

J. H. Workman Middle School

6299 LANIER DR, Pensacola, FL 32504

www.escambia.k12.fl.us

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

69%

Alternative/ESE Center

No

Charter School

No

Minority

66%

School Grades History

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

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

J. H. Workman Middle School students will become inquiring, compassionate, lifelong learners. Through a challenging and engaging academic program that encourages international-mindedness, our students will attain a broad and firm foundation of knowledge, cultural understanding and respect for diversity.

Provide the school's vision statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB Middle Years Programme encourages students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Environment

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

J. H. Workman Middle School is a certified IB WORLD SCHOOL that is represented by a diverse population of students. Building community within our school is important; therefore we value all students and their diverse backgrounds. The process utilized to learn about our students is as follows:

- * FOCUS data system and parental questionnaires.
- * Personal conversations with parents along with parent surveys
- * Student surveys

Building relationships between students and teachers is of the utmost importance. Workman Middle School has formally implemented the "academic teaming" concept that links a group of students to four academic core teachers. Teachers learn about students needs affectively and academically through this process. Discipline, counseling, and academic needs are discussed within the teams and students are provided the help they need.

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

Before school: Adults are located throughout the school grounds to receive and supervise students as they come in to the school grounds. There are morning announcements made every morning to inform students of current events and reminded of important rules and regulations to follow throughout our day. There is a reminder of the mission statement (BE REAL) relayed to our students daily through intercom announcements.

During school: Teachers are expected to receive students as each class period starts. To limit the number of students in the hallway, students are expected to wear "hall pass vests". Teachers and staff members regularly greet students and offer to help those who may not know where to go.

After school: A group of teachers and administrators are placed in various areas throughout the school grounds and dismissal is done in a structured manner by building. Students who walk home are held by a staff member and walked to the cross walk area. Teachers escort students through specific exits when called and guided to the bus area.

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

J. H. Workman Middle School is a POSITIVE BEHAVIOR SUPPORT SCHOOL. A committee is comprised of students, administrators, teachers, and parents who meet on ways to promote positive behaviors throughout the school. We have adopted a mission statement/acronym entitled BE REAL (Be Respectful.. Be Eager to Learn.. Be Accountable.. Be Loyal) to promote to our students a more positive outlook on school. The school has implemented reward ticket system called "JAG SWAG" that students may earn and utilize towards the purchase of incentives at a student lead store. Positive posters, mission statements, and reminders are displayed throughout the campus to promote positive behaviors among our students.

The J.H. Workman Middle School behavior plan is based upon a "TIERED/STEP" system in which each minor infraction will equal specific steps to follow (discussion with student, parent phone call, team meeting, etc). Referrals are not generated for minor infractions unless all steps are followed, recorded in the electronic behavior sheet, and intervention has been attempted for student. Each academic team has provided students with policies and classroom expectations along with understanding the clear guidelines as identified in the J. H. Workman Middle School Student Handbook.

Training has taken place before the start of the school (pre-planning session), and additional training such FIDDLRS and Fred Jones management sessions will occur during teacher collaboration and PD sessions.

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

Students are referred regularly to the guidance counselor for services as needed. Students are also provided information on bullying awareness, harassment presentations and the like so they may seek help if they need it. J. H. Workman partners with various mentorship programs (i.e. Big Brothers/Big Sisters) who come and visit students regularly during the school day.

The campus has also embedded counseling sessions in the in school suspension and in lieu of expulsion unit weekly to assist students who are placed for disciplinary reasons.

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

J.H. Workman utilizes the following system for early warning indicators:

- * Teacher notifies behavior coach, guidance and administrator if any of the above are present for any student on campus.
 - * Attendance is "flagged" upon the 3rd consecutive absence and parent contact is attempted.
 - *Discipline data is shared with Positive Behavior Support Committee and students who have 3-5 referrals from the start of the year to October are quickly placed on a check in procedure with the behavior coach and/or Dean of Discipline.
- Other "flags" for early warning indicators may include"
- * Lack of success in state wide assessments for more than 2 consecutive years in the areas of reading and math.
 - *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - *One or more suspensions, whether in school or out of school
 - *Course failure in English Language Arts or mathematics

*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

* Placement in a "in lieu of expulsion" unit at any point during the school year.

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	29	26	34	89
One or more suspensions	31	51	39	121
Course failure in ELA or Math	19	15	7	41
Level 1 on statewide assessment	102	116	123	341

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	41	46	45	132

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

- * Check in procedures with the behavior coach.
- * Functional behavior assessments in place for those students who need the assistance.
- * Parent conferences
- *MTSS committee discussions and progress monitoring of students throughout the nine weeks period.
- * Counseling sessions available for students throughout the year.

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?

Yes

PIP Link

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

Description

J. H. Workman IB MYP World School will provide a Parent Report card night the first three quarters. Parents will meet with teachers individually to go over their students FCAT data, report card data, Discovery Education data, etc. Teachers will show parents areas of need and progress throughout the year. J. H. Workman will also provide family nights throughout the year to promote literacy and other academic areas.

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

Workman Middle hosts Family Nights at neighborhood community centers to build capacity in our families to support their child's educational lives and foster academic growth. We have a vibrant partnership with United Way, participating in their annual "United Way Day of Caring" where teams of community volunteers spend a day at the school performing needed service projects to improve our campus' appearance. Our Partners in Education alliances include our grant funding by Lowes Home Improvement which funded establishment of a working garden at the side of our school. The tending and maintenance of the garden enhances our ESOL curriculum, where our students learn and provide service themselves to our neighboring community members.

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
Ursrey, Traci	Principal
Gonzalez, Angie	Assistant Principal
Davidson, Julie	Other
Durre, Nancy	Instructional Coach
Roblyer, Hollye	Teacher, K-12
Riggs, Hayden	Teacher, K-12
Foster, Maresha	Teacher, K-12
Tinney, Jonathan	Teacher, K-12
Jamison, Denise	Teacher, K-12

Duties

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

Principal and assistant principal oversees and monitors MTSS and SIP processes, as well as meeting bi-weekly with the School Leadership Committee who advise and contribute to the decision-making process. IB Coordinator oversees all aspects of the International Baccalaureate Middle Years Programme, including the instructional program, holistic student development, community projects and programme policies. instructional coaches train and support teachers in instructional best practices to foster student achievement. Department chairs provide professional leadership and support to their team members, review and provide feedback to content-area curriculum, instructional and assessment (unit) plans, and serve as liasons between the classroom teachers and the leadership team. Guidance personnel monitor academic progress, MTSS and RTI systems, involve teachers and staff in sponsored student support services.

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

NEED TO UPDATE FIGURES

Title I, Part A

The Title I total allocation for the 2014-2015 school year is \$109,979. Of that amount, \$29,814 is allotted for half of the tech coordinators salary. There is \$25,702 allotted for a part-time reading teacher. For professional development, \$16,901 is allocated to support our professional development plan- particularly to attend IB training. In addition, our teachers will continue training in how to implement Common Core State Standards into the curriculum as well as effectively utilizing Discovery Education for formative assessment reports and instructional resources aligned to support student performance needs. Parental Involvement funds of \$4,243 will be spent in the 2014-2015 school year for family nights, meeting supplies, and possibly technology. Additionally, \$22,000 is budgeted for substitutes for teachers involved in professional development and to provide a substitute to run a computer lab and \$11,319 for instructional materials.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant student Information Exchange (MSIX) system and our local student data base, we have determined that there are 8 migrant students at Workman Middle.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operate programs. These services are overseen by the district Title I office. Our school does not have students served under Title I, Part D.

Title II

Professional development is offered at both the school and district levels. Please see each goal area for specific professional development activities. The Title II funding (Professional Learning) amount for Workman will be approximately \$1,845.00.

Title III

Services for English Language Learners are provided as required by Federal law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their professional license. Our school is an ESOL Center and we serve 32 ELL students in grades 6-8 (14 - 6th graders, 10 - 7th graders, 8 - 8th graders). In addition, we have two full-time ESOL teachers funded through Title III. These teachers provide both general education and ELL student assistance.

Title VI, part B

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I office. At Workman Middle, we have identified 18 homeless students this school year and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

The total SAI budget for the 2014-2015 school year is \$38,781. Of that amount, \$13,692 was spent to partially fund our literacy coach position and \$16,062 for instructional materials.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussions. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Positive Behavior System Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand-Up for All

Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" reporting website where incidences of bullying may be reported anonymously.

Nutrition Programs

Workman is committed to continue offering nutritional choices for students and staff in our cafeteria. This includes a salad bar, a la carte, and self-serve options. Our school is also a Healthier Generations Alliance School. The school follows the district's nutritional program for summer feeding at select sites.

Housing Programs

This is offered at the district level and is overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is offered at the district level. Several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Evening programs are offered at our local high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College provides programs for adults over 16 years of age.

CTE

Workman Middle Academy programs through Workforce Education are offered in the areas of health, multi-media, and robotics.

Job Training

All students complete an E-PEP in 8th grade history classes.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Nikki Thomas	Parent
Wendi Best	Parent
Charles Warren	Parent
Raul Vellos	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC met in September to discuss the school improvement plan. We explained the changes to the plan and the 8 step process to determine goals. The committee talked about our goals and the impact it will have on student achievement. The SAC will assist in the preparation and evaluation of the School Improvement Plan required pursuant to Florida Statutes. In addition, the committee will provide input into the school's educational plan and budget. Members will also be encouraged to serve as a liason between the school and parents/ students in order to get their input on the School Improvement Plan. Activities of the SAC for the upcoming school year
The SAC committee will work with the school's leadership team to promote Report Card Days which

give parents information concerning their child's FCAT scores and academic progress. Also, they will support our family nights throughout the year.

Development of this school improvement plan

The SAC met in September to discuss the school improvement plan. We explained the changes to the plan and the 8 step process to determine goals. The committee talked about our goals and the impact it will have on student achievement. The SAC will assist in the preparation and evaluation of the School Improvement Plan required pursuant to Florida Statutes. In addition, the committee will provide input into the school's educational plan and budget. Members will also be encouraged to serve as a liason between the school and parents/ students in order to get their input on the School Improvement Plan.

Preparation of the school's annual budget and plan

As an International Baccalaureate Middle Years Programme World School, we expect our teachers to implement their standards-based course curriculum using developed IB units as the framework for instructional delivery and assessment. Textbooks are used only as a resource; primary source documents, online articles, other 'non-textbook' resources are the primary tools for classroom content. Therefore, we have a tremendous need for an environmentally-friendly, hi-volume printer/copier to address our vast printing needs. In order to be fiscally responsible with our funds, we discussed with our School Leadership Team and School Advisory Committee the use of school improvement funds to purchase such a printer. This printer will be housed in a central location with all teachers being networked to it from their classrooms.

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

N/A

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

Comply with the duties and procedures of the SAC as specified in the JH Workman Middle School Advisory Council By-Laws February 7, 2013.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Durre, Nancy	Instructional Coach
Gonzalez, Angie	Assistant Principal
Roblyer, Hollye	Teacher, K-12
Foster, Maresha	Teacher, K-12
Ursrey, Traci	Teacher, K-12
Davidson, Julie	Other

Duties

Describe how the LLT promotes literacy within the school

Provide elevated awareness for the importance of content-area reading and writing in all subject areas as well as professional development for all teachers in strategies for literacy development in their students.

Support the ongoing implementation of the Literacy Design Collaborative with teachers trained in the model.

Monitors frequency of teacher facilitated writing opportunities in all content areas.

Provides literacy enrichment opportunities for students throughout the school year (Annual Book Flood, Author Visits, Summer reading program, school-wide "drop everything and read" opportunities)

Teachers will integrate opportunities for students in all content areas to apply the composite use of language arts strands and skills. Also, teachers will integrate into their instruction a balance of literature

and informational texts in history, social studies and science. Teachers will incorporate texts of varying

levels of complexity into their instruction, providing various instructional opportunities for students to read, write, discuss and listen to text for different purposes. All content area courses will include weekly

evidence-based writing assignments in their instructional 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

Workman has a unique collaborative planning model, with every day of the week dedicated to some form of professional collaboration among teachers during their 90 minute planning blocks. Mondays: individual and team planning, Tuesdays: grade level student/school assessment data analysis, Wednesdays: professional development related to our school goals and IB program focus, Thursdays: Content-area partner planning, and Fridays: Family-Home Connections

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

Selective criteria in screening potential applicants, involving teachers in interviewing teacher candidates, daily team collaboration time, mentorship program for new teachers on campus, START program for beginning teachers, ongoing embedded professional development opportunities,

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

Pair veteran teacher leaders with teachers new to campus as well as with beginning teachers. Pairings are intentional in terms of content support and personal dynamics. Topics for mentoring include team collaboration; curriculum development; instruction and assessment strategies; basics of campus life; grading policies and gradebook (Focus) setup; PBS (Positive Behavior Support) plan; classroom management strategies; instructional resources. One full-time instructional coach provides additional support to new/beginning teachers in developing effective, rigorous classroom instructional strategies and relevant assessments, aligning curriculum to state/national standards, analyzing data (formative, summative, and state assessment data) to inform daily instruction, providing instructional resources, side-by-side coaching and modeling.

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

Teachers use the state approved textbooks that are adopted by our district. Teachers are required to plan IB units collaboratively with their peers. Each subject area meets to analyze the Florida Standards and develop appropriate units that will cover each standard throughout the school year.

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 Discovery Education to test students in reading, mathematics, and science several times throughout the school year. After each testing window, teachers meet during their collaborative planning to discuss and dis-aggregate the data for each student. Based on student need, the teacher then assigns Discovery Education probes, lessons, and videos to help re-mediate each student. Students work on assigned tasks during class, at home, or in a learning lab sometime throughout the day. Our 7th grade students will take a district based Civics test each quarter. Based on individual and class data, teachers will re-teach areas of weakness or provide individual remediation for students with learning needs and gaps.

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:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

Workman has developed a close relationship with our neighboring campus, Washington High School. We have our 8th grade students participate in activities throughout the year to expose them to the high school environment. Our 8th grade advanced band plays with the high school band at one of the football games each fall. We plan to implement an 8th grade assembly that allows the high school students and administrative staff to come to our campus and speak to the 8th grade class about the expectations in high school. Also, our 8th graders compete in academic competitions the high schools

sponsor. We will be sending a team to the Pensacola High School 6th annual Pensacola Invitational (PI) competition. The PI Competition is a middle school math competition modeled after the style of high school Mu Alpha Theta competitions.

Workman does several informational nights on elementary campuses to showcase our IB programme and allow parents the opportunity to see what the student will experience in an IB MYP World School. We also participate in the district's school choice expo. We share our IB programme and the different academies we offer with potential parents and students. Every spring some of our clubs and organizations visit some of the elementary schools in our district to showcase the opportunities and choices available for students in middle school. In the past we've had band, chorus, cheerleaders, etc. participate in the visits.

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

N/A

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

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

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement in math across all core content areas.

- G2.** Increase student achievement in the area of evidence-based reading and writing across all content areas.

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. Increase student achievement in math across all core content areas. 1a

G044507

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0

Resources Available to Support the Goal 2

- Math Design Collaborative Formative Assessment Lessons (FALs) and Tasks
- Discovery Education resources (student report data, video streaming, activities, assessment probes)
- Compass class (remediation, extending math assignments, coaching)
- Math Competitions (district and school)
- Quality IB / high interest, engaging units of instruction (real world connections)
- Math tutors/mentors
- Structured collaborative planning time for curriculum/unit design (pre) and analyzing (post)
- IB Coordinator & Instructional Coaches
- Differentiated professional development & team support

Targeted Barriers to Achieving the Goal 3

- Students lack basic math conceptual reasoning and understanding.

Plan to Monitor Progress Toward G1. 8

DE pre-post practice probe & student report data results

Person Responsible

Traci Ursrey

Schedule

Quarterly, from 12/19/2014 to 5/29/2015

Evidence of Completion

Administration meeting agenda notes Summary DE data reports

G2. Increase student achievement in the area of evidence-based reading and writing across all content areas. 1a

G042720

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- New HMH curriculum for ELA (English language arts).
- Literacy Coaches (school-based and district)
- Weekly 90 minute collaboration time with ELA and reading teachers.
- Collaborative planning day is utilized for all departments to vertically plan and share lessons within department.
- Quality IB/high interest units of instruction with opportunities to develop writing skills.
- Differentiated professional development and team support.
- Research/Compass (remediation/extending reading & writing assignments, coaching)
- School/district-wide reading & writing competitions
- DE resources (student report data, practice probes, video streaming and activities)

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of and/or experience with teaching the text-dependent writing process.

Plan to Monitor Progress Toward G2. 8

Assessment data (ELA and subject-area classroom data, DE student reports, 9-week writing assessments)

Person Responsible

Nancy Durre

Schedule

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

Evidence of Completion

IB progress reports, DE assessment data, 9-week writing assessment data, FAA writing and reading student achievement data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement in math across all core content areas. **1**

 G044507

G1.B1 Students lack basic math conceptual reasoning and understanding. **2**

 B109407

G1.B1.S1 Incorporate high-interest, real-world, critical-thinking activities into the school day, i.e. Compass. **4**

 S120944

Strategy Rationale

To increase student engagement and promote conceptual understanding and problem-solving skills

Action Step 1 **5**

Math department will develop high-quality critical-thinking activities/lessons for Compass classes

Person Responsible

Hayden Riggs

Schedule

Quarterly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Year Compass calendar & lesson plans, sample student work

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

Compass teachers will review activity checklists in student folders and provide quarterly participation grade in Focus

Person Responsible

Traci Ursrey

Schedule

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

Evidence of Completion

Compass activity checklists and participation grades in Focus

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

Grade level pre & post DE practice probes and student reports in math classes

Person Responsible

Hayden Riggs

Schedule

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

Evidence of Completion

Quarterly DE pre-post math practice probe data analysis Bi-annual DE math student report data analysis

G2. Increase student achievement in the area of evidence-based reading and writing across all content areas.

1

G042720

G2.B7 Teachers lack understanding of and/or experience with teaching the text-dependent writing process.

2

B109573

G2.B7.S2 Resource bank of complex content-specific close readings, document-based questions (DBQs), and other evidence-based reading and writing resources for all subject area teachers (DE Streaming and Common-Drive). 4

S121125

Strategy Rationale

Readily available instructional resources and accompanying professional development should increase effective implementation of evidence-dependent reading and writing experiences.

Action Step 1 5

Literacy Leadership Team will identify and provide evidence-based reading and writing resources for school-wide access.

Person Responsible

Nancy Durre

Schedule

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

Evidence of Completion

Common drive folder with resources

Plan to Monitor Fidelity of Implementation of G2.B7.S2 6

Analyze bank of resources for use and implementation with fidelity

Person Responsible

Nancy Durre

Schedule

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

Evidence of Completion

Team notes and agendas (Literacy coach facilitation of team collaboration to review implementation successes and challenges).

Plan to Monitor Effectiveness of Implementation of G2.B7.S2 7

Team collaboration and reflection on increased and effective implementation of evidence-based reading/writing experiences

Person Responsible

Nancy Durre

Schedule

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

Evidence of Completion

Team meeting notes and agendas

Plan to Monitor Effectiveness of Implementation of G2.B7.S2 7

Team collaboration and reflection on increased and effective implementation of evidence-based reading/writing experiences

Person Responsible

Nancy Durre

Schedule

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

Evidence of Completion

Team meeting notes and agendas

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	Math department will develop high-quality critical-thinking activities/lessons for Compass classes	Riggs, Hayden	10/17/2014	Year Compass calendar & lesson plans, sample student work	5/29/2015 quarterly
G2.B7.S2.A1	Literacy Leadership Team will identify and provide evidence-based reading and writing resources for school-wide access.	Durre, Nancy	10/20/2014	Common drive folder with resources	5/29/2015 quarterly
G1.MA1	DE pre-post practice probe & student report data results	Ursrey, Traci	12/19/2014	Administration meeting agenda notes Summary DE data reports	5/29/2015 quarterly
G1.B1.S1.MA1	Grade level pre & post DE practice probes and student reports in math classes	Riggs, Hayden	10/20/2014	Quarterly DE pre-post math practice probe data analysis Bi-annual DE math student report data analysis	5/29/2015 quarterly
G1.B1.S1.MA1	Compass teachers will review activity checklists in student folders and provide quarterly participation grade in Focus	Ursrey, Traci	10/20/2014	Compass activity checklists and participation grades in Focus	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Assessment data (ELA and subject-area classroom data, DE student reports, 9-week writing assessments)	Durre, Nancy	10/20/2014	IB progress reports, DE assessment data, 9-week writing assessment data, FAA writing and reading student achievement data	5/29/2015 biweekly
G2.B7.S2.MA1	Team collaboration and reflection on increased and effective implementation of evidence-based reading/writing experiences	Durre, Nancy	10/20/2014	Team meeting notes and agendas	5/29/2015 monthly
G2.B7.S2.MA1	Team collaboration and reflection on increased and effective implementation of evidence-based reading/writing experiences	Durre, Nancy	10/20/2014	Team meeting notes and agendas	5/29/2015 monthly
G2.B7.S2.MA1	Analyze bank of resources for use and implementation with fidelity	Durre, Nancy	10/20/2014	Team notes and agendas (Literacy coach facilitation of team collaboration to review implementation successes and challenges).	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student achievement in math across all core content areas.

G1.B1 Students lack basic math conceptual reasoning and understanding.

G1.B1.S1 Incorporate high-interest, real-world, critical-thinking activities into the school day, i.e. Compass.

PD Opportunity 1

Math department will develop high-quality critical-thinking activities/lessons for Compass classes

Facilitator

Math department, math instructional coach

Participants

Compass teachers

Schedule

Quarterly, from 10/17/2014 to 5/29/2015

G2. Increase student achievement in the area of evidence-based reading and writing across all content areas.

G2.B7 Teachers lack understanding of and/or experience with teaching the text-dependent writing process.

G2.B7.S2 Resource bank of complex content-specific close readings, document-based questions (DBQs), and other evidence-based reading and writing resources for all subject area teachers (DE Streaming and Common-Drive).

PD Opportunity 1

Literacy Leadership Team will identify and provide evidence-based reading and writing resources for school-wide access.

Facilitator

Nancy Durre

Participants

All faculty

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0