Trafalgar Middle School

2014-15 School Improvement Plan

Trafalgar Middle School

2120 SW TRAFALGAR PKWY, Cape Coral, FL 33991

http://tfm.leeschools.net//

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	54%

Alternative/ESE Center	Charter School	Minority
No	No	35%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The purpose of Trafalgar Middle School is to provide all students relevant educational opportunities that develop skills, knowledge, attitudes, and character to be a productive, responsible citizen.

Provide the school's vision statement

Trafalgar Middle School strives to be a world class school creating an environment for every learner to realize his/her highest personal potential, understand commitment to community, and compete in a global workforce.

School Environment

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

The student population at Trafalgar Middle School is approximately 900 students, reflecting a diverse population of Hispanic, Black, Asian, White and Multi- racial students. Trafalgar Middle School meets the needs of this diverse population offering bilingual, gifted, varying exceptionalites inclusion, autistic, emotional/behavioral disorders, and Life Skills classes. At the beginning of each school year, our teachers spend the first month of school getting to know students through a variety of team building activities. For example, many teachers involve students in interest inventories, cooperative learning activities, letter writing to administrators, and other activities designed to build relationships between administrators, teachers, and students. These relationship-building activities continue throughout the year as teachers meet in professional learning communities weekly to work collaboratively to help students, meet with parents for conferences, and meet individually with students as needed.

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

Faculty and staff consistently encourage students to be respectful, responsible, and resourceful members of their school community. Through our Positive Behavioral System (PBS) we regularly reward students for making good choices. Also, bully prevention lessons are taught to all students through our guidance department in order to help students learn how to address potential bullying at school. Various staff members are available to meet with students for peer counseling as needed. Additionally, school safety is paramount at Trafalgar Middle School. The first week of school students participate in a School Safety Day, where safety procedures are taught, practiced, and reviewed throughout the day. Various safety drills are practiced throughout the school year to ensure that all students know how to behave in case of an emergency before, during, and after school

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

Trafalgar Middle School is in its third year as a Positive Behavior Support (PBS) school. Our faculty and staff consistently encourage students to be respectful, responsible, and resourceful members of their school community. One method we utilize is a student planner which requires the student to

become responsible, improve organizational skills, and monitor their own assignments and assessments. Included in the student planner is a Discipline Crew Card to monitor minor behavior infractions. The Crew Card provides a clear protocol for disciplinary incidents and the consequence for each incident. For more severe discipline infractions, our staff follows provisions outlined in the Lee County Code of Conduct. Through our Positive Behavioral System (PBS) we regularly reward students for making good choices as by providing a Positive Crew Card, Caught-Ya Slips, and Positive Student Referrals. Both staff and students are given an overview of these discipline expectations at the start of each school these and a discipline flow chart is followed by staff members to ensure that this system is fairly and consistently enforced.

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

Faculty and staff have high expectations for students and believe that all students can learn and excel. Through weekly professional learning communities, teachers collaborate on best practices to meet the needs all students. Additional time in classes, Strategies for Success (parent and student night for academic success), after school tutoring, and Academic Academy (learning lunches) are offered to students in need of extra academic support. Our guidance department and teachers provide many social-emotional support systems to students. Some examples of these support systems include: regular guidance meetings with students, bully awareness training for students, a mentoring program for students, Kids Night Out (Autism Spectrum Events), Family Math Night, and Multi-Tiered System of Support (MTSS) meetings. Additionally, students are recognized for their successes through: Honor Roll Breakfast, Students of the Month, Do the Right Thing Award, and Positive Discipline Referrals.

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

Trafalgar Middle School has numerous early warning systems in place in ensure student success. Attendance is monitored carefully to address students with high absentee rates. Parents are systematically contacted when students have more than two days of an unexcused absence, and the school social worker visits families when students have a very high number of absences. Additionally, students discipline records are monitored to keep track of students with numerous school suspensions and administrators or guidance counselors arrange family meetings if needed. Student progress reports are sent home regularly through weekly grade reports, interim reports (every 4.5 weeks), and report cards (every 9 weeks). Students who are failing one or more courses meet with their guidance counselor or administrator and are provided extra time to improve their coursework by attending the Academic Academy or are recommended for after school tutoring. Students who scored a Level 1 score on the statewide standardized assessments in English Language Arts or mathematics receive additional time (94 minutes daily) of intensive instruction in their area of need. The Multi-Tiered System of Support (M.T.S.S.) Team meets regularly with parents to assist students who have academic or behavioral concerns.

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	16	34	36	86
One or more suspensions	11	29	43	83
Course failure in ELA or Math	4	7	13	24
Level 1 on statewide assessment	42	38	52	132
	0	0	0	
	0	0	0	
	0	0	0	

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	5	18	31	54

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

The Multi-Tiered System of Support (M.T.S.S.) Team meets regularly with parents to assist students who have academic or behavioral concerns. Teachers gather data on targeted areas where students need support, apply specific teaching strategies to help scaffold students, and meet regularly with the M.T.S.S. Team, parents, and student to evaluate students' progress. Additionally, students are often assigned staff mentors who meet with them on a regular basis to help support their success and offer guidance as needed. A further strategy employed by the school is that staff meets weekly in Professional Learning Communities (P.L.C.'s) to identify students exhibiting two or more early warning indicators, collaboratively work together to implement strategies to improve student performance, and monitor this student data on a regular basis. All staff members work collectively to monitor attendance, academics, and behavior progress for identified students.

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

With studies showing the benefits of parental involvement in a child's education, Trafalgar Middle strives to provide numerous opportunities for parents to get involved at various times of the day and evening. Trafalgar Middle School uses a plethora of communication strategies to keep families updated about their students' progress, including: regular newsletters, our school website, teacher websites, teacher emails, positive phone calls, our marquee, S.A.C. (School Advisory Council),

parent teacher conferences, ParentLink (grade and attendance reports), M.T.S.S., and I.E.P. meetings, Family Math Night, Strategies for Success, awards ceremonies, interim reports, reports cards, and student-led conferences. We also encourage parent volunteers to visit our campus and become involved in academic programs, sports, arts, and club activities on a regular basis, so that parents feel part of the Trafalgar family.

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

Trafalgar Middle School seeks out strong community partnerships to secure resources to support student achievement in many ways. Business leaders are invited to attend our School Advisory Council (SAC) and volunteer meetings. School-wide needs are presented and members of the community are asked to contribute financial, advertising, or other means of support. We invite community members to participate in school events and later recognize them (school newsletter, marquee, SAC meetings, etc.) for their contribution. For example, as a Positive Behavior Support (P.B.S.) school, several businesses have donated funds to help us to purchase student prizes and school-wide signs for our P. B. S. rules. Another example of a strong partnership with the local community is with the Trafalgar Middle School Garden Club. The mission of the Garden Club is to plant, grow, maintain, and harvest vegetables in order to provide for the less fortunate. Community members donated the time, resources, and financial support to get it off the ground. This popular school club encourages hands-on learning, service work, community involvement, and real world applications.

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
Galbreath, Michael	Principal
Cort-Mora, Michelle	Assistant Principal
Reid, Jamie	Assistant Principal
Culleton-Burchers, Mary	Guidance Counselor
Kellams-Berger, Noel	Teacher, K-12
Martinez, Nancy	Teacher, K-12
McKinnon, Kathy	Teacher, K-12
Cain, Leigh Ann	Instructional Coach
Mayne, Carol	Teacher, K-12

Duties

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

The roles and responsibilities of the School Leadership Team are as follows:
•Assists the principal in making decisions to govern the school (shared decision making)
•Ensures a focus on learning and continuous improvement
•Guides the work of the collaborative teams

•Supports and monitors the work of the collaborative teams
•Serves as the steward of the school's mission, vision, core values (commitments)
•Monitors achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals
•Identifies gaps in performance or processes and plans for their improvement
•Aligns school's work with the district and classroom
•Provides vision for both academic and behavioral success
•Plans, implements, and monitors the progress of school improvement
•Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures
•Charged in problem-solving and making decisions regarding student achievement, including interventions, schedules, training, support and communication.
•Attend Team meetings to collaborate on & monitor students who are struggling
•Implement interventions for students receiving supplemental and intensive supports
•Collect school-wide data for team to use in determining at-risk students
•Facilitate implementation of the MTSS problem-solving process
•Provide or coordinate valuable and continuous professional development

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

The School Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Cortney Hamilton	Parent
Shannon Cipriani	Parent
Brigid Schultz	Parent
Marjorie Altidor	Parent
Rosemary Teague	Parent
Nadine Goodman	Parent
Kim Bisbe	Parent
Sarah Simon	Parent
Angela Pfieffer	Parent
Matt Pfieffer	Business/Community
Maria Peiret	Parent
Jim Thomas	Parent
Maria Thomas	Parent
Sindia Perez	Parent
Krissy Simone	Parent
Tami Traiger	Parent
Lisa Holman	Parent
Dania Carrillo	Parent
Luz Arendondo	Education Support Employee
Hedy Anne Burgess	Education Support Employee
Douglas Mullins	Business/Community
Maria Callis	Teacher
Christine Austin	Teacher
Mary Culleton-Burchers	Teacher
Carol Mayne	Teacher
Leigh Ann Cain	Teacher
Heather Fraller	Teacher
Michael Galbreath	Principal
Michelle Cort-Mora	Principal

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 SAC will assist in the evaluation of last year's school improvement plan to determine the degree to which each goal was met.

Development of this school improvement plan

The SAC will assist in the preparation of the School Improvement Plan by reviewing data to help in determining goals.

Preparation of the school's annual budget and plan

The SAC will give advice to assist in the preparation of the school's annual budget.

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

School Improvement funds will be spent to directly support school improvement goals when/if the funds are allocated to schools.

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
Callis, Maria	Teacher, K-12
Galbreath, Michael	Principal
Allender, Bob	Teacher, K-12
Ayala, Cristy	Teacher, K-12
Cain, Leigh Ann	Instructional Coach
Coleman, Donna	Teacher, ESE
Garrigan, Charlotte	Teacher, K-12
Reilly, Kathleen	Teacher, K-12
Mazon, Dave	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will meet quarterly to determine needs based on the district's reading and writing tests. The purpose of these meetings will be to analyze the data obtained and identify resources for necessary interventions to increase student learnings and acquisition of reading comprehension skills.The team will be working to help implement reading strategies in content area classes, provide books for classroom libraries, and implement Read Across America activities.

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 meet once each week before school to participate in PLCs organized by the department and the grade level to which they belong. Additionally, teachers are scheduled common planning and lunch times by department. Teachers are encouraged to share instructional strategies and analyze student data during these times.

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

The School District of Lee County is always looking for highly qualified and certified teachers to teach our students. The method of recruitment is defined based on need. The School District of Lee County prides its reputation of being an "A" district . One of our recruitment efforts is to partner with the local colleges and universities. The district supports all teachers, especially new teachers, with mentoring programs. We provide in-services and teacher workshops.
The principal is responsible for partnering new teachers or teachers with less than 3 years experience with veteran staff. Assistant principals design the school schedule to insure same subject area teachers have common planning. Assistant principals strategize for teaming to occur by having mentors in neighboring classrooms.

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

Our school has a school-wide mentoring program. Each mentor works with administration to coordinate all mentoring activities on our campus. The school's mentors were trained by the district staff development staff. Once the school year begins the new teacher meets regularly with the mentor to discuss processes and procedures. Judy Aviles, who is a new teacher to our school, is paired with Carol Mayne. Carol is the Language Arts department head and is experienced at our school. Judy is starting her first year at our school. Both have common planning and scheduling.

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

The school ensures its core instructional programs and materials are aligned to Florida's standards by only adopting instructional programs and materials that are on the approved state adoption list from the Florida Department of Education once they have been thoroughly reviewed and approved by a district adoption committee.

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

The school uses information from all of the following to identify specific needs of individual students: baseline data, progress monitoring, Florida comprehensive assessment test (FCAT). Professional development will be provided during teachers' common planning time, Wednesday's professional development, whole group and small sessions will occur throughout the year during planning times. Intensive instruction for 94 minutes in reading and 94 minutes in math is provided each day of the week. Teaching areas will focus on weaknesses demonstrated on FCAT and formative assessments. In addition our school provides additional time during lunch for students to get caught up in their subject area work.

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: 47,700

Students participate in academic and social activities during the before or after school programs. The programs are run by a certified teacher who is in constant communication with instructional staff to insure the students are succeeding in their academic classes. Understanding the value that health plays in a child's achievement in school, the students are given opportunities to engage in physical activities as well.

Strategy Rationale

The rationale for using this strategy is that through additional time spent on differentiation and reteaching, with a certified teacher, to focus on areas of need identified by the regular classroom teacher will lead to improved student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Galbreath, Michael, michaelrga@leeschools.net

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

Throughout the year student performance is monitored through grades and overall emotional well being. The true measure of effectiveness is done by student achievement on the FCAT.

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

Trafalgar Middle School ensures that the guidance department provides students with their academic history and information to encourage college or career opportunities. Teachers have students keep portfolios with dividers to help organizational skills. They also use Cornell note taking skills when students need to document important facts that are taught. These experiences will further encourage the students in setting higher goals for their education and career

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 complete an individual education plan and are encouraged to take interest-based elective courses. Students then take their selections home to parents for review and input. Students have meetings with their guidance counselor to discuss their choices and options to ensure it is adhering to the educational plan. High school guidance counselors meet with the eighth graders to insure their educational plan allows for the student's individual goals to be met.

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

Students are placed in a variety of classes to ensure exposure to various carreers that apply skills being taught in core academic classes. From courses such as Computer Applications, Nutrition, Home Economics, Newspaper, Yearbook, Gardening, and Fishing and Boating the students see first hand the value of their education in a real life setting. Core academic and exploratory teachers work hand in hand to interweave skills through common grade professional learning communities.

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

Students have the opportunity to take high school courses such as Algebra 1 and French. The school's percentage of students passing the end of course exams have been well above the district average. All of the high schools' guidance counselors meet with the eighth graders to inform them about the expectations and curriculum needed to be successful post secondary. The school's guidance counselor and teachers are well informed in regards to the AP and DE courses offered at the high school level and encourage students to participate in them.

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

Based on information from the High School Feedback report counselors work diligently with their students to help them choose course work appropriate to help them earn college ready test scores. We offer ongoing academic tutoring and test prep programs to help students achieve their post-secondary goal and to ensure that all students achieve proficiency at each grade level by the time they reach 8th grade. Research has shown that a student who is proficient in 8th grade has a greater chance of success in a college level setting.

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.   In 2013-2014 73% of students met the state standards on the FCAT Reading test. In 2014-2015 76% of students will meet standards on the FSA ELA test.

G2.   In 2013-14 65% of students met the state standards on the FCAT Science test scoring a Level 3 or higher. In 2014-15 67% of students will meet standards on the FCAT Science test scoring a level 3 or higher.

G3.   In 2013-14 76% of students made learning gains in mathematics. In 2014-15 that will improve to 80% of students making learning gains.

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. In 2013-2014 73% of students met the state standards on the FCAT Reading test. In 2014-2015 76% of students will meet standards on the FSA ELA test. 1a

G042532

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	76.0

Resources Available to Support the Goal 2

- TeenBiz and Inside curriculm

- CIS Lessons

- Ability Grouping

- Higher complexity texts

- Teaching reading in the content area (Tools Training)

- PBS

- students meet with teachers on a daily basis

- schedule those students below grade level with an intensive reading class that meets every day for 94 minutes and provides them with the appropriate reading materials to be successful

- Reading Coach

- Administration

- Teachers (reading, social studies, language arts, science, exploratories)

- Regular assessment of reading levels and fluency

Targeted Barriers to Achieving the Goal 3

- Students with Disabilities often face difficulties with comprehension and struggle with the time needed to process the information they are reading.

- Past data shows that Hispanic students have scored well below the rest of the school population in reading.

Plan to Monitor Progress Toward G1. 8

Regular assessment of reading levels and fluency, teacher observation, student work samples, GPS data, checkpoints from curriculum, Portfolios, running anecdotals

Person Responsible

Michael Galbreath

Schedule

Monthly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Student portfolios, District Common Course Exams, LevelSet Assessment, monthly lexile reports, 2015 FSA ELA test

G2. In 2013-14 65% of students met the state standards on the FCAT Science test scoring a Level 3 or higher. In 2014-15 67% of students will meet standards on the FCAT Science test scoring a level 3 or higher. `1a`

🔍 G042533

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	67.0

Resources Available to Support the Goal `2`

- Ability grouping

- Higher complexity Texts

- PBS

- Students meet with teachers on a daily basis

- Administration

- Teachers (math, reading, social studies, language arts, science, exploratories)

- Regular assessment of science content mastery

- District science resources

- Content journaling

- Differentiated homework

- Instruction that covers multiple learning styles

- Teaching reading in the content areas training (Tools training)

Targeted Barriers to Achieving the Goal `3`

- Students with Disabilities often face difficulties with comprehension and struggle with the time needed to process the information they are reading.

- Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline difficulties, and lack of parental support.

Plan to Monitor Progress Toward G2. `8`

Student work samples, Science labs, Student grade report printout, weekly formative assessments, practicums, student-managed running records, formal assessments, monthly Science department meetings, FCAT practice assessments, Academic Academy

Person Responsible

Kathy McKinnon

Schedule

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

Evidence of Completion

Curriculum assessments, common course exams, practice FCAT Science tests, 2015 FCAT Science Test

G3. In 2013-14 76% of students made learning gains in mathematics. In 2014-15 that will improve to 80% of students making learning gains. `1a`

Targets Supported `1b`

G042534

Indicator	Annual Target
Math Gains	80.0
Math Lowest 25% Gains	72.0

Resources Available to Support the Goal `2`

- Ability Grouping

- Higher complexity texts

- PBS

- Students meet with teachers on a daily basis

- Scheduling those students below grade level with an intensive mathematics class that meets every day for 94 minutes and provides them with the appropriate math materials to be successful

- Administration

- Teachers (math, reading, social studies, language arts, science, exploratories)

- Regular assessment of math levels

- District mathematics resources

Targeted Barriers to Achieving the Goal `3`

- Meeting the individual needs of each student per their achievement level; challenging the level 4 and 5 students, pushing the level 3 students, and raising the level 1 & 2 students.

- Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline dificulties, and lack of parental support.

Plan to Monitor Progress Toward G3. `8`

Regular assessment of comprehension using curriculum, teacher assessments and other tools such as touch math, teacher observation, student work samples, teacher and ULS assessments, guided practice, monthly math department meetings.

Person Responsible
Michael Galbreath

Schedule
Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Student portfolios, District Common Course Exams and mastery scores of standards using district and state resources, FSA Math test

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. In 2013-2014 73% of students met the state standards on the FCAT Reading test. In 2014-2015 76% of students will meet standards on the FSA ELA test. `1`

🔍 G042532

G1.B1 Students with Disabilities often face difficulties with comprehension and struggle with the time needed to process the information they are reading. `2`

🔍 B103796

G1.B1.S1 Group by ability level into unique curriculum. `4`

🔍 S114932

Strategy Rationale

Grouping by ability level allows the teacher to focus in on where students are currently performing in order to make necessary gains from there and provide instruction based on student needs.

Action Step 1 `5`

Schedule those students below grade level with an intensive reading class that meets every day for 94 minutes and provides them with the appropriate reading materials to be successful.TeenBiz or Inside curriculum will be implemented.

Person Responsible

Michael Galbreath

Schedule

Annually, from 9/3/2014 to 5/29/2015

Evidence of Completion

Student schedules, lesson plans reflecting correct pacing

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

Classroom walk-throughs, lesson plans

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

lesson plans, student portfolios

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

Teacher observation, student work samples, teacher and curriculum assessments

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Student schedules, student work samples, LevelSet Assessment, monthly lexile reports, FCAT Focus, 2015 FSA

G1.B1.S2 Provide differentiated instruction and practice based on student need. 4

🔍 S120009

Strategy Rationale

Differentiated instruction will maximize the learning potential of students by addressing the individual needs of students.

Action Step 1 5

Implement lessons utilizing TeenBiz, CIS, higher complexity texts, and strategies from the Teaching Reading in the Content Areas (Tools Training)

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Lesson Plans, TeenBiz reports

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

PLCmeetings, classroom walk-throughs, lesson plans, TeenBiz reports

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

PLC notes pages, weekly agendas, sign-in sheets, classroom walk-throughs, lesson plans, student work samples, TeenBiz reports

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

Teacher observation, student work samples, teacher and curriculum assessments

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Student work samples and portfolios, LevelSet Assessment, TeenBiz reports, FCAT Focus, FSA ELA test

G1.B2 Past data shows that Hispanic students have scored well below the rest of the school population in reading. `2`

`B103797`

G1.B2.S1 Teachers will identify those students in each subgroup so they can monitor progress in the classroom. `4`

`S114933`

Strategy Rationale

By tracking these students and continually monitoring their progress teachers are able to determine areas of need.

Action Step 1 `5`

Teachers identify and monitor students in each subgroup.

Person Responsible

Michael Galbreath

Schedule

Monthly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Regular assessments of reading levels and proficiency

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

PLC meetings, student work samples, TeenBiz reports

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Student work samples, anecdotal records, TeenBiz reports

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

Regular assessments of reading levels, proficiency, and fluency, teacher made assessments, GPS data, checkpoints from curriculum, Portfolios, running anecdotals

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Student portfolio, gradesheet printouts, LevelSet Assessment, 2015 FSA ELA test, Cella Test, TeenBiz reports

G1.B2.S2 Provide differentiated instruction and practice based on student need. 4

Strategy Rationale

S120091

Differentiated instruction will maximize the learning potential of students by addressing the individual needs of students.

Action Step 1 5

Teachers will differentiate instruction using TeenBiz, higher level texts, small group instruction, ESOL strategies, leveled readers, and strategies from the Teaching reading in the Content Areas (Tools Training).

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Lesson plans, classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

PLC meetings, classroom walk-throughs, lesson plan reviews, TeenBiz reports

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Sign in sheets, PLC notes, student work samples, student portfolios, TeenBiz reports, lesson plans, other evidence of strategies being implemented

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Regular assessments of reading lexile level, proficiency, and fluency, teacher made assessments, GPS data, checkpoints from curriculum, portfolios, running anecdotals

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Student portfolios, grade sheet print outs, TeenBiz reports, LevelSet assessment, 2015 FSA ELA test, CELLA test

G2. In 2013-14 65% of students met the state standards on the FCAT Science test scoring a Level 3 or higher. In 2014-15 67% of students will meet standards on the FCAT Science test scoring a level 3 or higher. `1`

🔑 G042533

G2.B1 Students with Disabilities often face difficulties with comprehension and struggle with the time needed to process the information they are reading. `2`

🔑 B103798

G2.B1.S1 Group by ability level into unique curriculum. `4`

🔑 S114934

Strategy Rationale

Grouping by ability level allows the teacher to focus in on where students are currently performing in order to make necessary gains from there and provide instruction based on student needs.

Action Step 1 `5`

Students who are lower level readers, as indicated by state testing, are placed into a science class that is more centered around cultivating reading strategies as they pertain to science content. Instruction is differentiated based on individual student needs.

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Student schedules. lesson plans reflecting correct pacing

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

Classroom walkthroughs, PLC notes, sign-in sheets, content assessments, PLC meetings for Science teachers, lesson plans

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Student work samples, lesson plans, interactive notebooks

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

Teacher observation, student work samples, teacher and curriculum assessments

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Student schedules, student work samples, CCEs, FCAT Science test

G2.B2 Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline difficulties, and lack of parental support. 2

B109700

G2.B2.S1 Staff receives training in and implements PBS in the classroom. 4

S123184

Strategy Rationale

Through the use of Positive Behavior Support, teachers will work with students to reduce discipline difficulties.

Action Step 1 5

Staff receives training in PBS (Positive Behavior Support).

Person Responsible

Jamie Reid

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, agendas

Action Step 2 5

Teachers will utilize classroom student incentives such as lottery rewards and special recognition.

Person Responsible

Kathy McKinnon

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Records of recognitions

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

Lesson plans will reflect PBS strategies being taken to eliminate barriers impeding student success, evidence of communication with all stakeholders engaged in the student's education, classroom walk-throughs

Person Responsible

Michael Galbreath

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson plans, call records, records of recognitions, classroom walk-through documentation

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

Student work samples will provide proof of growth in mastering concepts being taught, teachers will use formative assessments to measure student achievement of each standard compared to district averages, reteaching will occur on an as needed basis.

Person Responsible

Michael Galbreath

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Formative assessments, regular assessments, student portfolios, lesson plans

G3. In 2013-14 76% of students made learning gains in mathematics. In 2014-15 that will improve to 80% of students making learning gains. 1

G042534

G3.B1 Meeting the individual needs of each student per their achievement level; challenging the level 4 and 5 students, pushing the level 3 students, and raising the level 1 & 2 students. 2

B103799

G3.B1.S1 Schedule all students in levels 3 to 5 in advanced math classes to lead to Algebra in 8th grade. 4

S114935

Strategy Rationale

The teacher can increase the pace and level of instruction when levels 3 to 5 are scheduled into advanced math classes and Algebra in 8th grade, leading to increased student achievement.

Action Step 1 5

Students at levels 3 - 5 in mathematics will be scheduled into an advanced math class where teachers will provide differentiated instruction based on need.

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Student schedules, lesson plans

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

Student schedules, Lesson plans with implemented strategies noted, student work samples, classroom walk-throughs, PLC meetings

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

PLC notes, Lesson Plans, student portfolios

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

Regular assessments of math levels and proficiency, teacher made assessments, student portfolios. FL Achieves and FCAT Explorer sub test scores

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

District Common Course Exams and Classroom formative assessments, computer gradesheet printouts when available, student portfolios

G3.B1.S2 All level 1 and 2 students will be placed in an intensive math class for 94 minutes. `4`

🔑 S114936

Strategy Rationale

By scheduling level 1 and 2 students together for 94 minutes, the teacher can increase the pace of instruction and provide more individual attention and differentiation based on the needs of the students, leading to increased student achievement.

Action Step 1 `5`

Students at levels 1 - 2 in mathematics will be scheduled into an intensive math class where teachers will provide differentiated instruction based on need.

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

student schedules, lesson plans, and student work samples

Action Step 2 `5`

Staff will identify those students in each subgroup so they can monitor progress in the classroom and provide targeted, differentiated instruction through the use of ESOL strategies and IEP accommodations, Word Walls in classrooms, access to math glossary in languages other than English, and cooperative learning during instruction Standards-based instruction as well as standards based assessments.

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

anecdotal records, lesson plans, classroom walk-throughs, student work samples

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Student schedules, Lesson plans with implemented strategies noted, student work samples, classroom walk-throughs, PLC meetings

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

PLC Notes, Lesson plans, Student portfolios

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Student portfolios, success will be measured scores on classroom assessments and assignments, additional accommodations will take place if success is not occurring.

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Student portfolios, Unique Learning system, checkpoints, teacher made and curriculum based assessments

G3.B2 Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline dificulties, and lack of parental support. `2`

🔑 B103800

G3.B2.S1 Staff receives training in and implements PBS in the classroom. `4`

🔑 S114937

Strategy Rationale

Through the use of Positive Behavior Support, teachers will work with students to reduce discipline difficulties.

Action Step 1 `5`

Staff is receiving training in PBS (Positive Behavior Support).

Person Responsible

Jamie Reid

Schedule

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

Evidence of Completion

Lesson plans will reflect that students are learning bell to bell, student work samples

Action Step 2 5

Teachers will be making 40 positive phone calls home to different parents for the year to help keep all stakeholders engaged in the child's education.

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Records of calls home

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Lesson plans will reflect PBS strategies being taken to eliminate barriers impeding student success, evidence of communication with all stakeholders engaged in the child's education, classroom walk-throughs.

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Lesson plans, call records

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student work samples will provide proof of growth in mastering concepts being taught, teachers will use formative assessments to measure student achievement of each standard compared to district averages, reteaching will occur on an as needed basis.

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

District Common Course Exams, Regular assessments, student portfolios, lesson plans

G3.B2.S2 Teachers will differentiate instruction based on student need. `4`

S120106

Strategy Rationale

Targeting the instructional need of students will lead to increased student achievement.

Action Step 1 `5`

Teachers will utilize modeling, Think alouds, guided practice, and all technology resources to provide differentiated instruction and support to students based on need.

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

Lesson plans, classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

Lesson plans will reflect strategies being taken to provide differentiated instruction and support to students, PLC groups will meet to discuss student progress and develop/share methods for differentiated instruction, teachers will use all available resources (EOC league, Sharepoint site) to ensure student growth is headed in the right direction.

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

PLC notes, lesson plans, classroom walk-through data

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Regular assessments of math levels and proficiency, teacher made assessments, student portfolios, FL Achieves test scores

Person Responsible

Michael Galbreath

Schedule

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

Evidence of Completion

District Common Course Exams, classroom formative assessments, computer gradesheet printouts (when available), FSA Math test

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Schedule those students below grade level with an intensive reading class that meets every day for 94 minutes and provides them with the appropriate reading materials to be successful.TeenBiz or Inside curriculum will be implemented.	Galbreath, Michael	9/3/2014	Student schedules, lesson plans reflecting correct pacing	5/29/2015 annually
G1.B2.S1.A1	Teachers identify and monitor students in each subgroup.	Galbreath, Michael	9/3/2014	Regular assessments of reading levels and proficiency	5/29/2015 monthly
G2.B1.S1.A1	Students who are lower level readers, as indicated by state testing, are placed into a science class that is more centered around cultivating reading strategies as they pertain to science content. Instruction is differentiated based on individual student needs.	Galbreath, Michael	8/18/2014	Student schedules. lesson plans reflecting correct pacing	6/5/2015 annually
G3.B1.S1.A1	Students at levels 3 - 5 in mathematics will be scheduled into an advanced math class where teachers will provide differentiated instruction based on need.	Galbreath, Michael	8/18/2014	Student schedules, lesson plans	6/5/2015 quarterly
G3.B1.S2.A1	Students at levels 1 - 2 in mathematics will be scheduled into an intensive math class where teachers will provide differentiated instruction based on need.	Galbreath, Michael	8/18/2014	student schedules, lesson plans, and student work samples	6/5/2015 quarterly
G3.B2.S1.A1	Staff is receiving training in PBS (Positive Behavior Support).	Reid, Jamie	8/18/2014	Lesson plans will reflect that students are learning bell to bell, student work samples	6/5/2015 quarterly
G1.B1.S2.A1	Implement lessons utilizing TeenBiz, CIS, higher complexity texts, and strategies from the Teaching Reading in the Content Areas (Tools Training)	Galbreath, Michael	8/18/2014	Lesson Plans, TeenBiz reports	6/5/2015 weekly
G1.B2.S2.A1	Teachers will differentiate instruction using TeenBiz, higher level texts, small group instruction, ESOL strategies, leveled readers, and strategies from the	Galbreath, Michael	8/18/2014	Lesson plans, classroom walk-throughs	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Teaching reading in the Content Areas (Tools Training).				
G3.B2.S2.A1	Teachers will utilize modeling, Think alouds, guided practice, and all technology resources to provide differentiated instruction and support to students based on need.	Galbreath, Michael	8/18/2014	Lesson plans, classroom walk-throughs	6/5/2015 weekly
G2.B2.S1.A1	Staff receives training in PBS (Positive Behavior Support).	Reid, Jamie	8/11/2014	Sign in sheets, agendas	6/5/2015 quarterly
G3.B1.S2.A2	Staff will identify those students in each subgroup so they can monitor progress in the classroom and provide targeted, differentiated instruction through the use of ESOL strategies and IEP accommodations, Word Walls in classrooms, access to math glossary in languages other than English, and cooperative learning during instruction Standards-based instruction as well as standards based assessments.	Galbreath, Michael	8/18/2014	anecdotal records, lesson plans, classroom walk-throughs, student work samples	6/5/2015 quarterly
G3.B2.S1.A2	Teachers will be making 40 positive phone calls home to different parents for the year to help keep all stakeholders engaged in the child's education.	Galbreath, Michael	8/18/2014	Records of calls home	6/5/2015 quarterly
G2.B2.S1.A2	Teachers will utilize classroom student incentives such as lottery rewards and special recognition.	McKinnon, Kathy	8/11/2014	Records of recognitions	6/5/2015 biweekly
G1.MA1	Regular assessment of reading levels and fluency, teacher observation, student work samples, GPS data, checkpoints from curriculum, Portfolios, running anecdotals	Galbreath, Michael	9/3/2014	Student portfolios, District Common Course Exams, LevelSet Assessment, monthly lexile reports, 2015 FSA ELA test	5/29/2015 monthly
G1.B1.S1.MA1	Teacher observation, student work samples, teacher and curriculum assessments	Galbreath, Michael	8/18/2014	Student schedules, student work samples, LevelSet Assessment, monthly lexile reports, FCAT Focus, 2015 FSA	6/5/2015 monthly
G1.B1.S1.MA1	Classroom walk-throughs, lesson plans	Galbreath, Michael	8/18/2014	lesson plans, student portfolios	6/5/2015 weekly
G1.B2.S1.MA1	Regular assessments of reading levels, proficiency, and fluency, teacher made assessments, GPS data, checkpoints from curriculum, Portfolios, running anecdotals	Galbreath, Michael	8/18/2014	Student portfolio, gradesheet printouts, LevelSet Assessment, 2015 FSA ELA test, Cella Test, TeenBiz reports	6/5/2015 monthly
G1.B2.S1.MA1	PLC meetings, student work samples, TeenBiz reports	Galbreath, Michael	8/18/2014	Student work samples, anecdotal records, TeenBiz reports	6/5/2015 weekly
G1.B1.S2.MA1	Teacher observation, student work samples, teacher and curriculum assessments	Galbreath, Michael	8/18/2014	Student work samples and portfolios, LevelSet Assessment, TeenBiz reports, FCAT Focus, FSA ELA test	6/5/2015 monthly
G1.B1.S2.MA1	PLCmeetings, classroom walk-throughs, lesson plans, TeenBiz reports	Galbreath, Michael	8/18/2014	PLC notes pages, weekly agendas, sign-in sheets, classroom walk-throughs, lesson plans, student work samples, TeenBiz reports	6/5/2015 weekly
G1.B2.S2.MA1	Regular assessments of reading lexile level, proficiency, and fluency, teacher made assessments, GPS data, checkpoints from curriculum, portfolios, running anecdotals	Galbreath, Michael	8/18/2014	Student portfolios, grade sheet print outs, TeenBiz reports, LevelSet assessment, 2015 FSA ELA test, CELLA test	6/5/2015 monthly
G1.B2.S2.MA1	PLC meetings, classroom walk-throughs, lesson plan reviews, TeenBiz reports	Galbreath, Michael	8/18/2014	Sign in sheets, PLC notes, student work samples, student portfolios, TeenBiz reports, lesson plans, other evidence of strategies being implemented	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Student work samples, Science labs, Student grade report printout, weekly formative assessments, practicums, student-managed running records, formal assessments, monthly Science department meetings, FCAT practice assessments, Academic Academy	McKinnon, Kathy	8/25/2014	Curriculum assessments, common course exams, practice FCAT Science tests, 2015 FCAT Science Test	6/5/2015 weekly
G2.B1.S1.MA1	Teacher observation, student work samples, teacher and curriculum assessments	Galbreath, Michael	8/18/2014	Student schedules, student work samples, CCEs, FCAT Science test	6/5/2015 monthly
G2.B1.S1.MA1	Classroom walkthroughs, PLC notes, sign-in sheets, content assessments, PLC meetings for Science teachers, lesson plans	Galbreath, Michael	8/18/2014	Student work samples, lesson plans, interactive notebooks	6/5/2015 weekly
G2.B2.S1.MA1	Student work samples will provide proof of growth in mastering concepts being taught, teachers will use formative assessments to measure student achievement of each standard compared to district averages, reteaching will occur on an as needed basis.	Galbreath, Michael	8/11/2014	Formative assessments, regular assessments, student portfolios, lesson plans	6/5/2015 weekly
G2.B2.S1.MA1	Lesson plans will reflect PBS strategies being taken to eliminate barriers impeding student success, evidence of communication with all stakeholders engaged in the student's education, classroom walk-throughs	Galbreath, Michael	8/11/2014	Lesson plans, call records, records of recognitions, classroom walk-through documentation	6/5/2015 quarterly
G3.MA1	Regular assessment of comprehension using curriculum, teacher assessments and other tools such as touch math, teacher observation, student work samples, teacher and ULS assessments, guided practice, monthly math department meetings.	Galbreath, Michael	8/18/2014	Student portfolios, District Common Course Exams and mastery scores of standards using district and state resources, FSA Math test	6/5/2015 monthly
G3.B1.S1.MA1	Regular assessments of math levels and proficiency, teacher made assessments, student portfolios. FL Achieves and FCAT Explorer sub test scores	Galbreath, Michael	8/18/2014	District Common Course Exams and Classroom formative assessments, computer gradesheet printouts when available, student portfolios	6/5/2015 monthly
G3.B1.S1.MA1	Student schedules, Lesson plans with implemented strategies noted, student work samples, classroom walk-throughs, PLC meetings	Galbreath, Michael	8/18/2014	PLC notes, Lesson Plans, student portfolios	6/5/2015 weekly
G3.B2.S1.MA1	Student work samples will provide proof of growth in mastering concepts being taught, teachers will use formative assessments to measure student achievement of each standard compared to district averages, reteaching will occur on an as needed basis.	Galbreath, Michael	8/18/2014	District Common Course Exams, Regular assessments, student portfolios, lesson plans	6/5/2015 weekly
G3.B2.S1.MA1	Lesson plans will reflect PBS strategies being taken to eliminate barriers impeding student success, evidence of communication with all stakeholders engaged in the child's education, classroom walk-throughs.	Galbreath, Michael	8/18/2014	Lesson plans, call records	6/5/2015 quarterly
G3.B1.S2.MA1	Student portfolios, success will be measured scores on classroom assessments and assignments, additional accommodations will take place if success is not occurring.	Galbreath, Michael	8/18/2014	Student portfolios, Unique Learning system, checkpoints, teacher made and curriculum based assessments	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	Student schedules, Lesson plans with implemented strategies noted, student work samples, classroom walk-throughs, PLC meetings	Galbreath, Michael	8/18/2014	PLC Notes, Lesson plans, Student portfolios	6/5/2015 weekly
G3.B2.S2.MA1	Regular assessments of math levels and proficiency, teacher made assessments, student portfolios, FL Achieves test scores	Galbreath, Michael	8/18/2014	District Common Course Exams, classroom formative assessments, computer gradesheet printouts (when available), FSA Math test	6/5/2015 monthly
G3.B2.S2.MA1	Lesson plans will reflect strategies being taken to provide differentiated instruction and support to students, PLC groups will meet to discuss student progress and develop/share methods for differentiated instruction, teachers will use all available resources (EOC league, Sharepoint site) to ensure student growth is headed in the right direction.	Galbreath, Michael	8/18/2014	PLC notes, lesson plans, classroom walk-through data	6/5/2015 weekly

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 Opportuntities

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

G1. In 2013-2014 73% of students met the state standards on the FCAT Reading test. In 2014-2015 76% of students will meet standards on the FSA ELA test.

G1.B1 Students with Disabilities often face difficulties with comprehension and struggle with the time needed to process the information they are reading.

G1.B1.S2 Provide differentiated instruction and practice based on student need.

PD Opportunity 1

Implement lessons utilizing TeenBiz, CIS, higher complexity texts, and strategies from the Teaching Reading in the Content Areas (Tools Training)

Facilitator

Reading Coach, Content Leaders

Participants

Reading Teachers, Reading Coach, Administration

Schedule

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

G1.B2 Past data shows that Hispanic students have scored well below the rest of the school population in reading.

G1.B2.S2 Provide differentiated instruction and practice based on student need.

PD Opportunity 1

Teachers will differentiate instruction using TeenBiz, higher level texts, small group instruction, ESOL strategies, leveled readers, and strategies from the Teaching reading in the Content Areas (Tools Training).

Facilitator

Reading Coach, Content Leaders

Participants

Reading Teachers, Reading Coach, Administration

Schedule

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

G2. In 2013-14 65% of students met the state standards on the FCAT Science test scoring a Level 3 or higher. In 2014-15 67% of students will meet standards on the FCAT Science test scoring a level 3 or higher.

G2.B2 Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline difficulties, and lack of parental support.

G2.B2.S1 Staff receives training in and implements PBS in the classroom.

PD Opportunity 1

Staff receives training in PBS (Positive Behavior Support).

Facilitator

PBS Team

Participants

Teachers, Administators

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

G3. In 2013-14 76% of students made learning gains in mathematics. In 2014-15 that will improve to 80% of students making learning gains.

G3.B2 Students who score in the lowest 25% often have poor work habits, poor attendance, language barriers, disabilities, poor computation skills, discipline dificulties, and lack of parental support.

G3.B2.S1 Staff receives training in and implements PBS in the classroom.

PD Opportunity 1

Staff is receiving training in PBS (Positive Behavior Support).

Facilitator

PBS Team Members

Participants

Administration, Department Head, classroom teacher, ESE Department, Counselors

Schedule

Quarterly, 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**