standards Assessment **1**

 G042437

**G6.B1** Background knowledge of low performing students **2**

 B103529

**G6.B1.S1** Use of diagnostics and curriculum guide assessments to inform and plan instruction **4**

 S114662

### Strategy Rationale

Teachers can use formal and informal assessments to plan instruction and to differentiate.

### Action Step 1 **5**

Use assessments to guide and plan instruction

#### Person Responsible

#### Schedule

Weekly, from 9/2/2014 to 5/29/2015

#### *Evidence of Completion*

Student performance on assessments

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

Use of assessments

#### Person Responsible

Rachel Naylor

#### Schedule

Weekly, from 8/25/2014 to 6/5/2015

#### *Evidence of Completion*

Student performance on curriculum guide assessments

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

Use of assessments

**Person Responsible**

Rachel Naylor


**Schedule**

Weekly, from 8/25/2014 to 6/5/2015


**Evidence of Completion**

Student performance on curriculum guides

**G6.B2** Limited resources for blended learning (technology based instruction within the lesson period). 2

 B103530

**G6.B2.S1** Use of student laptops to implement student learning stations in a blended instruction format. Use of rotations to include a group of students using laptops. 4

 S114663

**Strategy Rationale**

**Action Step 1** 5

Student use of laptops for student centered instruction

**Person Responsible**

**Schedule**

**Evidence of Completion**

Classroom observations

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

Teacher professional development on student centered instruction using technology

**Person Responsible**

**Schedule**

**Evidence of Completion**

Classroom observations

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

Student centered instruction using technology

**Person Responsible**

**Schedule**

***Evidence of Completion***


Classroom observation

**G7. 70% of students will make learning gains in Reading and Math on the 2015 Florida Standards Assessment**

1

 G042435

**G7.B1** Students identified as ESE and ESOL may have developmental and language barriers which make attaining learning gains a source of concern. 2

 B103526

**G7.B1.S1** Use of ESE consultation and ESOL support facilitators. 4

 S114657

**Strategy Rationale**

**Action Step 1 5**

Use of ESE consultation and ESOL support facilitators.

**Person Responsible**

**Schedule**

On 5/29/2015

***Evidence of Completion***

ESE consultation student contact logs

**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Use of ESE consultation and ESOL support facilitators.

**Person Responsible**

Rachel Naylor

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Student ESE consultation logs and Professional Learning Community Minutes

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Use of ESE consultation and ESOL support facilitators.

**Person Responsible**

Rachel Naylor

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Instructional Leadership Team meeting minutes

**G7.B1.S2 Use of technology instructional tools to assist in ESOL student achievement.** 4

 S114658

**Strategy Rationale**

**Action Step 1** 5

Use of laptop carts to provide instructional tools

**Person Responsible**

Nadirah Edwards

**Schedule**

On 5/29/2015

**Evidence of Completion**

Classroom Observations

**Plan to Monitor Fidelity of Implementation of G7.B1.S2** 6

Use of laptop carts for instruction

**Person Responsible**

Nadirah Edwards

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Student regular use in the classroom to support instruction

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Use of laptop carts for instructional tools

**Person Responsible**

Nadirah Edwards

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015


***Evidence of Completion***

Student regular use in the classroom to support instruction

**G7.B2** Students do not have access to online curriculum and materials. 2

 B115510

**G7.B2.S1** Students without internet access will be able to check out the appropriate homework helper for at home use. 4

 S127125

### Strategy Rationale

#### Action Step 1 5

Teachers will inform the IMM which students need a homework helper textbook, IMM will check out the textbook to those students.

#### Person Responsible

#### Schedule

On 5/29/2015

#### Evidence of Completion

Students have textbook and IMM can run a report to see students who have checked out the textbook

#### Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Teachers will inform the IMM which students need a homework helper textbook, IMM will check out the textbook to those students.

#### Person Responsible

#### Schedule

On 5/29/2015

#### Evidence of Completion

Students have textbook and IMM can run a report to see students who have checked out the textbook

**Plan to Monitor Effectiveness of Implementation of G7.B2.S1** 7

Teachers will inform the IMM which students need a homework helper textbook, IMM will check out the textbook to those students.

**Person Responsible**


**Schedule**

On 5/29/2015

**Evidence of Completion**

Students have textbook and IMM can run a report to see students who have checked out the textbook

**G7.B2.S2** Students performing below grade level will be offered after school enrichment. 4

 S128464

**Strategy Rationale**

reading and math enrichment support will help students make learning gains.

**Action Step 1** 5

Students will be provided after school enrichment which will give them access to the online support programs.

**Person Responsible**

Tishun Gilbert

**Schedule**

Biweekly, from 10/20/2014 to 6/5/2015

**Evidence of Completion**

Student attendance

**Plan to Monitor Fidelity of Implementation of G7.B2.S2** 6

Student attendance and student performance reports

**Person Responsible**

Tishun Gilbert

**Schedule**

Biweekly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

Student attendance, student performance reports

**Plan to Monitor Effectiveness of Implementation of G7.B2.S2** 7

Certified teachers will be paid to support students in after school enrichment.

**Person Responsible**

Tishun Gilbert

**Schedule**

Biweekly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

Student performance reports



**G8.** All NCLB subgroups will meet Math and Reading Annual Measurable Objectives. (AMO's) 1

G042432

**G8.B1** Teachers are in need of additional training on the new state standards and the K-12 look fors 2

B103521

**G8.B1.S1** Reading coach will provide professional development on reading strategies that support the K-12 literacy look-fors and the 4 pillars of excellent instruction. 4

S114651

### Strategy Rationale

Teachers need support with including reading strategies with content instruction

### Action Step 1 5

Professional Development through common planning, PLC's and Early Release Trainings reading strategies

#### Person Responsible

Allison Clark

#### Schedule

Monthly, from 9/1/2014 to 6/5/2015

#### Evidence of Completion

Classroom observation for artifacts and activities. Minutes from Professional Development trainings.

### Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Monitoring for fidelity of implementation of strategies.

#### Person Responsible

Jennifer Bridwell

#### Schedule

On 6/5/2015

#### Evidence of Completion

Classroom observation notes.

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

Monitor for effectiveness of implementation of reading strategies.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Quarterly CGA benchmark assessments. Florida Standards Assessment results

**G8.B1.S2** District Math Specialist will provide training on the new state standards and the Math K-12 look-fors 4

 S128458

**Strategy Rationale**

Teachers need support using the new curriculum as it relates to the new state standards.

**Action Step 1** 5

Modeling of lesson for Math teachers

**Person Responsible**

Rachel Naylor

**Schedule**

On 9/23/2014

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G8.B1.S2** 6

Classroom observations

**Person Responsible**

Rachel Naylor

**Schedule**

On 6/5/2015

**Evidence of Completion**

Classroom Observations, lesson plans, student work evidence

**Plan to Monitor Effectiveness of Implementation of G8.B1.S2** 7

Classroom Observations

**Person Responsible**

Rachel Naylor


**Schedule**

On 6/5/2015


**Evidence of Completion**

Classroom observation, lesson plans, student work evidence

**G9. 57% of students will receive a score of 3 or higher on the 2015 Science FCAT 2.0.** 1

 G042438

**G9.B1** Time lapse in available data due to length of time since last FCAT. 2

 B103531

**G9.B1.S1** Based on data received from diagnostic assessments on prior grade level content, as well as the baseline data from the current year, teachers will extend understanding through FCIM lessons and enrichment activities. The data will include Curriculum Guide Assessments and teacher-created diagnostic tools. 4

 S114664

**Strategy Rationale**

**Action Step 1** 5

Science teachers will utilize the Science Specialist for training. Focus lessons and enrichment activities will incorporate critical thinking and higher order questions.

**Person Responsible**

Tishun Gilbert

**Schedule**

Weekly, from 8/25/2014 to 5/28/2015

**Evidence of Completion**

Lesson plans, FCIM lessons, assessments (formal and informal), student work

**Action Step 2** 5

Teachers will incorporate the use of interactive notebooks and students will use them with fidelity. Teachers will receive professional development on the use of interactive notebooks as well as other instructional strategies.

**Person Responsible**

Tishun Gilbert

**Schedule**

On 5/29/2015

***Evidence of Completion***

Interactive notebooks, lesson plans, implementation of instructional strategies in the classroom.

**Plan to Monitor Fidelity of Implementation of G9.B1.S1** 6

Teachers will communicate during common planning to share progress, ideas and experiences. Student achievement data will be gathered from Performance Matters and used to determine next steps.

**Person Responsible**

Tishun Gilbert

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

***Evidence of Completion***

PLC minutes, lesson plans, student work

**Plan to Monitor Effectiveness of Implementation of G9.B1.S1** 7

Students demonstrate, through student work and assessment, a greater depth of knowledge and understanding.

**Person Responsible**

Tishun Gilbert


**Schedule**

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


***Evidence of Completion***

Student work, CGA data, FCAT 2.0 and other assessments (formal and informal)

**G9.B2** Lack of ESE/ELL support in Science **2**

 B103532

**G9.B2.S1** Teachers will implement small group rotations to prescribe enrichment activities through differentiated instruction with the classroom. **4**

 S114665

**Strategy Rationale**

Working with students in small group provides more one on one interaction and will allow the teacher to provide more "prescriptive" teaching. Thereby, giving the student what he or she needs when they need it.

**Action Step 1** **5**

Teachers will implement activities that higher order/critical thinking activities to expand students' depth of knowledge.

**Person Responsible**

Tishun Gilbert

**Schedule**

Daily, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Student products, CGA data, FCAT 2.0

**Plan to Monitor Fidelity of Implementation of G9.B2.S1** **6**

Teachers will use common planning to ensure that activities are focused on remediation and enrichment.

**Person Responsible**

Tishun Gilbert

**Schedule**

Daily, from 9/22/2014 to 5/29/2015

**Evidence of Completion**

Teacher lesson plans PLC Minutes

**Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7**

Teachers will analyze current data to determine student groups for remediation and enrichment activities. Teachers will also conduct data chats with the students to help students gain a better understanding of where they are on the learning scale.

**Person Responsible**

Tishun Gilbert

**Schedule**

Daily, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Differentiated work based on student groupings, CGA data and FCAT 2.0

**G9.B3 Student lack of academic vocabulary 2**

 B115960

**G9.B3.S1** Teachers will use common planning time to review lesson plans then use their finding to help their peers unpack the standards. 4

 S128452

**Strategy Rationale**

In an effort to effectively teach the expectations to students, the teachers must first understand what the standards are requiring the students to know.

**Action Step 1 5**

Use of common planning to review lesson plans and unpack standards.

**Person Responsible**

Tishun Gilbert

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

**Action Step 2** 5

Improvement of comprehension of informational text through scaffolding and explicit vocabulary instruction.

**Person Responsible**

Tishun Gilbert

**Schedule**

Daily, from 9/29/2014 to 5/29/2015

***Evidence of Completion***

Data chats, assessment data

**Action Step 3** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G9.B3.S1** 6

Use of common planning to review lesson plans and unpack standards

**Person Responsible**

Tishun Gilbert

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, PLC minutes

**Plan to Monitor Effectiveness of Implementation of G9.B3.S1** 7

Participation in the PLC process

**Person Responsible**

Tishun Gilbert

**Schedule**

Weekly, from 9/1/2014 to 7/3/2015

**Evidence of Completion**

Lesson plans, PLC minutes

**G9.B3.S2** Teachers will work with the ELA teacher during team planning time to plan lessons that incorporate relevant academic vocabulary. wi 4

 S128456

**Strategy Rationale**

Working with an experienced teacher will help ease the anxiety of the teacher as well as provide the Science teachers with teaching strategies that are being used with students in other classes.

**Action Step 1** 5

Collaborative planning with ELA teacher to develop vocabulary strategies.

**Person Responsible**

Tishun Gilbert

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**



**Plan to Monitor Fidelity of Implementation of G9.B3.S2** 6

Classroom observations and student assessments

**Person Responsible**

Tishun Gilbert

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Students work evidence

**Plan to Monitor Effectiveness of Implementation of G9.B3.S2** 7

Classroom observations and student data on district assessments.

**Person Responsible**

Tishun Gilbert

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Observation feedback and student data on district assessments..

**G10. Decrease the number of students that are failing one or more courses** 1

G042439

**G10.B1 Consistent implementation of safety nets** 2

B103533

**G10.B1.S1 Teachers will collaborate with their subject area and grade level teams to implement safety net strategies.** 4

S114666

**Strategy Rationale**

Teachers can track student progress across subject areas during common planning times to monitor student success.

**Action Step 1** 5

Teachers are able to collaborate with subject area and grade level teams to help with the implementation of safety nets

**Person Responsible**

Jennifer Bridwell

**Schedule**

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

**Evidence of Completion**

Teacher common planning time Early-release Wednesday Professional Learning Community (PLC) meeting agenda/notes

**Plan to Monitor Fidelity of Implementation of G10.B1.S1** 6

Monitoring teacher collaboration and implementation of safety nets

**Person Responsible**

Jennifer Bridwell

**Schedule**

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

**Evidence of Completion**

Administrators will observe safety net strategies being utilized during classroom walk-throughs. Subject area chairs will lead PLC discussions about safety net strategies. Teacher will keep a phone log of communications with parents about student progress. Teachers will utilize team common planning to hold parent conferences as necessary to ensure success.

**Plan to Monitor Effectiveness of Implementation of G10.B1.S1** 7

Monitor the effectiveness of teacher collaboration and the implementation of safety nets

**Person Responsible**

Jennifer Bridwell

**Schedule**

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

**Evidence of Completion**

Principal, Assistant Principal, Subject Area chair, Reading Coach and teachers will participate in PLC meetings to discuss safety net strategies for student success. Principal will meet quarterly with grade level teams to discuss students at-risk for failure and to discuss strategies and/or resources to aide the student.

**G10.B1.S2** Guidance will be involved in scheduling parent-teacher conferences. 4

 S128463

**Strategy Rationale**

This insures consistent access to conferences for parents and allows guidance counselors to be involved in the process.

**Action Step 1** 5

Guidance Counselors will schedule parent-teacher conferences for teams.

**Person Responsible**

Jennifer Bridwell

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G10.B1.S2** 6

Parent teacher conference logs

**Person Responsible**

Jennifer Bridwell

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Parent-teacher conference logs

**Plan to Monitor Effectiveness of Implementation of G10.B1.S2** 7

Students promotion rate

**Person Responsible**

Jennifer Bridwell

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Promotion/Retention report

**G11. Improve student attendance rate by 1%. 1**

G042433

**G11.B1 Accurate phone numbers 2**

B103522

**G11.B1.S1** Students blue information cards are completed at the beginning of the year. Student Services clerks update this information as needed. 4

S114652

**Strategy Rationale**

**Action Step 1 5**

Correct contact information for parents

**Person Responsible**

**Schedule**

Quarterly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Correct blue cards on file in the student services offices and correct information in Genesis

**Plan to Monitor Fidelity of Implementation of G11.B1.S1 6**

Accurate phone numbers for parents

**Person Responsible**

Rachel Naylor

**Schedule**

Quarterly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Correct blue cards filed in the student services office Correct contact information in Genesis and Oncourse

**Plan to Monitor Effectiveness of Implementation of G11.B1.S1** 7

Use of a program that calls parents automatically when students are absent

**Person Responsible**

Rachel Naylor

**Schedule**

Daily, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Oncourse and Genesis attendance reports

**G11.B1.S2** Regular AIT conferences that involve the students assistant principal, parent, and guidance counselor. 4

 S128466

**Strategy Rationale**

**Action Step 1** 5

Assistant principals will schedule regular AIT meetings with students, parents, and guidance counselors.

**Person Responsible**

Rachel Naylor

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

AIT conference logs

**Plan to Monitor Fidelity of Implementation of G11.B1.S2** 6

AIT logs, improved attendance from students who are chronically absent.

**Person Responsible**

Rachel Naylor

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Attendance reports, AIT logs

**Plan to Monitor Effectiveness of Implementation of G11.B1.S2** 7

Assistant principals will monitor the attendance and performance of students who are chronically absent.

**Person Responsible**

Rachel Naylor

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015


**Evidence of Completion**

Student report cards, attendance reports, district performance data


**G12. Decrease student behavior referrals by 2%** 1

 G042436

**G12.B1 Consistent Implementation by teachers and staff** 2

 B103527

**G12.B1.S1 Grade level assemblies as needed (at least semi-annual)** 4

 S114659

**Strategy Rationale**

**Action Step 1** 5

Grade level assemblies planned to educate students on behavior expectations

**Person Responsible**

Hyacinth Bohlinger

**Schedule**

On 8/22/2014

**Evidence of Completion**

Assemblies scheduled on the school calendar, powerpoint of our school Guidelines for Success

**Plan to Monitor Fidelity of Implementation of G12.B1.S1** 6

Grade level assemblies

**Person Responsible**

Hyacinth Bohlinger

**Schedule**

On 8/22/2014

**Evidence of Completion**

Schedule of assemblies on school calendar, PowerPoint presentation

**Plan to Monitor Effectiveness of Implementation of G12.B1.S1** 7

Monitor the effectiveness of school assemblies on student behavior

**Person Responsible**

Jennifer Bridwell


**Schedule**

Biweekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Decrease in student behavior issues, Consistent procedures witnessed school-wide

**G12.B1.S2** Foundations lessons incorporated in daily lessons during the first week of school and revisited as needed. 4

 S114660

**Strategy Rationale**

**Action Step 1** 5

Foundations Lessons created and incorporated into lesson plans

**Person Responsible**

**Schedule**

Semiannually, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Foundations lessons created and shared with teachers, Foundation schedule created by Assistant Principal, Teacher lesson plans



**Plan to Monitor Fidelity of Implementation of G12.B1.S2 6**

Monitor Foundation lessons

**Person Responsible**

Tishun Gilbert

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G12.B1.S2 7**

Monitoring effectiveness of foundations lessons

**Person Responsible**

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Decrease in student behavior problems and resulting referrals

**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
G5.B1.S1.A1	Teachers will work together with their PLC and district support		8/25/2014	Completion of Common Planning logs to document, PLC meeting notes as well as checking lesson plans to validate fidelity.	6/5/2015 weekly
G5.B1.S2.A1	Teachers will utilize support of subject area administrator and district math coach		Professional Learning Community minutes	once	
G5.B2.S1.A1	Math teachers will utilize support of subject area administrator and district math coach to receive training on correct implementation of curriculum.		9/2/2014	Correct implementation of curriculum during walkthroughs and observations, lesson plans and PLC, common planning notes.	5/29/2015 biweekly
G4.B1.S1.A1	Instruction to reinforce writing strategies for teachers.	Clark, Allison	9/29/2014	PLC minutes. Reading coach log. Department meeting minutes. Faculty meeting and early-dismissal day minutes.	6/1/2015 biweekly

**Duval - 2531 - Twin Lakes Academy Middle - 2014-15 SIP**

*Twin Lakes Academy Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B1.S1.A1	Professional Development through common planning, PLC's and Early Release Trainings reading strategies	Clark, Allison	9/1/2014	Classroom observation for artifacts and activities. Minutes from Professional Development trainings.	6/5/2015 monthly
G11.B1.S1.A1	Correct contact information for parents		9/1/2014	Correct blue cards on file in the student services offices and correct information in Genesis	6/5/2015 quarterly
G7.B1.S1.A1	Use of ESE consultation and ESOL support facilitators.		9/2/2014	ESE consultation student contact logs	5/29/2015 one-time
G7.B1.S2.A1	Use of laptop carts to provide instructional tools	Edwards, Nadirah	9/2/2014	Classroom Observations	5/29/2015 one-time
G12.B1.S1.A1	Grade level assemblies planned to educate students on behavior expectations	Bohlinger, Hyacinth	8/18/2014	Assemblies scheduled on the school calendar, powerpoint of our school Guidelines for Success	8/22/2014 one-time
G12.B1.S2.A1	Foundations Lessons created and incorporated into lesson plans		8/18/2014	Foundations lessons created and shared with teachers, Foundation schedule created by Assistant Principal, Teacher lesson plans	6/5/2015 semiannually
G6.B1.S1.A1	Use assessments to guide and plan instruction		9/2/2014	Student performance on assessments	5/29/2015 weekly
G6.B2.S1.A1	Student use of laptops for student centered instruction		Classroom observations	one-time	
G9.B1.S1.A1	Science teachers will utilize the Science Specialist for training. Focus lessons and enrichment activities will incorporate critical thinking and higher order questions.	Gilbert, Tishun	8/25/2014	Lesson plans, FCIM lessons, assessments (formal and informal), student work	5/28/2015 weekly
G9.B2.S1.A1	Teachers will implement activities that higher order/critical thinking activities to expand students' depth of knowledge.	Gilbert, Tishun	9/29/2014	Student products, CGA data, FCAT 2.0	5/29/2015 daily
G10.B1.S1.A1	Teachers are able to collaborate with subject area and grade level teams to help with the implementation of safety nets	Bridwell, Jennifer	10/6/2014	Teacher common planning time Early-release Wednesday Professional Learning Community (PLC) meeting agenda/notes	6/5/2015 monthly
G2.B1.S1.A1	All ELA/Intensive Reading teachers will have a thorough knowledge of each standard within the new LAFS standards.	Clark, Allison	9/29/2014	Use Unpacking the Standard within the Curriculum Lesson Guide handout for each standard. Teachers will have the copy they completed and the reading coach will have a copy in a common planning notebook.	5/1/2015 weekly
G1.B1.S1.A1	ELA classrooms will incorporate relevant literacy stations into their daily routines.	Bridwell, Jennifer	9/22/2014	Common planning notes, walkthrough notes and observation notes	6/1/2015 biweekly
G4.B1.S2.A1	Train the teachers on how to correctly implement Write to Learn	Clark, Allison	10/1/2014	Write to Learn reports, lesson plans, common planning notes	11/28/2014 weekly
G7.B2.S1.A1	Teachers will inform the IMM which students need a homework helper textbook, IMM will check out the textbook to those students.		9/2/2014	Students have textbook and IMM can run a report to see students who have checked out the textbook	5/29/2015 one-time
G3.B1.S1.A1	Teacher training on Achieve 3000 and support of interactive journals	Clark, Allison	9/23/2014	Achieve 3000 reports and student journals	5/29/2015 monthly
G8.B1.S2.A1	Modeling of lesson for Math teachers	Naylor, Rachel	9/23/2014		9/23/2014 one-time
G9.B3.S1.A1	Use of common planning to review lesson plans and unpack standards.	Gilbert, Tishun	9/1/2014		6/5/2015 weekly
G9.B3.S2.A1	Collaborative planning with ELA teacher to develop vocabulary strategies.	Gilbert, Tishun	9/1/2014		6/5/2015 monthly
G10.B1.S2.A1	Guidance Counselors will schedule parent-teacher conferences for teams.	Bridwell, Jennifer	9/1/2014		6/5/2015 weekly

**Duval - 2531 - Twin Lakes Academy Middle - 2014-15 SIP**  
Twin Lakes Academy Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B2.S2.A1	Students will be provided after school enrichment which will give them access to the online support programs.	Gilbert, Tishun	10/20/2014	Student attendance	6/5/2015 biweekly
G11.B1.S2.A1	Assistant principals will schedule regular AIT meetings with students, parents, and guidance counselors.	Naylor, Rachel	9/1/2014	AIT conference logs	6/5/2015 monthly
G4.B1.S2.A2	Correct implementation of the Write to Learn resource by all ELA/Reading teachers.	Bridwell, Jennifer	10/20/2014	Write to Learn reports, lesson plans, walkthroughs, observations.	6/1/2015 biweekly
G9.B1.S1.A2	Teachers will incorporate the use of interactive notebooks and students will use them with fidelity. Teachers will receive professional development on the use of interactive notebooks as well as other instructional strategies.	Gilbert, Tishun	10/20/2014	Interactive notebooks, lesson plans, implementation of instructional strategies in the classroom.	5/29/2015 one-time
G9.B3.S1.A2	Improvement of comprehension of informational text through scaffolding and explicit vocabulary instruction.	Gilbert, Tishun	9/29/2014	Data chats, assessment data	5/29/2015 daily
G9.B3.S1.A3	[no content entered]			once	
G1.MA1	Administrator and reading coach will meet monthly to discuss observed follow-through.	Bridwell, Jennifer	10/1/2014	Data from walkthroughs, observations and lesson plans.	6/1/2015 biweekly
G1.B1.S1.MA1	Walkthrough, observation, monitor common planning, and check lesson plans.	Bridwell, Jennifer	9/29/2014	Data collected from walkthroughs, observations, common planning notes, lesson plans.	6/1/2015 biweekly
G1.B1.S1.MA1	Walkthrough, observation, monitor common planning, and check lesson plans.	Bridwell, Jennifer	9/29/2014	Data collected from walkthroughs, observations, common planning notes, lesson plans.	6/1/2015 biweekly
G2.MA1	Administrator and reading coach will meet monthly to discuss observed follow-through.	Bridwell, Jennifer	10/17/2014	Data from walkthroughs, observations and lesson plans.	6/1/2015 biweekly
G2.B1.S1.MA1	Administrator will complete walk-throughs, observations and check lesson plans during common planning time.	Bridwell, Jennifer	10/1/2014	Data collected through walk-throughs, observations and teacher lesson plans.	6/1/2015 one-time
G2.B1.S1.MA1	Administrator will complete walk-throughs, observations and check lesson plans during common planning time.	Bridwell, Jennifer	10/1/2014	Data collected through walk-throughs, observations and teacher lesson plans.	6/1/2015 one-time
G3.MA1	Monitoring for the effectiveness of the school-wide Read / Think / Write program.	Bridwell, Jennifer	9/1/2014	Quarterly County Benchmark CGA's, FSA scores	6/5/2015 biweekly
G3.B1.S1.MA1	Improvement of student answers when presented with text based questions.	Clark, Allison	10/6/2014		5/29/2015 biweekly
G3.B1.S1.MA1	Classroom observations	Bridwell, Jennifer	9/22/2014	Use of Achieve 3000 and evidence of interactive journals	5/29/2015 biweekly
G4.MA1	Monitoring progress of school-wide writing reinforcement.	Bridwell, Jennifer	9/29/2014	Data received from web-based resource, teacher graded prompts using new writing rubric, End of year Writing Assessment.	6/1/2015 biweekly
G4.B1.S1.MA1	Monitoring for effectiveness of school-wide writing reinforcement.	Bridwell, Jennifer	9/29/2014	Data collected from student work, common planning, walkthrough and observation notes	6/1/2015 biweekly
G4.B1.S1.MA1	Monitoring of school-wide daily writing strategies.	Bridwell, Jennifer	9/29/2014	Common planning notes, Administrative observation notes. Rereading coach log.	6/1/2015 biweekly
G4.B1.S2.MA1	Administrator and Reading Coach will discuss trainings and check write to learn reports to monitor effectiveness of trainings.	Bridwell, Jennifer	10/3/2014	notes from trainings, teacher participation in resource, reports from write to learn.	11/28/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.MA4	Walkthroughs, observations, write to learn reports and checking lesson plans to monitor fidelity of implementation.	Bridwell, Jennifer	10/3/2014	data collected from walkthroughs, observations, lesson plans, reports from write to learn.	6/1/2015 biweekly
G4.B1.S2.MA1	Administrator will meet with Coach and check schedule to make sure trainings are being held for teachers.	Bridwell, Jennifer	10/1/2014	Common planning notes, coaches schedule	11/28/2014 weekly
G4.B1.S2.MA2	Walkthroughs, observations, write to learn reports and checking lesson plans to monitor fidelity of implementation.	Bridwell, Jennifer	10/3/2014	data collected from walkthroughs, observations, lesson plans, reports from write to learn.	6/1/2015 biweekly
G5.MA1	Math teachers will utilize support of subject area administrator and district math coach to receive training on correct implementation of curriculum.	Naylor, Rachel	8/25/2014	Completion of Common Planning logs to document, PLC meeting notes as well as checking lesson plans to validate fidelity and data from quarterly CGA's.	6/5/2015 weekly
G5.B1.S1.MA1	Teachers will work together with their PLC and district support	Naylor, Rachel	8/25/2014	Completion of Common Planning logs to document, PLC meeting notes as well as checking lesson plans to validate fidelity.	6/5/2015 weekly
G5.B1.S1.MA1	Teachers will work together with their PLC and district support	Naylor, Rachel	8/25/2014	Completion of Common Planning logs to document, PLC meeting notes as well as checking lesson plans to validate fidelity.	6/5/2015 weekly
G5.B2.S1.MA1	Math teachers will utilize support of subject area administrator and district math coach to receive training on correct implementation of curriculum.		9/2/2014	Correct implementation of curriculum during walkthroughs and observations, lesson plans and PLC, common planning notes and quarterly CGA data.	5/29/2015 one-time
G5.B2.S1.MA1	Math teachers will utilize support of subject area administrator and district math coach to receive training on correct implementation of curriculum.		9/2/2014	Correct implementation of curriculum during walkthroughs and observations, lesson plans and PLC, common planning notes.	5/29/2015 biweekly
G5.B1.S2.MA1	Use of subject area administrator and district coach		Professional Learning Community Minutes and Lesson Plans	once	
G5.B1.S2.MA1	Teacher utilization of subject area administrator and district coach		Professional Learning Community Minutes	once	
G6.MA1	Use of full time substitute to watch classes during peer observations		Minutes of Instructional Leadership Team	one-time	
G6.B1.S1.MA1	Use of assessments	Naylor, Rachel	8/25/2014	Student performance on curriculum guides	6/5/2015 weekly
G6.B1.S1.MA1	Use of assessments	Naylor, Rachel	8/25/2014	Student performance on curriculum guide assessments	6/5/2015 weekly
G6.B2.S1.MA1	Student centered instruction using technology		Classroom observation	one-time	
G6.B2.S1.MA1	Teacher professional development on student centered instruction using technology		Classroom observations	one-time	
G7.MA1	Student data on classroom assessments	Gilbert, Tishun	9/1/2014	Student work evidence, student performance on district assessments	6/5/2015 weekly
G7.B1.S1.MA1	Use of ESE consultation and ESOL support facilitators.	Naylor, Rachel	9/1/2014	Instructional Leadership Team meeting minutes	6/5/2015 weekly

**Duval - 2531 - Twin Lakes Academy Middle - 2014-15 SIP**  
*Twin Lakes Academy Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.MA1	Use of ESE consultation and ESOL support facilitators.	Naylor, Rachel	9/1/2014	Student ESE consultation logs and Professional Learning Community Minutes	6/5/2015 weekly
G7.B2.S1.MA1	Teachers will inform the IMM which students need a homework helper textbook, IMM will check out the textbook to those students.		9/2/2014	Students have textbook and IMM can run a report to see students who have checked out the textbook	5/29/2015 one-time
G7.B2.S1.MA1	Teachers will inform the IMM which students need a homework helper textbook, IMM will check out the textbook to those students.		9/2/2014	Students have textbook and IMM can run a report to see students who have checked out the textbook	5/29/2015 one-time
G7.B1.S2.MA1	Use of laptop carts for instructional tools	Edwards, Nadirah	9/1/2014	Student regular use in the classroom to support instruction	6/5/2015 weekly
G7.B1.S2.MA1	Use of laptop carts for instruction	Edwards, Nadirah	9/1/2014	Student regular use in the classroom to support instruction	6/5/2015 weekly
G7.B2.S2.MA1	Certified teachers will be paid to support students in after school enrichment.	Gilbert, Tishun	10/20/2014	Student performance reports	6/5/2015 biweekly
G7.B2.S2.MA1	Student attendance and student performance reports	Gilbert, Tishun	10/20/2014	Student attendance, student performance reports	6/5/2015 biweekly
G8.MA1	Monitor for effectiveness of implementation of reading strategies.	Bridwell, Jennifer	9/1/2014	Quarterly CGA benchmark assessments. Florida State Standards Assessment	6/5/2015 weekly
G8.B1.S1.MA1	Monitor for effectiveness of implementation of reading strategies.	Bridwell, Jennifer	9/1/2014	Quarterly CGA benchmark assessments. Florida Standards Assessment results	6/5/2015 weekly
G8.B1.S1.MA1	Monitoring for fidelity of implementation of strategies.	Bridwell, Jennifer	9/1/2014	Classroom observation notes.	6/5/2015 one-time
G8.B1.S2.MA1	Classroom Observations	Naylor, Rachel	9/8/2014	Classroom observation, lesson plans, student work evidence	6/5/2015 one-time
G8.B1.S2.MA1	Classroom observations	Naylor, Rachel	9/8/2014	Classroom Observations, lesson plans, student work evidence	6/5/2015 one-time
G9.MA1	Teachers will analyze Curriculum Guide Assessment data to determine current student levels. Teachers will use their findings to create focus lessons to meet students at their current level.	Gilbert, Tishun	10/20/2014	student data from CGA, lesson plans, Data Chat notes	5/29/2015 every-6-weeks
G9.B1.S1.MA1	Students demonstrate, through student work and assessment, a greater depth of knowledge and understanding.	Gilbert, Tishun	10/20/2014	Student work, CGA data, FCAT 2.0 and other assessments (formal and informal)	5/29/2015 daily
G9.B1.S1.MA1	Teachers will communicate during common planning to share progress, ideas and experiences. Student achievement data will be gathered from Performance Matters and used to determine next steps.	Gilbert, Tishun	10/1/2014	PLC minutes, lesson plans, student work	5/29/2015 monthly
G9.B2.S1.MA1	Teachers will analyze current data to determine student groups for remediation and enrichment activities. Teachers will also conduct data chats with the students to help students gain a better understanding of where they are on the learning scale.	Gilbert, Tishun	10/1/2014	Differentiated work based on student groupings, CGA data and FCAT 2.0	5/29/2015 daily
G9.B2.S1.MA1	Teachers will use common planning to ensure that activities are focused on remediation and enrichment.	Gilbert, Tishun	9/22/2014	Teacher lesson plans PLC Minutes	5/29/2015 daily
G9.B3.S1.MA1	Participation in the PLC process	Gilbert, Tishun	9/1/2014	Lesson plans, PLC minutes	7/3/2015 weekly



**Duval - 2531 - Twin Lakes Academy Middle - 2014-15 SIP**  
*Twin Lakes Academy Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G9.B3.S1.MA1	Use of common planning to review lesson plans and unpack standards	Gilbert, Tishun	9/1/2014	Lesson plans, PLC minutes	6/5/2015 weekly
G9.B3.S2.MA1	Classroom observations and student data on district assessments.	Gilbert, Tishun	9/1/2014	Observation feedback and student data on district assessments..	6/5/2015 monthly
G9.B3.S2.MA1	Classroom observations and student assessments	Gilbert, Tishun	9/1/2014	Students work evidence	6/5/2015 monthly
G10.MA1	Monitor students at-risk for failing and provide appropriate safety nets to aide the student	Bridwell, Jennifer	10/6/2014	Teacher will keep a phone log of parent communication about the student's progress Teacher will send home scholarship warnings to notify parents about the student's progress Quarterly, Principal and grade level teams will meet to identify students at-risk for failing and to discuss appropriate safety net strategies	6/5/2015 monthly
G10.B1.S1.MA1	Monitor the effectiveness of teacher collaboration and the implementation of safety nets	Bridwell, Jennifer	10/6/2014	Principal, Assistant Principal, Subject Area chair, Reading Coach and teachers will participate in PLC meetings to discuss safety net strategies for student success. Principal will meet quarterly with grade level teams to discuss students at-risk for failure and to discuss strategies and/or resources to aide the student.	6/5/2015 monthly
G10.B1.S1.MA1	Monitoring teacher collaboration and implementation of safety nets	Bridwell, Jennifer	10/6/2014	Administrators will observe safety net strategies being utilized during classroom walk-throughs. Subject area chairs will lead PLC discussions about safety net strategies. Teacher will keep a phone log of communications with parents about student progress. Teachers will utilize team common planning to hold parent conferences as necessary to ensure success.	6/5/2015 monthly
G10.B1.S2.MA1	Students promotion rate	Bridwell, Jennifer	9/1/2014	Promotion/Retention report	6/5/2015 weekly
G10.B1.S2.MA1	Parent teacher conference logs	Bridwell, Jennifer	9/1/2014	Parent-teacher conference logs	6/5/2015 monthly
G11.MA1	Use of a program that calls parents automatically when students are absent		8/18/2014	Oncourse and Genesis attendance reports	daily
G11.B1.S1.MA1	Use of a program that calls parents automatically when students are absent	Naylor, Rachel	9/1/2014	Oncourse and Genesis attendance reports	6/5/2015 daily
G11.B1.S1.MA1	Acurate phone numbers for parents	Naylor, Rachel	9/1/2014	Correct blue cards filed in the student services office Correct contact informatino in Genesis and Oncourse	6/5/2015 quarterly
G11.B1.S2.MA1	Assistant principals will monitor the attendance and performance of students who are chronically absent.	Naylor, Rachel	9/1/2014	Student report cards, attendance reports, district performance data	6/5/2015 monthly
G11.B1.S2.MA1	AIT logs, improved attendance from students who are chronically absent.	Naylor, Rachel	9/1/2014	Attendance reports, AIT logs	6/5/2015 monthly
G12.MA1	Monitoring effectiveness of strategies to improve student behavior	Bridwell, Jennifer	8/18/2014	Decrease in student behavior problems and resulting referrals Monthly and end-of-year Genesis reports on discipline Classroom walk-throughs demonstrate consistent procedures school-wide	6/5/2015 biweekly
G12.B1.S1.MA1	Monitor the effectiveness of school assemblies on student behavior	Bridwell, Jennifer	9/1/2014	Decrease in student behavior issues, Consistent procedures witnessed school-wide	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G12.B1.S1.MA1	Grade level assemblies	Bohlinger, Hyacinth	8/18/2014	Schedule of assemblies on school calendar, PowerPoint presentation	8/22/2014 one-time
G12.B1.S2.MA1	Monitoring effectiveness of foundations lessons		8/18/2014	Decrease in student behavior problems and resulting referrals	6/5/2015 quarterly
G12.B1.S2.MA1	Monitor Foundation lessons	Gilbert, Tishun	8/18/2014	Classroom walk-throughs	6/5/2015 quarterly

## 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.** ELA classrooms will incorporate relevant literacy stations into their daily routines.

**G1.B1** This is a new concept to many teachers.

**G1.B1.S1** Use common planning time to assist teachers in planning relevant literacy stations within their classrooms.

### PD Opportunity 1

ELA classrooms will incorporate relevant literacy stations into their daily routines.

#### Facilitator

reading coach

#### Participants

all ELA/Reading teachers

#### Schedule

Biweekly, from 9/22/2014 to 6/1/2015

**G2.** All ELA/Intensive Reading teachers will have a thorough knowledge of each standard within the new LAFS standards.

**G2.B1** Brand new standards and curriculum.

**G2.B1.S1** Use the weekly common planning time to unpack a standard that is in the current 9 weeks curriculum guide.

### PD Opportunity 1

All ELA/Intensive Reading teachers will have a thorough knowledge of each standard within the new LAFS standards.

#### Facilitator

Reading Coach

#### Participants

All ELA/Intensive Reading teachers

#### Schedule

Weekly, from 9/29/2014 to 5/1/2015



**G3. 74% of students will be proficient in Reading on the Florida Standards Assessment**

**G3.B1 Students' struggle to answer text based questions**

**G3.B1.S1** Use of Achieve 3000 and interactive journals in core classes to support students' responses to text based questions of informational texts.

**PD Opportunity 1**

Teacher training on Achieve 3000 and support of interactive journals

**Facilitator**

Achieve 3000 representative

**Participants**

Reading, Language Arts, Science, and Social studies teachers.

**Schedule**

Monthly, from 9/23/2014 to 5/29/2015

**G4. 60% of students will score a passing score on the Writing Assessment.**

**G4.B1** In the past only 8th graders have been assessed. Now shift into all grade levels being assessed.

**G4.B1.S1** Instruction and/or brief reminders on strategies can be given to all teachers during PLC or faculty meetings to support writing practice across the curriculum.

**PD Opportunity 1**

Instruction to reinforce writing strategies for teachers.

**Facilitator**

PDF. Reading coach. District Reading Specialist.

**Participants**

All faculty members.

**Schedule**

Biweekly, from 9/29/2014 to 6/1/2015

**G4.B1.S2** Training and full implementation in the new web-based resource for writing. Write to Learn.

**PD Opportunity 1**

Train the teachers on how to correctly implement Write to Learn

**Facilitator**

reading coach

**Participants**

All ELA/Reading teachers

**Schedule**

Weekly, from 10/1/2014 to 11/28/2014

**G5.** Students scoring at FCAT Math levels 1 and 2 will receive additional support through Math Enrichment classes.

**G5.B2** Teacher training on Carnegie math

**G5.B2.S1** Math teachers will utilize support of support of subject area administrators and district math coach

**PD Opportunity 1**

Math teachers will utilize support of subject area administrator and district math coach to receive training on correct implementation of curriculum.

**Facilitator**

District Math Coach

**Participants**

Math teachers

**Schedule**

Biweekly, from 9/2/2014 to 5/29/2015

**G6. 70% of students will receive a will score proficient on the Mathematics 2015 Florida Standards Assessment**

**G6.B1 Background knowledge of low performing students**

**G6.B1.S1 Use of diagnostics and curriculum guide assessments to inform and plan instruction**

**PD Opportunity 1**

Use assessments to guide and plan instruction

**Facilitator**

District content area specialist

**Participants**

All math and math enrichment teachers

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

**G6.B2 Limited resources for blended learning (technology based instruction within the lesson period).**

**G6.B2.S1 Use of student laptops to implement student learning stations in a blended instruction format. Use of rotations to include a group of students using laptops.**

**PD Opportunity 1**

Student use of laptops for student centered instruction

**Facilitator**

District math specialist

**Participants**

Teachers

**Schedule**

**G7. 70% of students will make learning gains in Reading and Math on the 2015 Florida Standards Assessment**

**G7.B1** Students identified as ESE and ESOL may have developmental and language barriers which make attaining learning gains a source of concern.

**G7.B1.S2** Use of technology instructional tools to assist in ESOL student achievement.

**PD Opportunity 1**

Use of laptop carts to provide instructional tools

**Facilitator**

District ESOL specialist

**Participants**

ESOL teachers

**Schedule**

On 5/29/2015

**G8. All NCLB subgroups will meet Math and Reading Annual Measurable Objectives. (AMO's)**

**G8.B1** Teachers are in need of additional training on the new state standards and the K-12 look fors

**G8.B1.S1** Reading coach will provide professional development on reading strategies that support the K-12 literacy look-fors and the 4 pillars of excellent instruction.

**PD Opportunity 1**

Professional Development through common planning, PLC's and Early Release Trainings reading strategies

**Facilitator**

Reading Coach.

**Participants**

All teachers.

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**G8.B1.S2** District Math Specialist will provide training on the new state standards and the Math K-12 look-fors

**PD Opportunity 1**

Modeling of lesson for Math teachers

**Facilitator**

Michelle LaValle

**Participants**

Math teachers

**Schedule**

On 9/23/2014

**G9.** 57% of students will receive a score of 3 or higher on the 2015 Science FCAT 2.0.

**G9.B2** Lack of ESE/ELL support in Science

**G9.B2.S1** Teachers will implement small group rotations to prescribe enrichment activities through differentiated instruction with the classroom.

**PD Opportunity 1**

Teachers will implement activities that higher order/critical thinking activities to expand students' depth of knowledge.

**Facilitator**

District science specialist

**Participants**

Science teachers

**Schedule**

Daily, from 9/29/2014 to 5/29/2015

**G12.** Decrease student behavior referrals by 2%

**G12.B1** Consistent Implementation by teachers and staff

**G12.B1.S2** Foundations lessons incorporated in daily lessons during the first week of school and revisited as needed.

**PD Opportunity 1**

Foundations Lessons created and incorporated into lesson plans

**Facilitator**

Tishun Gilbert

**Participants**

All teachers

**Schedule**

Semiannually, from 8/18/2014 to 6/5/2015

## 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