Arlington Middle School

2014-15 School Improvement Plan

Arlington Middle School

8141 LONE STAR RD, Jacksonville, FL 32211

http://www.duvalschools.org/arlingtonmiddle

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	75%

Alternative/ESE Center	Charter School	Minority
No	No	71%

School Grades History

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

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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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	[Wayne Green](#)

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Arlington Middle School is committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

Provide the school's vision statement

Every student will graduate from Duval County Public Schools with the knowledge and skills to be successful in post-secondary education and/or the workforce.

School Environment

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

Academic Relationship
- All teachers use an instructional process that informs students of learning expectations and standards of
performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.
Social Relationship
- Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress. School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows teachers to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills through the following avenues: Evidence of Students' Cultures and building teacher-student relationships
- SAC
- PTSA
- Athletic Activities
- Math Club
- STEM
- Fundraisers
- Student/Teacher/Parent
- Community Involvement

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

Before School
- Walkers and car riders enter the building and are escorted to the cafeteria where they are supervised by the Dean Of Students and In School Suspension Teacher. Bus riders remain on their bus until 9:15AM to enter the building for Breakfast In the Classroom. This is a ritual/routine that was created by the foundations committee to ensure student safety.
During School

- Faculty and staff participate in professional development on structured movement. Teachers implement common lesson plans to teach students the expectation for hallway movement. This is an ongoing practice for students and teachers to remind them of school expectation
- Security and School Resource Officer is available to address safety concerns
After School
- Wave dismissal Students are dismissed by grade level and based on their mode of transportation as well as after school activities.
- Students that not picked up by 4:45PM will be escorted by the Administrator on duty to the after school Team Up Program.
Team Up Program: Team up is offered 5 days a week, provided homework and academic support, students eat a snack and dinner, supervised by instructional staff and team up staff, school bus transportation is offered to all students, students experience the arts and other extracurricular activities

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

Foundations (CHAMPS)
- Teachers are provided CHAMPS Trainings and CHAMPS lesson as proactive and positive approach to classroom management
- Teams collaborate in professional learning communities to development hallway movement plans and Transition Plans to ensure student safety, and minimize unwanted behaviors.
- Teachers display CHAMPS expectations for students
- Positive Referrals: positive reward system for students exhibiting the DCPS Pillars of Success Strategies
? Set up your room to be "student-friendly". Arrange desks for easy teacher access to all students. Whenever possible grouping in recommended.
? Instead of sitting at a desk during instruction, teachers should walk and wander around the room and monitor student interaction while working
? During instruction challenging students should be placed in close proximity of the Teacher of the room (two to three feet of the teacher.) Proximity and eye contact work wonders for increasing positive student behavior.
? Keep students on task with instructional activities CONSISTANTLY during academic classes (Most effective teachers know that unstructured time—or down time—causes problems).
? Reward all students who are following rule and classroom procedures in a positive way with praise, note or phone call home, privileges, field trips; or tangible incentives like raffle tickets, Viking Crowns, etc.
? Post a schedule in an obvious place and follow it. Students need to know the daily routine of your classroom.
? Teach students the expectations for each and every activity. Never assume that a student will know what you expect from them. (Even when you have gone over expectations)
? Look for classroom-tested resources to motivate and manage challenging students. Positive reinforcement strategies are excellent for boosting good behavior and learning. Positive phone call homes
? Speak with other staff members who have worked with a challenging student. Find out what interventions have worked best for them. Collaborate, Collaborate, Collaborate
? Be Firm and Consistent at all times!

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

School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students. Support programs and personnel available to students include:
-C.I.S.
- A.F.L.
- Full Service
- Guidance Counselors
- ESOL Paraprofessionals
- ESE Support Facilitators
- BESST Program
- BTS
- United Way
- SRO
- National Junior Honor Society
- Student Council

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

Academic
- Parent Portal
- Saturday School
- Tutoring
- Scheduling
- Course Recovery
Discipline
- Restorative Justice
- Guidance
- Mentoring
- Communities In Schools Program (C.I.S.)
- Achievers For Life (A.F.L.)
- Ongoing Parent Communication
- Positive Referral System
Attendance
- Truancy (Ongoing Communication with Parents)
Retention (Course)
- Course Recovery
- Flexible Scheduling
- Saturday School
A.L.E.R.T. training provided to the faculty and staff by Highly Qualified Guidance Counselors

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	49	65	54	168
One or more suspensions	0	0	2	2
Course failure in ELA or Math	55	53	51	159
Level 1 on statewide assessment	110	90	121	321

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	15	18	20	53

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

Team meetings: The ELA, Math, Science, and Social Studies teachers meet bimonthly to discuss students' academic, attendance and behavioral concerns.
Parent/Teacher conferences: Parent-teacher conferences are teacher or parent initiated. The meetings provide the parents and teachers an opportunity to discuss, academic performance, behavioral interventions, and attendance trends, A parent agreement is signed as a confirmation of the school-parent commitment to student success.
AIT/AAT Meetings: The Attendance Intervention Team and Academic Alert Team is designed to identify students who have missed 10 or more days from school and students performing below academic expectations. The purpose of this team is to provide support for students who are in need of support to improve academics and attendance.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

To increase the PTSA (Parent Teacher Student Association)from 3% (16) to 5% (39) by
- Promoting PTSA membership drive.
- Developing at least three(3) no more than five(5) school sponsored events throughout the school year
- Encouraging School Uniform Policy
- Providing a Parent Compact to all students

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

Family engagement is a key school improvement strategy for supporting student success. The first step is to conduct a needs assessment to so how Arlington Middle School benefit from our partners, and how we can support our community partners. This process started in the spring when the principal and assistant principal met with the new PTSA president. During this meeting, both the school and community partner were able to identify needs and set goals.

The next step in the process is to communicate with our parents, and community partners by utilizing our road-side marquee and our telephone system to communicate special events taking place at the school. Throughout the school year, we continue to strengthen the partnership by providing a welcoming environment. We also encourage the use of community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children's education.

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
Sanders, Yolanda	Principal
Copeland, Byron	Dean
Barnes, Sonya	Dean
Taylor, Rebecca	Instructional Coach
Johnson, Victoria	Instructional Coach
Barnes, Vicki	Instructional Coach
Wright-Kitchen, Patris	Guidance Counselor
Rohrbaugh, Ginger	Guidance Counselor
Blackwell, Claudia	Teacher, K-12
Parnes, Laura	Teacher, K-12
Mitchell, Melissa	Teacher, ESE
Manning-banks, Toni	Teacher, ESE
Rolison, David	Teacher, ESE
Wyly, Susan	Teacher, K-12
Jannette, Janice	Administrative Support
Crisp, Monica	Assistant Principal

Duties

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

Assistant Principal - Will assist all grade levels 6-8 and teams, will also gather information and documentation from the students team of teachers.
Dean - Will assist all grade levels 6-8 to assist team members to determine if discipline may cause an

effect in students instructional learning process. Help team members develop strategies/interventions to help improve discipline in the classroom setting.

Math Coach - Will assist the team in developing appropriate math goals and strategies to foster the learning process in math related subjects.

Reading Coach - Will Assist the team in developing reading/language art/writing goals and strategies to foster the learning process related to reading/language arts/writing subjects.

School Counselor - Will assist the team with creating the meeting agendas, scheduling meetings and maintaining appropriate support documentation.

General Education Teachers/ESE Teachers - Will implement strategic plans put in place for current and potential RtI students. The teachers will be also be responsible for reporting results that were found through the process.

Parent/Guardian - Will assist the team in providing valuable insight regarding the students past behaviors, instructions, interventions what were used in previous years that were proven successful.

Other support team members - May include but not limited to school psychologist, school social worker, speech and language pathologist (SLP), and ESE support staff will attend on an as needed basis.

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

School Wide Referral Process - The teachers, staff members (Administrator/Dean), and/or parents may refer the students RtI. Leadership Team/RtI designee will monitor the process and how it functions.

Meeting Process - School Counselor will meet with the students grade level teams with the assistant principal to determine any problem areas and develop an appropriate plan of action. The plan will be reviewed on a bi-weekly basis with detailed documentation to support the effectiveness of the plan. In the case that the plan is considered effective, the interventions that have been put in place will continue and the RtI process will potentially phase out. In the case where the plan is found ineffective, the plan will be reviewed and revised by the leadership team and the process continues until the program becomes successful or requires further actions through the ESE process.

Career Technical Education (CTE) - Funds will be use to purchase computers, laptops, and career-based projects to expose students to various careers through the use of modern technology.

Preventative Crisis Management (PCM) - all staff in the EBD/BESsT program will be certified Basic Practitioner, Practitioner, Practitioner 1, or Practitioner 2.

Restorative Justice - 25 Minute Intervention

Title I
- Students receive free lunch and breakfast. 17% receive free Dinner funded by United Way and Jacksonville Children's Commission. In addition, Title 1 funds are used to purchase 2 math, 2 English/ language Arts, and 2 reading teachers.

School Academic Instruction Funds, S.A.I. - Funds will be used to pay for tutoring services for students outside contract hours

School Advisory Council (SAC)

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

Name	Stakeholder Group
Victoria Johnson	Teacher
Yolanda Sanders	Principal
Shelli Sauer	Teacher
Suzan Cruz	Teacher
Daniel Camacho	Teacher
David DeRusso	Teacher
Rebecca Taylor	Teacher
Ginger Rohrbaugh	Teacher
Carolyn Gantt	Parent
Brian Tate	Business/Community
Glen Mitchell	Business/Community
Jan Janette	Education Support Employee
Katie Hicks	Business/Community
Brian Pavluchuck	Teacher
Mike Ellison	Parent
Lamont Carswell	Business/Community
Jinzhu Hu-Long	Parent
Lea Kowkabany	Teacher
	Student
	Student

Duties

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

Evaluation of last year's school improvement plan

A presentation was made by the principal to the SAC regarding the School Improvement Plan. Members were given an overview of the purpose for the SIP and led through a draft of the 2013-2014 plan . Members made suggestions and corrections to the draft before it was finalized for submission.

Development of this school improvement plan

During the course of the year, SAC makes recommendations and they are added when the plan is written. Members will review the draft of this plan on Thursday, September 18, 2014 and make suggestions and corrections before the final plan is submitted.

Preparation of the school's annual budget and plan

Current funds for 2014-2015
-$9,159.59
During the course of the year, teachers can request SAC funds. All requests are reviewed and discussed by SAC members. Voting members decide which requests will be funded.

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

Funds allocated for 2013-2014
-$2,870 for Parent Tracking Machine- scans identification cards and prints visitor badges for volunteers and parents.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Members for the 2014-2015 SAC have been nominated by their peer groups. Finalization for voting members will take place during the September 18, 2014 regularly scheduled SAC meeting.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Sanders, Yolanda	Principal
Johnson, Victoria	Instructional Coach
Crisp, Monica	Assistant Principal
Blackwell, Claudia	Teacher, K-12
Parnes, Laura	Teacher, K-12
Barnes, Vicki	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will be literature circles for ELA and Reading classes and the Frayer Model for Vocabulary instruction in all classes across all content areas. Additionally, we will maintain the "25 book standard" in which all students are expected to read 25 books in the course of the school year which equates to 1 million words. The progress of all students is tracked on a book log sheet that is kept in his or her portfolio.

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

-Professional learning communities in which teachers collaborate by content area.
-Common planning in which teachers work together to plan cross curricular activities and lessons.
-Teacher nominated "Teacher of the Month"- teachers recognize peers for outstanding educational qualities.
-Shared Decision Making- teachers work collaboratively to make school wide decisions.
-Foundations- teachers work collaboratively to create and maintain a safe an orderly environment.

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

The administrative team researched interview tools and devised a standard tool for all content areas. A minimum of two certificated staff members participate in the interview process. The process is three-pronged: (1) questions are asked and responses are recorded; (2) candidates are asked to wait in another room while the team reviews the responses; and (3) if necessary, candidates are asked clarifying questions.

The interview team can include: teachers, academic coaches, team leaders, testing coordinator, Dean of students, but always includes an administrator.

References are checked.

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

The mission of the Mentoring and Induction of New Teachers Team is to provide a comprehensive induction program that will enhance retention, teacher quality, and ultimately student achievement. Planned mentoring activities include mentor observations of new teacher with pre-conference prior to observation then feedback and debrief afterward. Focus observations are also planned in which the new teacher observes a veteran teacher deliver a lesson and is able to debrief with the veteran teacher and the mentor afterward. The main rationale used for pairing mentors with new teachers is similar content area of both the mentor and the new teacher. Other factors include familiarity with technology, teaching in the same program (BESsT mentors/new teachers), strong classroom management skills of the mentor to pass on to the new teacher.

Matching mentors and mentees will be done with the guidance of the Senior Leadership Team. The assignments will be matched based on content and specific MINT needs.

MINT participants will attend bi-weekly meetings. Each agenda will include activities based on MINT teacher needs. MINT participants will meet with their mentors on an as needed basis.

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

Arlington Middle School uses the core instructional materials as required by the district. AMS also uses the Curriculum Guides written by DCPS which are aligned to the new Florida Standards.

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

Teachers use data from Performance Matters and teacher created formative and summative assessments to differentiate instruction.

The DCPS Curriculum Guide include a schedule for stations. During the "teacher led station" students will receive DI based on their needs.

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:** 16,200 |

- Implement 90-minute block Reading and Mathematics enrichment classes for all students performing below proficiency. All students needing to recover grades for core subject areas will be offered Saturday School Recovery time and/or TEAM Up time to complete REFLEX Math program.

Strategy Rationale

To provide academic enrichment and support.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Sanders, Yolanda, sandersy@duvalschools.org

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

PLC members will analyze and collect data from formative assessments and use the results to drive instruction daily as evidenced by Lesson Plans and PLC minutes. In addition, data from the assessment results will be used to determine the effectiveness of the strategy and next steps for Professional Development opportunities.

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

*Florida Choices
College and Career planning through the U.S. History curriculum
IEP transition plans for students with disabilities
Collaborative partnership with the High School Guidance Departments

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

Partnering with the SAC businesses and community leaders to provide guest speakers through the US History classes.
Having the teachers school wide participate in college/sorority jersey day every other Friday.
Have the guidance department host an annual Career Night for both students and parents to encourage parents to participate in their students future career success.

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

n/a

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

n/a

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

1. Increase the number of students scoring at proficiency annually by 5% in reading
2. Increase the number of students scoring at proficiency annually by 5% in math
3. Increase the number of students scoring at proficiency annually by 5% in writing
4. Increase the number of students scoring at proficiency annually by 5% in science

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.　All teachers will implement data-driven instruction that is aligned to the standards and includes accommodations for ESE students and strategies to support ELL students.

G2.　50% of the students will score at or above proficiency on the Florida State Assessment.

G3.　75% of students scoring <15> points below proficiency on the 2013-2014 FCAT Reading will become proficient on the 2014-2015 Reading FSA.

G4.　Increase science achievement level by improving reading proficiency in 8th grade science by 10 percentage points – goal of 50%.

G5.　Increase percent of students being proficient on Mathematics portion of Florida Standards Assessment by 5% and increase the learning gains of all students to 51%.

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. All teachers will implement data-driven instruction that is aligned to the standards and includes accommodations for ESE students and strategies to support ELL students. `1a`

🔍 G042537

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Reliable data (Performance Matters) Standard aligned assessments (CGAs) School-based and district reading coaches Communities in Schools/Achievers for Life (United Way) Team Up Saturday School ESOL paraprofessionals District ESOL specialist Gradual release model Teacher reflection on lesson plan

Targeted Barriers to Achieving the Goal `3`

- Teachers not accessing or not using data to drive their instruction (Due to many factors: lack of knowledge, lack of familiarity, lack of confidence in how to alter a lesson as a result of analyzing the data)

- Teachers are not familiar with details of ESE accommodations and ESE teachers have many duties and responsibilities in addition to classroom support for ESE students.

Plan to Monitor Progress Toward G1. `8`

Teachers accessing and using data to drive their instruction

Person Responsible

Monica Crisp

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Data showing Increased student achievement and evidence of progression of learning. Found in teacher's data binder or data pocket of student portfolio

G2. 50% of the students will score at or above proficiency on the Florida State Assessment. `1a`

🔍 G042538

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Literacy Coach - model writing lessons, provide professional development, assist teachers with developing lesson plans and scoring student writing

- School-wide writing assessments - timed writing practice used as an ongoing formative assessment to monitor students' progress in writing

- Schoolwide Writing Strategies - all grade levels will implement vertically aligned strategies to assist students in the Planning, Writing, Revising, and Editing process

- PLC - Teachers and Literacy Coaches will collaborate to create common lesson plans and assessments

Targeted Barriers to Achieving the Goal `3`

- Ineffective use of instructional time

Plan to Monitor Progress Toward G2. `8`

School-wide calibration for timed writing assessments.

Person Responsible
Victoria Johnson

Schedule
Semiannually, from 11/24/2014 to 3/6/2015

Evidence of Completion
Students score at or above proficiency

G3. 75% of students scoring <15> points below proficiency on the 2013-2014 FCAT Reading will become proficient on the 2014-2015 Reading FSA. `1a`

🔍 G042539

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	
AMO Reading - All Students	61.0

Resources Available to Support the Goal `2`

- Reliable data from Performance Matters

- Standard Aligned Assessments

- Support Staff- School and District Coaches

- Communities in Schools and Achievers for Life

- Team-Up

- Double Block Reading

- Common Planning

- PLC

- District Curriculum Guides

- Practice FSA Assessments (alassessments.org)

- Relevant Professional Development for Teachers

- FSA Item Specs

-

Targeted Barriers to Achieving the Goal `3`

- Students lack familiarity with FSA Task Demands.

Plan to Monitor Progress Toward G3. `8`

Student work as well as student data will be analyzed to determine if adequate progress is being made toward goal.

Person Responsible
Victoria Johnson

Schedule
Semiannually, from 10/31/2014 to 3/23/2015

Evidence of Completion
Progress toward goal will be rated as minimal results, adequate results, and significant results

G4. Increase science achievement level by improving reading proficiency in 8th grade science by 10 percentage points – goal of 50%. [1a]

G042540

Targets Supported [1b]

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal [2]

- Conduct quarterly Student and Teacher Science Efficacy surveys

- Provide monthly Professional Development on effective student reading engagement strategies (i.e. Four Column Notes, SRE/Statement-Reason-Evidence, Frayer Model)

- Science District Specialist

- Common Planning Time

- Academic Reading Coach

Targeted Barriers to Achieving the Goal [3]

- Students have low reading skills and have difficulty working and reading on grade level.

- Students are not exposed to high interest level of reading material.

Plan to Monitor Progress Toward G4. [8]

PLC and District Specialist will meet weekly to review and discuss student data progression. This will include a plan for next steps as evidenced by data analysis and written reflection.

Person Responsible

Yolanda Sanders

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Assessment Outcome and PLC Minutes Data Analysis Plan for Next Steps

G5. Increase percent of students being proficient on Mathematics portion of Florida Standards Assessment by 5% and increase the learning gains of all students to 51%. `1a`

🔍 G042541

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	51.0

Resources Available to Support the Goal `2`

- Math Coach Professional Learning Community Professional Development Common Planning Performance Matters (Data Analysis) Curriculum Guide Assessments Common Assessments Digits Common Core Math Curriculum Common Core Carnegie Curriculum

- Math Coach will provide professional development focused on: using data to drive instruction, using the new curriculum, providing good instruction by modeling through Coaching Cycle, and facilitating common planning.

- Common Planning will be used for teachers to formulate common assessments and to analyze data in the efforts to drive good rigorous instruction.

- Curriculum Guide Assessments will be used to drive instruction and help teachers pace themselves through the curriculum to ensure the coverage of all standards before Florida Standards Assessment (FSA).

- Digits curriculum and Carnegie curriculum materials will assist teachers with preparing students for Florida Standards Assessments.

- Teachers will participate in professional development to enhance overall growth in content knowledge.

Targeted Barriers to Achieving the Goal `3`

- All materials not readily available for Digits, Algebra I and Geometry Curriculum. * Student codes for online access not available * Program is not update/completed in online platform * Lack of computers (school/home) * Lack of student companions create need to make copies of text for students to use in class. Teachers have limited access to copies.

Plan to Monitor Progress Toward G5. `8`

Math Coach will update leadership team on the progress towards the goal of increasing proficiency by 5%. Leadership team will all be responsible for looking at lab usage by pulling reports from various programs.

Person Responsible
Vicki Barnes

Schedule
Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion
Leadership Agendas and Data Reports

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. All teachers will implement data-driven instruction that is aligned to the standards and includes accommodations for ESE students and strategies to support ELL students. 1

🔑 G042537

G1.B1 Teachers not accessing or not using data to drive their instruction (Due to many factors: lack of knowledge, lack of familiarity, lack of confidence in how to alter a lesson as a result of analyzing the data) 2

🔑 B103811

G1.B1.S1 Provide professional develop for teachers on how to access and analyze data in order to adjust instruction and implement Gradual Release. 4

🔑 S114943

Strategy Rationale

Action Step 1 5

Professional Development to train all teachers to use Performance Matters. Offer follow up sessions for those who would like or need additional training.

Person Responsible

Monica Crisp

Schedule

Quarterly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Attendance sheet from training

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

Professional Development on accessing data through Performance Matters

Person Responsible

Monica Crisp

Schedule

Quarterly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Attendance sheet

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

Teachers ability to access data to inform and drive their instruction

Person Responsible

Monica Crisp

Schedule

Quarterly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Teacher's data binder, student data in student portfolio, reflection on lesson plan with groupings according to data analysis.

G1.B2 Teachers are not familiar with details of ESE accommodations and ESE teachers have many duties and responsibilities in addition to classroom support for ESE students. 2

B103812

G1.B2.S1 Train teachers on the various ESE accommodations and how to implement those accommodations in their classroom in order support ESE students and achieve IEP compliance. 4

S114944

Strategy Rationale

Action Step 1 5

Professional Development to train all teachers on the various ESE accommodations and how to implement those accommodations in the classroom in order to support ESE students and achieve IEP compliance.

Person Responsible

Toni Manning-banks

Schedule

Semiannually, from 9/8/2014 to 6/1/2015

Evidence of Completion

Attendance sheet

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

Professional Development about ESE accommodations

Person Responsible

Toni Manning-banks

Schedule

Quarterly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Attendance sheet; classroom observations or documentation of accommodations being delivered

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

Professional Development on ESE accommodations

Person Responsible

Melissa Mitchell

Schedule

Quarterly, from 9/8/2014 to 6/1/2015

Evidence of Completion

classroom observation or documentation of ESE accommodations being delivered to students

G2. 50% of the students will score at or above proficiency on the Florida State Assessment. 1

G042538

G2.B1 Ineffective use of instructional time 2

B103813

G2.B1.S1 Writing Boot Camp - before and after school sessions for students who lose instructional time or score below proficiency 4

S114945

Strategy Rationale

Action Step 1 5

- Writing sessions for students who lose instructional time or score below proficiency

Person Responsible

Victoria Johnson

Schedule

Semiannually, from 9/8/2014 to 3/23/2015

Evidence of Completion

- Completion of writing assignment scoring at or above proficiency

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

Student attendance
Student writing product and outcome

Person Responsible

Victoria Johnson

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Consistent student attendance Student writing score is at proficiency level or above

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

Student Attendance
Student writing progression

Person Responsible

Victoria Johnson

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Student writing is at or above proficiency

G3. 75% of students scoring <15> points below proficiency on the 2013-2014 FCAT Reading will become proficient on the 2014-2015 Reading FSA. 1

G042539

G3.B8 Students lack familiarity with FSA Task Demands. 2

B113150

G3.B8.S1 Teachers will use the FSA Item Specifications when writing and preparing to teach lesson plans. 4

S124556

Strategy Rationale

Because the FSA is a new assessment, teachers need to be familiar with how each standard will be tested. Utilizing the Item Specs will ensure that each student is prepared to complete the FSA tasks for each standard.

Action Step 1 5

Teachers will receive a PD during PLC. This PD will guide the teachers through using the Item Specs and the new LAFS to create rigorous lessons that align to the FSA.

Person Responsible

Victoria Johnson

Schedule

Weekly, from 9/15/2014 to 4/15/2015

Evidence of Completion

At two of the weekly PLCs per month, the Reading Coach will lead teachers in completing the graphic organizer for unpacking standards within the curriculum.

Plan to Monitor Fidelity of Implementation of G3.B8.S1 6

Teachers will include formative and summative assessments of the standards in lesson plans.

Person Responsible

Victoria Johnson

Schedule

Daily, from 9/15/2014 to 4/15/2015

Evidence of Completion

Teachers will bring evidence to PLC of assessments completed by students.

Plan to Monitor Effectiveness of Implementation of G3.B8.S1 `7`

Administration will complete walk throughs checking rigor and validity of implementation.

Person Responsible

Victoria Johnson

Schedule

Weekly, from 9/15/2014 to 4/15/2015

Evidence of Completion

Lesson Plans and student artifacts

G4. Increase science achievement level by improving reading proficiency in 8th grade science by 10 percentage points – goal of 50%. `1`

🔍 G042540

G4.B1 Students have low reading skills and have difficulty working and reading on grade level. `2`

🔍 B103824

G4.B1.S1 1 time a week to read in science classroom. Give credit/incentives/recognition `4`

🔍 S126741

Strategy Rationale

Giving students opportunities to be exposed to reading material that is of interest to them. This will broaden there exposure to printed relevant science material.

Action Step 1 `5`

Students will critically read, review and discuss Annually Assessed benchmark style questions using high interest printed science material in their science classroom and write a reflection using the SRE format for writing.

Person Responsible

Laura Parnes

Schedule

Weekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Classroom assessments, exit slips, interactive journals

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

Administrative staff will provide support through classroom observations and feedback

Person Responsible

Yolanda Sanders

Schedule

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

Evidence of Completion

In interactive journals and within the structure of the lesson plans. Also using the districts student work protocol rubric.

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

Student work samples that would include the interactive notebook and other writing samples .

Person Responsible

Yolanda Sanders

Schedule

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

Evidence of Completion

Student interactive journals, exit slips, Instructional focuses (SRE)

G4.B1.S2 Increase access to high interest text based science materials. 4

S126742

Strategy Rationale

With increased interest in printed material and student engagement by utilizing supplemental resources. Students will increase their performance in writing and reading skills by incorporating additional resources.

Action Step 1 5

Incorporate high interest reading materials from the Achieve 3000 data base

Person Responsible

Yolanda Sanders

Schedule

Quarterly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Printed articles with student summaries

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

Conduct administrative walk-throughs, participate in PLC's.

Person Responsible

Yolanda Sanders

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Monitor Achieve 3000 usage logs and lesson plans.

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

Implementation effectiveness will be monitored through formal and informal administrative observations.

Person Responsible

Yolanda Sanders

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Monitor teacher made test results and CGA data

G4.B2 Students are not exposed to high interest level of reading material. `2`

🔧 B103825

G4.B2.S1 Provide monthly Professional Development on effective student reading engagement strategies in the science content area to equip teachers with the tools they'll need to implement effective reading instruction in the science content area, and monitor use in the classroom. `4`

🔧 S114950

Strategy Rationale

Action Step 1 `5`

Monthly Professional Development to include Effective Rigorous Science Instruction, Data-based Reading Strategies, Gradual Release Model of Instruction, and Data-based differentiated instruction and tasks.

Person Responsible

Laura Parnes

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Lesson Plans PLC Minutes Progress Monitoring Data PD Sign-in Sheets, PD Materials and Assignments

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

Effectively use common lesson plans to create engaging reading strategies in the science content area. This will be monitored by completion and review of common planning minutes and PLC observations to see level of collaboration.

Person Responsible

Laura Parnes

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

- Teacher Implementation of effective instruction and strategies - Lesson Plans - PLC Minutes - Walkthrough data (with indicators)

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

PLC members will use evidence from data results and common planning minutes daily to determine strategies that are aligned with the needs of students.

Person Responsible

Laura Parnes

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

- Common Planning Minutes - Lesson Plans - PLC Minutes - Walkthrough data (with indicators)

G5. Increase percent of students being proficient on Mathematics portion of Florida Standards Assessment by 5% and increase the learning gains of all students to 51%. `1`

<div align="right">🔑 G042541</div>

G5.B2 All materials not readily available for Digits, Algebra I and Geometry Curriculum. * Student codes for online access not available * Program is not update/completed in online platform * Lack of computers (school/home) * Lack of student companions create need to make copies of text for students to use in class. Teachers have limited access to copies. `2`

<div align="right">🔑 B103830</div>

G5.B2.S1 Curriculum can be displayed on board during class time and copies of student companions will be given for students without a textbook. `4`

<div align="right">🔑 S124208</div>

Strategy Rationale

Because we have a limited number of student companions, students will be allowed to copy lesson activities into their interactive journals/notebooks. This will prevent teachers from not using the curriculum and allow them to remain on target with the time limits given for each section of the curriculum.

Action Step 1 `5`

During professional learning communities, the math department will work to ensure that each teacher can fluently navigate the curriculum online and use all need technological devices effectively.

Person Responsible

Monica Crisp

Schedule

Evidence of Completion

This will be monitored by the department math coach to ensure that each teacher is using the program with fidelity.

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

Administration and/or the Math Coach will conduct weekly walkthroughs and observations to monitor use of curriculum and progress on quarterly CGAs.

Person Responsible

Monica Crisp

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Weekly debriefs with department and administration on what was seen in classrooms per schools walk through requirements.

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

The department will conduct data chats to monitor student progress on all assessments related to successful completion of curriculum units. (CGA, common assessments, exit slips, etc.)

Person Responsible

Monica Crisp

Schedule

Quarterly, from 9/8/2014 to 6/1/2015

Evidence of Completion

The department and its teachers will use Performance Matters to assist in collecting/ accessing data. The department will also compare student work on specific questions to guide/plan instruction.

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	Professional Development to train all teachers to use Performance Matters. Offer follow up sessions for those who would like or need additional training.	Crisp, Monica	9/8/2014	Attendance sheet from training	6/1/2015 quarterly
G1.B2.S1.A1	Professional Development to train all teachers on the various ESE accommodations and how to implement those accommodations in the classroom in order to support ESE students and achieve IEP compliance.	Manning-banks, Toni	9/8/2014	Attendance sheet	6/1/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	- Writing sessions for students who lose instructional time or score below proficiency	Johnson, Victoria	9/8/2014	- Completion of writing assignment scoring at or above proficiency	3/23/2015 semiannually
G4.B2.S1.A1	Monthly Professional Development to include Effective Rigorous Science Instruction, Data-based Reading Strategies, Gradual Release Model of Instruction, and Data-based differentiated instruction and tasks.	Parnes, Laura	9/8/2014	Lesson Plans PLC Minutes Progress Monitoring Data PD Sign-in Sheets, PD Materials and Assignments	6/1/2015 monthly
G5.B2.S1.A1	During professional learning communities, the math department will work to ensure that each teacher can fluently navigate the curriculum online and use all need technological devices effectively.	Crisp, Monica	9/17/2014	This will be monitored by the department math coach to ensure that each teacher is using the program with fidelity.	one-time
G3.B8.S1.A1	Teachers will receive a PD during PLC. This PD will guide the teachers through using the Item Specs and the new LAFS to create rigorous lessons that align to the FSA.	Johnson, Victoria	9/15/2014	At two of the weekly PLCs per month, the Reading Coach will lead teachers in completing the graphic organizer for unpacking standards within the curriculum.	4/15/2015 weekly
G4.B1.S1.A1	Students will critically read, review and discuss Annually Assessed benchmark style questions using high interest printed science material in their science classroom and write a reflection using the SRE format for writing.	Parnes, Laura	10/13/2014	Classroom assessments, exit slips, interactive journals	5/29/2015 weekly
G4.B1.S2.A1	Incorporate high interest reading materials from the Achieve 3000 data base	Sanders, Yolanda	9/8/2014	Printed articles with student summaries	6/1/2015 quarterly
G1.MA1	Teachers accessing and using data to drive their instruction	Crisp, Monica	9/8/2014	Data showing Increased student achievement and evidence of progression of learning. Found in teacher's data binder or data pocket of student portfolio	6/1/2015 monthly
G1.B1.S1.MA1	Teachers ability to access data to inform and drive their instruction	Crisp, Monica	9/8/2014	Teacher's data binder, student data in student portfolio, reflection on lesson plan with groupings according to data analysis.	6/1/2015 quarterly
G1.B1.S1.MA1	Professional Development on accessing data through Performance Matters	Crisp, Monica	9/8/2014	Attendance sheet	6/1/2015 quarterly
G1.B2.S1.MA1	Professional Development on ESE accommodations	Mitchell, Melissa	9/8/2014	classroom observation or documentation of ESE accommodations being delivered to students	6/1/2015 quarterly
G1.B2.S1.MA1	Professional Development about ESE accommodations	Manning-banks, Toni	9/8/2014	Attendance sheet; classroom observations or documentation of accommodations being delivered	6/1/2015 quarterly
G2.MA1	School-wide calibration for timed writing assessments.	Johnson, Victoria	11/24/2014	Students score at or above proficiency	3/6/2015 semiannually
G2.B1.S1.MA1	Student Attendance Student writing progression	Johnson, Victoria	9/8/2014	Student writing is at or above proficiency	6/1/2015 monthly
G2.B1.S1.MA1	Student attendance Student writing product and outcome	Johnson, Victoria	9/8/2014	Consistent student attendance Student writing score is at proficiency level or above	6/1/2015 monthly
G3.MA1	Student work as well as student data will be analyzed to determine if adequate progress is being made toward goal.	Johnson, Victoria	10/31/2014	Progress toward goal will be rated as minimal results, adequate results, and significant results	3/23/2015 semiannually
G3.B8.S1.MA1	Administration will complete walk throughs checking rigor and validity of implementation.	Johnson, Victoria	9/15/2014	Lesson Plans and student artifacts	4/15/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B8.S1.MA1	Teachers will include formative and summative assessments of the standards in lesson plans.	Johnson, Victoria	9/15/2014	Teachers will bring evidence to PLC of assessments completed by students.	4/15/2015 daily
G4.MA1	PLC and District Specialist will meet weekly to review and discuss student data progression. This will include a plan for next steps as evidenced by data analysis and written reflection.	Sanders, Yolanda	8/25/2014	Assessment Outcome and PLC Minutes Data Analysis Plan for Next Steps	6/1/2015 weekly
G4.B2.S1.MA1	PLC members will use evidence from data results and common planning minutes daily to determine strategies that are aligned with the needs of students.	Parnes, Laura	9/8/2014	- Common Planning Minutes - Lesson Plans - PLC Minutes - Walkthrough data (with indicators)	6/1/2015 weekly
G4.B2.S1.MA1	Effectively use common lesson plans to create engaging reading strategies in the science content area. This will be monitored by completion and review of common planning minutes and PLC observations to see level of collaboration.	Parnes, Laura	9/8/2014	- Teacher Implementation of effective instruction and strategies - Lesson Plans - PLC Minutes - Walkthrough data (with indicators)	6/1/2015 weekly
G4.B1.S1.MA1	Student work samples that would include the interactive notebook and other writing samples .	Sanders, Yolanda	9/29/2014	Student interactive journals, exit slips, Instructional focuses (SRE)	5/29/2015 quarterly
G4.B1.S1.MA1	Administrative staff will provide support through classroom observations and feedback	Sanders, Yolanda	9/29/2014	In interactive journals and within the structure of the lesson plans. Also using the districts student work protocol rubric.	5/29/2015 quarterly
G4.B1.S2.MA1	Implementation effectiveness will be monitored through formal and informal administrative observations.	Sanders, Yolanda	9/8/2014	Monitor teacher made test results and CGA data	6/1/2015 monthly
G4.B1.S2.MA1	Conduct administrative walk-throughs, participate in PLC's.	Sanders, Yolanda	9/8/2014	Monitor Achieve 3000 usage logs and lesson plans.	6/1/2015 weekly
G5.MA1	Math Coach will update leadership team on the progress towards the goal of increasing proficiency by 5%. Leadership team will all be responsible for looking at lab usage by pulling reports from various programs.	Barnes, Vicki	9/8/2014	Leadership Agendas and Data Reports	6/1/2015 weekly
G5.B2.S1.MA1	The department will conduct data chats to monitor student progress on all assessments related to successful completion of curriculum units. (CGA, common assessments, exit slips, etc.)	Crisp, Monica	9/8/2014	The department and its teachers will use Performance Matters to assist in collecting/accessing data. The department will also compare student work on specific questions to guide/plan instruction.	6/1/2015 quarterly
G5.B2.S1.MA1	Administration and/or the Math Coach will conduct weekly walkthroughs and observations to monitor use of curriculum and progress on quarterly CGAs.	Crisp, Monica	9/8/2014	Weekly debriefs with department and administration on what was seen in classrooms per schools walk through requirements.	6/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. All teachers will implement data-driven instruction that is aligned to the standards and includes accommodations for ESE students and strategies to support ELL students.

G1.B1 Teachers not accessing or not using data to drive their instruction (Due to many factors: lack of knowledge, lack of familiarity, lack of confidence in how to alter a lesson as a result of analyzing the data)

G1.B1.S1 Provide professional develop for teachers on how to access and analyze data in order to adjust instruction and implement Gradual Release.

PD Opportunity 1

Professional Development to train all teachers to use Performance Matters. Offer follow up sessions for those who would like or need additional training.

Facilitator

Victoria Johnson

Participants

All teachers

Schedule

Quarterly, from 9/8/2014 to 6/1/2015

G1.B2 Teachers are not familiar with details of ESE accommodations and ESE teachers have many duties and responsibilities in addition to classroom support for ESE students.

G1.B2.S1 Train teachers on the various ESE accommodations and how to implement those accommodations in their classroom in order support ESE students and achieve IEP compliance.

PD Opportunity 1

Professional Development to train all teachers on the various ESE accommodations and how to implement those accommodations in the classroom in order to support ESE students and achieve IEP compliance.

Facilitator

ESE Team Lead, or designee

Participants

All teachers

Schedule

Semiannually, from 9/8/2014 to 6/1/2015

G2. 50% of the students will score at or above proficiency on the Florida State Assessment.

G2.B1 Ineffective use of instructional time

G2.B1.S1 Writing Boot Camp - before and after school sessions for students who lose instructional time or score below proficiency

PD Opportunity 1

- Writing sessions for students who lose instructional time or score below proficiency

Facilitator

Literacy Coach

Participants

- 8th Grade English Language Arts Teachers, Creative Writing Teacher, and Literacy Coaches

Schedule

Semiannually, from 9/8/2014 to 3/23/2015

G3. 75% of students scoring <15> points below proficiency on the 2013-2014 FCAT Reading will become proficient on the 2014-2015 Reading FSA.

G3.B8 Students lack familiarity with FSA Task Demands.

G3.B8.S1 Teachers will use the FSA Item Specifications when writing and preparing to teach lesson plans.

PD Opportunity 1

Teachers will receive a PD during PLC. This PD will guide the teachers through using the Item Specs and the new LAFS to create rigorous lessons that align to the FSA.

Facilitator

Victoria Johnson

Participants

ELA/ Reading Department: Sauer, Mott, Seymour, Cruz, Chadwell, Camacho, Tyler, R. Smith, Kokabany, Gantt, Wyly

Schedule

Weekly, from 9/15/2014 to 4/15/2015

G4. Increase science achievement level by improving reading proficiency in 8th grade science by 10 percentage points – goal of 50%.

G4.B2 Students are not exposed to high interest level of reading material.

G4.B2.S1 Provide monthly Professional Development on effective student reading engagement strategies in the science content area to equip teachers with the tools they'll need to implement effective reading instruction in the science content area, and monitor use in the classroom.

PD Opportunity 1

Monthly Professional Development to include Effective Rigorous Science Instruction, Data-based Reading Strategies, Gradual Release Model of Instruction, and Data-based differentiated instruction and tasks.

Facilitator

Assistant Principal and Reading Coach

Participants

Science PLC

Schedule

Monthly, from 9/8/2014 to 6/1/2015

G5. Increase percent of students being proficient on Mathematics portion of Florida Standards Assessment by 5% and increase the learning gains of all students to 51%.

G5.B2 All materials not readily available for Digits, Algebra I and Geometry Curriculum. * Student codes for online access not available * Program is not update/completed in online platform * Lack of computers (school/home) * Lack of student companions create need to make copies of text for students to use in class. Teachers have limited access to copies.

G5.B2.S1 Curriculum can be displayed on board during class time and copies of student companions will be given for students without a textbook.

PD Opportunity 1

During professional learning communities, the math department will work to ensure that each teacher can fluently navigate the curriculum online and use all need technological devices effectively.

Facilitator

Vicki Barnes, Mathematics Instructional Coach

Participants

Mathematics Department M. Hays,K. Huwell, M. Wilcox, C. Smith, K. Jones, D. Jordan, J. Long, M. Abella

Schedule

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**