Wakulla Middle School

2014-15 School Improvement Plan

Wakulla Middle School

22 JEAN DR, Crawfordville, FL 32327

http://www.wakullaschooldistrict.org/wms.cfm

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	56%

Alternative/ESE Center	Charter School	Minority
No	No	22%

School Grades History

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

School Board Approval

This plan was approved by the Wakulla County School Board on 12/2/2014.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

At the heart of Wakulla Middle School is the belief that the focus of all educational programs and school practices should be centered on the student in order to meet the unique needs of this age. Wakulla Middle School strives to meet the physical, social, emotional, and intellectual needs of students in grades six through eight utilizing instructional practices and learning activities which take into account differences in learning styles. With the understanding that developmentally appropriate activities enhance learning at all levels, we believe that all the programs and practices of WMS should be based on a thorough knowledge of the developmental characteristics of middle school students and focused on meeting their needs.

Provide the school's vision statement

While congruent with the educational philosophy of all the Wakulla Country schools, K-12, this school is unique in that it provides a learning environment where middle school students are actively engaged in the learning process. This school should be neither an elementary school nor a mini-high school, but should possess the components that will provide a smooth transition from the elementary to the high school level.

Wakulla Middle School should be student-centered rather than subject-centered and should provide a safe, structured, and physically comfortable environment to promote student learning. Recognizing the critical role of a middle school in the development of a student's self-concept, we would attempt to enhance student self-esteem by creating an atmosphere of positive relationships and mutual respect among and between students and staff.

Curriculum and instruction should appeal to the exploratory nature of middle school students, and yet provide the challenging expectations needed to increase inidvidual student performance. We believe that mastery of basic communication, mathematics, and technology skills is of primary importance in the middle school so that students will have the life skills needed to be successful in future studies and job-related experiences. We realize that exceptional students will require special services and resources to facilitate learning. Given a supportive and challenging learning environment, all students will, hopefully, utilize appropriate decision-making processes.

Believing that successful educational endeavors must include the home as an integral part, we encourage the community to be involved in all aspects of the school program in an advisory as well as an operational role. We strongly believe that a successful school is one in which teachers, parents, and community members share the responsibility for student education through the supporof the school's mission.

School Environment

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

Students are placed on academic teams so that they build a small community within the school. Teams do many "getting to know" you activities and the beginning of the year. Parents are encouraged to provide information about their child(ren) on paperwork sent home. An attitude of support and respect is fostered through the Positive Behavior Support (PBS) system.

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

WMS employs a full-time resource officer from the Wakulla County Sheriff's office. He remains on campus during school hours and is available to all faculty, staff and students. Teachers are on duty in the hallway supervising students at the beginning of the school day, end of the school day, and between classes. Cameras are installed throughout the school. The principal, dean and guidance counselor are visible and accessible throughout the school day.

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

WMS implements Positive Behavior Support (PBS) school-wide. Our acronym is P.R.I.D.E. which focuses on five specific areas. The acronym stands for Prepared, Respect, Involved, Dependable and Exercising Self-control. These five areas are taught, expected and enforced by all grade levels and teams.
Each team in the school develops a Team Disciple Plan that reinforces the five components of P.R.I.D.E. Expectations and consequences are posted in each team classroom and are sent home to parents at the beginning of the school year. Minor infractions are handled by team teachers. Major infractions are referred to the Dean for consequences/resolution.
PBS training is provided during the school year for all personnel.

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

WMS has a full-time guidance counselor and a full-time social worker from DISC Village. The guidance counselor is available to counsel students as situations arise. The social worker from DISC Village works with students individually and in small groups with more serious and/or on-going social, emotional and/or behavioral issues. Students are also assigned adult mentors for a variety of reasons as needs are identified by the guidance counselor. The District also employs a Licensed Clinical Social Worker who is housed at Wakulla High School, but available to all students.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Wakulla Middle School follows the district-wide Response to Intervention (RTI) Plan and utilizes FOCUS and Performance Matters software to pinpoint students who fall into the lowest quartile or need other intense intervention. RTI status is monitored quarterly to ensure students are receiving the correct interventions as they move through the RTI process.

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	32	42	40	114
One or more suspensions	8	5	7	20
Course failure in ELA or Math	5	8	6	19
Level 1 on statewide assessment	34	26	47	107

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	8	5	7	20

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

Students in the Lowest Quartile in each grade level are assigned an intensive Reading or Math class. Moby Max software is utilized in Intensive classes. Credit Recovery is assigned to students failing a course at the end of each semester. The New Horizons Program works with students who are having behavioral issues. Mr. Wheeler's Unified Arts class teaches "life skills" to all grade levels.

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

Our goal is to Increase parental involvement overall by 5%. Parents receive progress reports and/or report cards 8 times a year to update them on their child's performance in school. Teams send out newsletters at least once a nine weeks to provide news and other pertinent information about what is going on at Wakulla Middle School. Parents are invited to attend school functions such as AVID Parent night, sporting events, band concerts, drama performances, Brain Bowl competitions, Tropicana Speech contest, Science Fair, Spelling Bee field trips and many others. Academic teachers are also in contact with parents via phone calls (for both positive and negative behaviors). The school also has an automated system that contact parents about activities and events that involve the entire school population. Parents are also invited to attend meetings, join the School Advisory Council, and serve as a volunteer in the school.

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

Business partnerships are sought out each school year. Local businesses support WMS by contributing funds and/or donating materials to various academic projects and athletic programs. Some examples include the Optimist Club's support/funding of the WMS Academic Brain Bowl team, the local 4-H Extension office's support/funding of the yearly Tropicana Speech Contest, and local businesses purchasing signs (advertisements) for the fence to help run the baseball program. These are just a few of the many projects that are supported/funded by local businesses.

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
Myhre, Richard	Principal
Bryan, Amy	Dean

Duties

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

Principal or Dean: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Teacher Requesting meeting: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
School Psychologist and Guidance Counselor: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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

The role of the MTSS team is to explore ways that they can follow the district's problem solving model to ensure the success of every student. They will meet biweekly to review data from students not achieving success within the Tier 1 instructional deliver and offer strategies to promote achievement. All funding is under the scrutiny and direction of the Principal and Assistant Principal. They diligently work to utilize the funding in a matter that best serves the school's needs within funding guidelines.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Richard Myhre	Principal
Sandy Byars	Teacher
Catherine Cutchen	Education Support Employee
Becky Thomas	Education Support Employee
Lara Davis	Teacher
Josh Sandgren	Teacher
Charlotte Hoover	Teacher
Lee Peck	Education Support Employee
Melanie Rentz	Teacher
Perry Dissmore	Parent
Roger Yates	Parent
Mary "Cookie" Coyle	Business/Community
Courtney Armitage	Business/Community
Melissa Hughes	Parent
Tammie Barfield or Mary Katherine Westmark (alternate meetings)	Business/Community
Andrea Nelson	Parent
Sabrina Joiner	Parent
Joyce Dunaway	Business/Community
Norma Parramore	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 committee is asked for input in developing the current year's SIP at the first meeting. The prior year's plan is reviewed and revised based on input from the committee, standardize test results, and areas the committee feel need improvement. They meet four times a year to ensure that the plan is being followed and goals are being met. At each meeting, committee chairs share implemented strategies and results of subject area meetings.

Development of this school improvement plan

This plan was created with member input. The SAC members reviewed and edited the plan for feasibility and completeness. SAC meets four times a year to ensure that the plan is being followed and goals are being met. At each meeting, committee chairs share implemented strategies and results of subject area meetings.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) will discuss and vote on a priority list of school-wide initiatives that promote the well-being of the school. SAC members will prioritize needs and vote on how to use School Recognition dollars and other monies allocated to the SAC.

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

School improvement funds will be allocated to support the goals stated within the plan.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

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

Literacy Leadership Team (LLT)

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

Name	Title
Myhre, Richard	Principal
Bryan, Amy	Dean
Thomas, Becky	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This committee is made up of all Reading teachers in the school led by the Principal, Dean, and SAC Reading Chair/Librarian. The major initiatives of the team are to implement AVID strategies in every academic subject area, make changes to the School Wide Vocabulary program to improve implementation, promote/reinforce the Wildcat Readers Program, and make adjustments to the Summer Reading Plan and District Reading Plan.

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

Subject area and grade level teachers meet frequently to plan, share instructional strategies, and mentor new teachers at WMS. Teachers are encouraged to attend school-wide activities such academic events (i.e. Science Fair, Brain Brawl, Speech Competitions), sporting events, and social events to reinforce a positive work environment.

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

Highly qualified new teachers are recruited via e-recruiting through the district website. New hires are assigned an on-campus mentor with a similar teaching assignment. Mentor teachers conduct regularly scheduled meetings with the new hire. The principal or his designee also meets with new hires throughout the year.

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

All new hires are assigned an on campus mentor with a similar teaching assignment. He/she conducts regularly scheduled meetings with the new hire to support their success. Topics include Professional Development Plans, Curriculum Guides, Behavior Management, Progress Monitoring, and Instructional Strategies. This program is overseen by the principal.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Wakulla County School District (WCSD) adopts programs that have been approved by the Florida Department of Education and Legislature. Materials are selected based on the Florida Standards. Committees of subject area teachers and principal meet to review materials available for adoption to ensure that they meet the requirements set forth.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is used to place Lowest Quartile and/or other at-risk students into remedial math and/or reading classes. These classes are taught daily to targeted students in addition to their regular math and/or reading class. As the school year progresses, struggling students who are not served in a remedial class, are placed into a credit recovery/research class for extra assistance.

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: 1,200

Targeted instruction to meet the needs of the lowest quartile and/or other at risk students.

Strategy Rationale

To ensure lowest quartile and/or at-risk students are successful during the school year.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Myhre, Richard, richard.myhre@wcsb.us

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

Teacher created assessments, FAIR assessment reports, STAR Math reports, STAR Reading Reports, Read180 Reading Reports, FAST FORWARD Reading Reports and Florida Standards test achievement results.

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

Transition meetings are held with each elementary school and the high school in May of each school year. RTI data, ESE paperwork and accommodations, behavior issues and plans, and the academic status of each student is discussed to ease the transition from elementary to middle school or middle school to high school.

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

A College and Career elective is taught on the Exploratory wheel for 8th graders. It is also included in the AVID strategies classes. AVID students visit various colleges throughout the year.

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

A "Computer for College and Careers" class is taught in 8th grade. Students who successfully complete the course requirements receive Microsoft Office Certification.

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

Scheduling of the three WMS computer labs has been streamlined through the use of the Outlook Calendar available with the District Email System. This ensures that the labs are being used to their full capacity. Each classroom has a minimum of four computer stations for student use. The goal of these initiatives is to increase students' computer usage and proficiency.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](https://www.floridacims.org), as required by section 1008.37(4), Florida Statutes

WMS will implement a rigorous and challenging curriculum that allows students the opportunity to participate in high school level courses at the middle school level. This will enable them to complete their high school requirements early and began working on college level courses at the high school level. WMS also implements the nationally recognized AVID program in every class to prepare all students for college readiness.

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. To support Science achievement to achieve target goal of 70% of students scoring proficient on FCAT 2.0 - Science

G2. To support Reading and Writing achievement target goal of 70% of students scoring Proficient on the Florida Standards Assessment (FSA) - ELA.

G3. To support Math achievement target goal of 70% of students scoring at Proficient on the Florida Standards Assessment (FSA) - Math.

Strategic Goals Detail

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

G1. To support Science achievement to achieve target goal of 70% of students scoring proficient on FCAT 2.0 - Science 1a

🔑 G044223

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Science related material

Targeted Barriers to Achieving the Goal 3

- Students lack the basic science knowledge to build upon and meet expected levels at middle school.

Plan to Monitor Progress Toward G1. 8

Student grades

Person Responsible

Amy Bryan

Schedule

On 5/29/2015

Evidence of Completion

Student grades of 60% or above.

G2. To support Reading and Writing achievement target goal of 70% of students scoring Proficient on the Florida Standards Assessment (FSA) - ELA. [1a]

Targets Supported [1b]

🔍 G044224

Indicator	Annual Target
AMO Reading - All Students	79.0
FSA - English Language Arts - Proficiency Rate	70.0
ELA/Reading Lowest 25% Gains	50.0

Resources Available to Support the Goal [2]

- DBQ teacher resources for Social Studies, AVID strategies in all subjects

- Test review material

- Sunshine State Reader books, Non fiction books

- AVID Strategies training

Targeted Barriers to Achieving the Goal [3]

- Students who lack supports/strategies to achieve at a high level in reading and/or writing

- Students lack the skills necessary to achieve proficiency.

Plan to Monitor Progress Toward G2. [8]

FAIR Assessment results and classroom grades

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

FAIR assessment results, classroom grades, teacher created checklists and calendars. For those in Tier 3: Easy CBM reports and Read 180 reports.

G3. To support Math achievement target goal of 70% of students scoring at Proficient on the Florida Standards Assessment (FSA) - Math. 1a

🔑 G044225

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0
FSA - Mathematics - Proficiency Rate	70.0
Math Lowest 25% Gains	50.0
Geometry EOC Pass Rate	70.0
Algebra I EOC Pass Rate	70.0

Resources Available to Support the Goal 2

- Math remediation materials

- Math standardized testing materials

Targeted Barriers to Achieving the Goal 3

- Students lack the skill to achieve at proficiency.

Plan to Monitor Progress Toward G3. 8

Specific targeted intervention

Person Responsible

Amy Bryan

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, classroom grades, teacher created checklists/calendar, STAR Math report, Easy CBM 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. To support Science achievement to achieve target goal of 70% of students scoring proficient on FCAT 2.0 - Science 1

🔑 G044223

G1.B1 Students lack the basic science knowledge to build upon and meet expected levels at middle school. 2

🔑 B108686

G1.B1.S1 Science teachers will utilize curriculum that encompasses all scientific domains. 4

🔑 S120126

Strategy Rationale

All scientific domains are tested so students need to be knowledgeable of the General Science curriculum.

Action Step 1 5

Science instructional materials and strategies

Person Responsible

Amy Bryan

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School and State wide Science assessments

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

Implementation of science materials and AVID strategies

Person Responsible

Amy Bryan

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher created and textbook assessments, student grades

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

Student achievement on classroom assessments and science statewide assessment.

Person Responsible

Amy Bryan

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Class grades and science statewide assessment

G2. To support Reading and Writing achievement target goal of 70% of students scoring Proficient on the Florida Standards Assessment (FSA) - ELA. `1`

`G044224`

G2.B1 Students who lack supports/strategies to achieve at a high level in reading and/or writing `2`

`B108687`

G2.B1.S1 Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core `4`

`S120127`

Strategy Rationale

Students who are performing below grade level need extra support to be successful in school.

Action Step 1 `5`

AVID Summer Training

Person Responsible

Richard Myhre

Schedule

Annually, from 7/6/2014 to 7/9/2014

Evidence of Completion

FAIR results, classroom grades

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

Target watch list

Person Responsible

Lori Sandgren

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Students achieve at a highly proficient level on FAIR and ultimately on standardized testing.

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

FAIR assessment results

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Students score at a highly proficient level.

G2.B2 Students lack the skills necessary to achieve proficiency. `2`

🔑 B108688

G2.B2.S1 Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice. `4`

🔑 S120128

Strategy Rationale

Students who are performing below grade level need extra support to be successful in school.

Action Step 1 `5`

Targeted interventions

Person Responsible

Lori Sandgren

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Students will achieve at proficiency level.

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

Quantitative data documenting success of interventions.

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, grades, FAIR results, teacher created checklists/calendars

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

Quantitative data

Person Responsible

Lori Sandgren

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Grades, FAIR assessment results, teacher created checklists/calendars

G2.B2.S2 Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data. Plan differentiated instruction using evidence-based instruction/ interventions within 90- minute reading block. Students will participate in either a Read 180 or Intensive Reading classroom. 4

S120129

Strategy Rationale

Students who are performing below grade level need extra support to be successful in school.

Action Step 1 5

Student will receive intensive interventions.

Person Responsible

Amy Bryan

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, teacher created checklists and calendars.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Intensive targeted interventions

Person Responsible

Amy Bryan

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, teacher created checklists/calendar, Easy CBM reports.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Specific targeted intervention

Person Responsible

Amy Bryan

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Easy CBM reports, Read 180 reports, FAIR results, classroom grades, teacher created checklists and calendars

G3. To support Math achievement target goal of 70% of students scoring at Proficient on the Florida Standards Assessment (FSA) - Math. `1`

🔑 G044225

G3.B1 Students lack the skill to achieve at proficiency. `2`

🔑 B108690

G3.B1.S1 Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of STAR Math data and will include explicit instruction, modeled instruction, guided practice and independent practice. `4`

🔑 S120130

Strategy Rationale

Students who are performing below grade level need extra support to be successful in school.

Action Step 1 `5`

Specific targeted intervention

Person Responsible

Amy Bryan

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

STAR Math test, lesson plans, teacher created ckecklists/calendars, Easy CBM reports

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

Specific targeted instruction

Person Responsible

Amy Bryan

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, teacher created checklists and calendars, student grades, STAR Math testing, Easy CBM reports

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

Specific Targeted Intervention

Person Responsible

Amy Bryan

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, classroom grades, STAR Math results, Easy CBM reports

G3.B1.S2 Tier 1: Determine core instructional needs by reviewing STAR Math assessment data. Plan differentiated instruction using evidence-based instruction/ interventions. Students will participate in an Intensive Math classroom. 4

S120131

Strategy Rationale

Students who are performing below grade level need extra support to be successful in school.

Action Step 1 5

Specific Target intervention

Person Responsible

Amy Bryan

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom grades, teacher created checklists and calendars. STAR Math report, Easy CBM report

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

Specific Targeted Intervention

Person Responsible

Amy Bryan

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom grades, teacher created checklists and calendars, STAR Math report, Easy CBM report

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

Specific targeted interventions

Person Responsible

Amy Bryan

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom grades, teacher created checklists and calendars, STAR Math report, Easy CBM report

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	Science instructional materials and strategies	Bryan, Amy	8/18/2014	School and State wide Science assessments	5/29/2015 quarterly
G2.B1.S1.A1	AVID Summer Training	Myhre, Richard	7/6/2014	FAIR results, classroom grades	7/9/2014 annually
G2.B2.S1.A1	Targeted interventions	Sandgren, Lori	8/18/2014	Students will achieve at proficiency level.	5/29/2015 weekly
G2.B2.S2.A1	Student will receive intensive interventions.	Bryan, Amy	8/18/2014	Lesson plans, teacher created checklists and calendars.	5/29/2015 daily
G3.B1.S1.A1	Specific targeted intervention	Bryan, Amy	8/18/2014	STAR Math test, lesson plans, teacher created ckecklists/calendars, Easy CBM reports	5/29/2015 quarterly
G3.B1.S2.A1	Specific Target intervention	Bryan, Amy	8/18/2014	Classroom grades, teacher created checklists and calendars. STAR Math report, Easy CBM report	5/29/2015 quarterly
G1.MA1	Student grades	Bryan, Amy	8/18/2014	Student grades of 60% or above.	5/29/2015 one-time
G1.B1.S1.MA1	Student achievement on classroom assessments and science statewide assessment.	Bryan, Amy	8/18/2014	Class grades and science statewide assessment	5/29/2015 quarterly
G1.B1.S1.MA1	Implementation of science materials and AVID strategies	Bryan, Amy	8/18/2014	Teacher created and textbook assessments, student grades	5/29/2015 quarterly
G2.MA1	FAIR Assessment results and classroom grades	Sandgren, Lori	8/18/2014	FAIR assessment results, classroom grades, teacher created checklists and calendars. For those in Tier 3: Easy CBM reports and Read 180 reports.	5/29/2015 quarterly
G2.B1.S1.MA1	FAIR assessment results	Sandgren, Lori	8/18/2014	Students score at a highly proficient level.	5/29/2015 quarterly
G2.B1.S1.MA1	Target watch list	Sandgren, Lori	8/19/2014	Students achieve at a highly proficient level on FAIR and ultimately on standardized testing.	5/29/2015 monthly
G2.B2.S1.MA1	Quantitative data	Sandgren, Lori	8/18/2014	Grades, FAIR assessment results, teacher created checklists/calendars	5/29/2015 quarterly
G2.B2.S1.MA1	Quantitative data documenting success of interventions.	Sandgren, Lori	8/18/2014	Lesson plans, grades, FAIR results, teacher created checklists/calendars	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.MA1	Specific targeted intervention	Bryan, Amy	8/18/2014	Easy CBM reports, Read 180 reports, FAIR results, classroom grades, teacher created checklists and calendars	5/29/2015 quarterly
G2.B2.S2.MA1	Intensive targeted interventions	Bryan, Amy	8/18/2014	Lesson plans, teacher created checklists/calendar, Easy CBM reports.	5/29/2015 daily
G3.MA1	Specific targeted intervention	Bryan, Amy	8/18/2014	Lesson plans, classroom grades, teacher created checklists/calendar, STAR Math report, Easy CBM reports	5/29/2015 quarterly
G3.B1.S1.MA1	Specific Targeted Intervention	Bryan, Amy	8/18/2014	Lesson plans, classroom grades, STAR Math results, Easy CBM reports	5/29/2015 quarterly
G3.B1.S1.MA1	Specific targeted instruction	Bryan, Amy	8/18/2014	Lesson plans, teacher created checklists and calendars, student grades, STAR Math testing, Easy CBM reports	5/29/2015 quarterly
G3.B1.S2.MA1	Specific targeted interventions	Bryan, Amy	8/18/2014	Classroom grades, teacher created checklists and calendars, STAR Math report, Easy CBM report	5/29/2015 quarterly
G3.B1.S2.MA1	Specific Targeted Intervention	Bryan, Amy	8/18/2014	Classroom grades, teacher created checklists and calendars, STAR Math report, Easy CBM report	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 Opportuntities

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

G1. To support Science achievement to achieve target goal of 70% of students scoring proficient on FCAT 2.0 - Science

G1.B1 Students lack the basic science knowledge to build upon and meet expected levels at middle school.

G1.B1.S1 Science teachers will utilize curriculum that encompasses all scientific domains.

PD Opportunity 1

Science instructional materials and strategies

Facilitator

AVID Summer Training Facilitators, College Board

Participants

Science Instructional Personnel

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

G2. To support Reading and Writing achievement target goal of 70% of students scoring Proficient on the Florida Standards Assessment (FSA) - ELA.

G2.B1 Students who lack supports/strategies to achieve at a high level in reading and/or writing

G2.B1.S1 Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core

PD Opportunity 1

AVID Summer Training

Facilitator

AVID Summer Training Personnel, College Board

Participants

All Instructional Staff are eligible

Schedule

Annually, from 7/6/2014 to 7/9/2014

G3. To support Math achievement target goal of 70% of students scoring at Proficient on the Florida Standards Assessment (FSA) - Math.

G3.B1 Students lack the skill to achieve at proficiency.

G3.B1.S2 Tier 1: Determine core instructional needs by reviewing STAR Math assessment data. Plan differentiated instruction using evidence-based instruction/ interventions. Students will participate in an Intensive Math classroom.

PD Opportunity 1

Specific Target intervention

Facilitator

School based personnel

Participants

All teachers

Schedule

Quarterly, from 8/18/2014 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**
Goal 1: To support Science achievement to achieve target goal of 70% of students scoring proficient on FCAT 2.0 - Science	2,000
Goal 2: To support Reading and Writing achievement target goal of 70% of students scoring Proficient on the Florida Standards Assessment (FSA) - ELA.	10,200
Goal 3: To support Math achievement target goal of 70% of students scoring at Proficient on the Florida Standards Assessment (FSA) - Math.	1,000
Grand Total	**13,200**

Goal 1: To support Science achievement to achieve target goal of 70% of students scoring proficient on FCAT 2.0 - Science		
Description	**Source**	**Total**
B1.S1.A1	General Fund	2,000
Total Goal 1		**2,000**

Goal 2: To support Reading and Writing achievement target goal of 70% of students scoring Proficient on the Florida Standards Assessment (FSA) - ELA.		
Description	**Source**	**Total**
B1.S1.A1	General Fund	7,200
B1.S1.A1	Title II	2,000
B2.S2.A1	General Fund	1,000
Total Goal 2		**10,200**

Goal 3: To support Math achievement target goal of 70% of students scoring at Proficient on the Florida Standards Assessment (FSA) - Math.		
Description	**Source**	**Total**
B1.S1.A1	General Fund	500
B1.S2.A1	General Fund	500
Total Goal 3		**1,000**