Kanapaha Middle School

2014-15 School Improvement Plan

Kanapaha Middle School

5005 SW 75TH ST, Gainesville, FL 32608

http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	46%

Alternative/ESE Center	Charter School	Minority
No	No	49%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to maximize achievement for middle school students through a rigorous and engaging curriculum emphasizing foundational knowledge, problem-solving skills, multi-literacies, and civic dispositions. Students will achieve their annual learning gains in reading, writing, math, and science. With a high-performing faculty, robust community partnerships, and an effective Positive Behavior Support (PBS) program, we will produce responsible citizens prepared for success in high school and beyond.

Provide the school's vision statement

Our vision is to be the premier middle school in Alachua County. We will, through an inclusive environment, with a very diverse student population, produce major gains in student achievement, utilize community resources and support, and maintain a safe learning environment for all members of the school family.

School Environment

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

We are specifically targeting the importance of rapport with students inside and outside of the classroom this year. We are having monthly professional development, teachers are videotaping lessons to reflect on rapport, and we have a PBS Student Inquiry project underway to help facilitate positive relationships between all students and adults. We have countless clubs based on academics, special interests, service, athletics, and fellowship to help students and teachers build relationships with each other around areas of common interest.

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

Kanapaha has been recognized as PBS Silver Model School by the Florida Department of Education. Through work with the PBS Committee comprised of teachers from all teams, we establish a culture of respect, responsibility, and safety. PBS incentives are available to students before, during, and after school. Students who arrive at school very early gather in the cafeteria for homework and social time. They are supervised by an adult. They also mingle in the courtyard in the mornings under the supervision of teachers and the administrative team. Ample adult supervision is provided between classes, and after school as well to intervene if needed to keep students safe and secure. The media center is open before and after school for book check out and study time.

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

We have a School-wide Discipline Plan which includes school-wide rules, a discipline matrix to ensure consistent consequences, and a Google Document shared with all teachers to be used as a behavior intervention log. Conversations in grade level team meetings focus on students of concern so that teachers can share interventions and strategies that work to help students stay engaged and

in class. Communication with parents is given priority consideration when students are struggling with their behavior. Student assemblies are used to orient students to school rules, routines, and procedures. Procedures are rehearsed so that all students know the expectations.

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

We have a strong Guidance team who follows students throughout their years with us. We also utilize Peer Helpers, students trained to assist their peers with a variety of needs. We have a very strong partnership with several community organizations who provide mentors to work with students in In-School Detention every day. The Take-Stock program mentors a large number of our students weekly. Guidance counselors offer one-on-one, small group, and whole class guidance on a regular basis. Student Support Services Team meets weekly to discuss Tier 2 & 3 students and the RTI process.

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

Reports run from Infinite Campus let us know when students miss more than 5 days. We then utilize out Attendance Clerk to make contact with the family to try to find out why students are missing so much school. If there are medical concerns, Hospital Homebound services are initiated. If there is no medical excuse, and students continue to miss school, we utilize the District Truancy Officer and the McKinney Vento office for support for the families.
The Student Support Services team monitors suspensions, and students with more than 3 days suspension begin the EPT process to identify causes and design support for the student to help them stay in school. If suspensions continue, Tier 2 and 3 RTI interventions are initiated.
Students who fail a semester or more of classes are offered after-school credit retrieval with our teachers. We also utilize Florida Virtual School and Alachua E School where appropriate.
Students who receive a Level 1 on State Assessment are assigned to remedial courses and closely monitored by both the classroom teachers and school administrators throughout 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	20	29	45	94
One or more suspensions	33	32	30	95
Course failure in ELA or Math	30	22	31	83
Level 1 on statewide assessment	72	77	71	220

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	15	17	28	60

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

There are many interventions available to students who exhibit early warning signs. Many of these students have IEP's and they are monitored and supported through that process. Additionally many struggling students have 504 plans that offer accommodations to support them throughout the year. We have Intensive Reading classed for students getting a Level 1 on ELA Assessments. They use specialized curriculum materials and scaffolding to try to help them make gains at a quicker pace. Struggling students are assigned mentors who meet weekly to help support the student academically and socially. Students of concern are a topic at weekly team meetings as a way to help teachers share effective strategies and other pertinent information. We have credit-retrieval opportunities three days a week after school.

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

In order to improve parental involvement in their child's academic success, we encourage parents to utilize the Infinite Campus Parent Portal. From the Portal, parents can view grades, assignments due, absences, and behavior reports. We strive to increase Portal accounts and usage each year. Additionally we send home a school newsletter quarterly and update the school website frequently. Parent conferences receive priority during teacher planning time three mornings a week.

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

Kanapaha has partnered with the Greenhouse Church who rents our facility on Sundays. They provide a plethora of volunteers and mentors during the school day. They mentor and tutor students in In-school detention so that when they return to class,they are not behind in their instruction. Additionally, they will support teachers in the classroom and serve as Take-Stock Mentors.
We also have very supportive Business Partners who help with fund raising and in giving us incentives to utilize with our PBS program.
Our PTA is active and supports our school with a plethora of volunteers and financially through teacher mini-grants.

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
Wise, Jennifer	Principal
Russell, Justin	Assistant Principal
Smith, Tommie	Assistant Principal
Chance, Diana	Instructional Media
Bell, Ricky	Dean
Ruppert, Ryan	Teacher, K-12
Calabrese, Jane	Teacher, K-12
Hart, Sara	Teacher, K-12
Hoffer, Terry	Teacher, K-12
Jones, Jessica	Teacher, K-12
Whitlock, James	Teacher, K-12
Hall, Amelia	Dean
Mercer, Kristin	Guidance Counselor
Wilson, Preston	Guidance Counselor

Duties

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

School administrators meet weekly with Team Leaders to share in decisions impacting all aspects of the school. There are two representatives from each grade level team, literacy leaders, guidance counselors, and all three administrators in each meeting.

The Team Leader Meetings are utilized to make decisions about staff development, assemblies, field trips, fund raising, PBS, and Instructional issues. Campus routines and procedures are discussed and made consistent across teams and departments in this way. The team makes decisions that protect instructional minutes, and teacher planning time.

Administrators serve as instructional leaders by using data to drive the instructional focus and professional development for the school year. They monitor lesson plans, conduct frequent classroom walkthroughs, regular formal observations. Evidence is collected and shared from all types of observations, and administrators give substantive feedback in post-observation conferences. Additionally, they protect time for teacher planning and instruction.

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

All resources are deployed in such a way as to support teaching and learning first and foremost. Direct ties to the School Improvement Plan receive the highest priority. Outside funding sources, in addition to the PTA funding are sought to supplement local, state, and federal dollars.

Attention is also made to the upkeep and maintenance of the facility to ensure a safe, comfortable, and appealing learning environment. Rental money earned is reinvested in the beautification and general maintenance to engender a sense of pride and responsibility for the school among all the school community.

All discretionary funding from local, state, and federal sources is utilized with the approval of the SAC.

The funding will be coordinated to support the implementation of the School Improvement Plan. Funding can be utilized to support curriculum and instruction, professional development, and teacher planning. Addressing the needs of our most struggling learners is always a priority.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jennifer Wise	Principal
Karen Grater	Teacher
Clay Reddick	Teacher
Debra West	Teacher
Mike Barton	Parent
Jennifer Denault	Parent
Syltane Pierre	Parent
Robert Goetz	Business/Community
Bobby Sasser	Business/Community
Nick DeConna	Business/Community
Linda Bryan	Education Support Employee
	Student

Duties

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

Evaluation of last year's school improvement plan

SAC Members are briefed on progress made towards last year's SIP goals, they are shown data on student performance, targeted areas for improvement, and asked for input on current school year SIP.

Development of this school improvement plan

The SAC members review student performance data, assessment results, and the Draft SIP. They offer input into the final SIP. SAC Members oversee the implementation of the SIP throughout the school year with reports from teachers, administrators, and curriculum leaders. SAC members vote on all budget requests, ensuring expenditures support the strategies and goals of the SIP.

Preparation of the school's annual budget and plan

The school budget is reviewed with the SAC annually. At each meeting the SAC reviews the SAC budget made up of Advanced Placement and Lottery dollars. They vote to approve expenditures of these monies to support school improvement initiatives.

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

School Improvement funds are spent roughly as follows: 50% towards instructional technology, 25% curriculum materials, and 25% teacher training/staff development.

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
Chance, Diana	Instructional Media
Wise, Jennifer	Principal
Russell, Justin	Assistant Principal
Craine, Chris	Teacher, K-12
Rosenblat, Beth	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year the LLT has initiated an emphasis on Standard Written English that will be used in all classes. Teachers will receive a rubric to use on all writing assignments to streamline expectations. Additionally, the LLT is supporting the social studies department in the implementation of Document-Based Questions & Essays (DBQ's) and the science department in the implementation of Comprehension Instructional Sequence (CIS) lessons.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are encouraged to plan collaboratively with both grade level team members and department members. We are unable to give all the common planning time necessary to do that, but release time can be provided to plan as needed. Teachers are also encouraged to participate in peer observation, lesson study, and reflective feedback sessions. Administrators or substitutes cover classes as needed to allow for that.
Teachers share a variety of information including, but not limited to, lesson plans, behavior interventions, parent contacts, and materials via Google Docs.

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

The Administrative team recruits teachers to Kanapaha by observing substitutes and interns so that when they are certified for and apply for vacancies, we have had an opportunity to observe them in the classroom already. Additionally, there are many applicants for all positions at KMS, and 6-10 applicants for every position are interviewed, references are checked, and selections are made to ensure the best fit possible. The Administrative team works hard to retain quality teachers by offering support and training as needed, and by creating a positive work environment and providing strong educational leadership so that effective teachers choose to remain at KMS.

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

All new to the profession teachers are assigned by the District a Mentor Teacher who is experienced in the coaching model. The mentors conduct classroom observations, coaching sessions, goal setting, modeling of best practices, weekly meetings, and discussions to support the new teachers. Experienced teachers new to Kanapaha are supported by grade-level team leaders and their department chairs. Administrators give frequent feedback via classroom walk-through and formal classroom observations throughout the school year.

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

Department chairs coordinate the efforts to make sure all teachers are familiar with their benchmarks and standards. Teachers use District Adopted texts, which are aligned to State Standards, in their classes. The Administrators have trained Department Chairs in the use of the CPALMS and FSA Assessments webpage. Administrators monitor lesson plans for benchmarks and standards as well as pacing guide adherence.

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

For students scoring a Level I on FCAT Reading, they are placed in a double-blocked reading and language arts class. Their teachers have received specialized training in how to scaffold the adopted materials to meet their needs. In addition to remediation, they also challenge students with close reads of complex text each nine weeks so they are prepared for the rigor of Florida Standards Assessment.

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

KMS invites 5th grade students to two different events in the spring to expose them to Kanapaha. We also host a Meet the Teacher during Preplanning week so they can meet all of their teachers prior to the start of school. The 6th grade team is especially adept at helping students make the transition from elementary school to middle school in terms of time management, study skills, and organizational support.

The 8th grade team exposes students to high school options of career and technical magnet programs, academic magnet programs, and high school credit requirements. Additionally, representatives from area high schools come in multiple times in the spring to discuss the transition with our 8th graders. The PTA hosts a "Transition to High School" informational meeting in the early spring.

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

Counselors hold "Plan for the Future" sessions with 8th graders to help students acquire knowledge of courses and programs in high school including graduation requirements. They also teach about college readiness, admissions, and financial aid opportunities in addition to post-secondary career training opportunities.

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

Students at Kanapaha can take as elective courses Business Education and Technology Education classes at all 3 grade levels. Microsoft Industry Certification is available to them upon successful completion of coursework and testing.

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

The Business Education teacher supports academic area teachers with the use of Microsoft Office Suite to complete class assignments.

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

N/A

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.   Increase the percent of students who pass the Florida Standards Assessment (FSA) English Language Arts to 75% of all students who take the test.

G2.   Increase the percentage of our lowest quartile students who achieve their annual learning gains on the Mathematics Florida Standards Assessment (FSA) to 70%.

G3.   Utilize the comprehensive three-tiered Positive Behavior Support (PBS) model to identify and provide behavioral interventions that reinforce positive student behaviors and decrease the number of students who need Tier 3 support (6 or more referrals).

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 the percent of students who pass the Florida Standards Assessment (FSA) English Language Arts to 75% of all students who take the test. 1a

🔑 G050598

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	75.0

Resources Available to Support the Goal 2

- New curriculum materials with text-rich ancillary resources.

- Pool of lesson plans available for ELA and Content Area teachers to utilize Close Reads, Document-based Questions, and Comprehension Instructional Sequence lessons.

- Protected planning time for ELA teachers to review the FSA Writing rubrics, Item Specifications, and Test Blueprint.

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar with new curriculum materials and test format.

Plan to Monitor Progress Toward G1. 8

FAIR test results, Writing prompts, Teacher assessment

Person Responsible
Jennifer Wise

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

Evidence of Completion
Test results will be kept to monitor progress, and to plan for remediation.

G2. Increase the percentage of our lowest quartile students who achieve their annual learning gains on the Mathematics Florida Standards Assessment (FSA) to 70%. 1a

G050597

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Administrator assigned to each grade level team will monitor progress of lowest achieving math students.

- Use of SAC resources to purchase scientific calculators for all classrooms.

- Lowest achieving math students assigned to veteran, master teachers.

Targeted Barriers to Achieving the Goal 3

- Students entering with lack of background knowledge of basic math skills and multiple grade levels behind.

Plan to Monitor Progress Toward G2. 8

The Administrator assigned to each grade level team will monitor the progress of each of the 15 students throughout the year to track their math growth

Person Responsible
Justin Russell

Schedule
Weekly, from 10/9/2014 to 5/28/2015

Evidence of Completion
OnTrack Assessments, Unit Assessments, and course grades.

G3. Utilize the comprehensive three-tiered Positive Behavior Support (PBS) model to identify and provide behavioral interventions that reinforce positive student behaviors and decrease the number of students who need Tier 3 support (6 or more referrals). `1a`

Targets Supported `1b`

🔍 G045682

Indicator	Annual Target
Discipline incidents	2.0

Resources Available to Support the Goal `2`

- PBS Model
- Deans, Counselors, and Admin. Team
- "Why Try?" Tier 3 Intervention Program
- Discipline Matrix
- Tutoring Volunteers for ISD
- Boys to Men Program for Black males

Targeted Barriers to Achieving the Goal `3`

- Underutilized Tier 3 Interventions
- Students often do not understand appropriate middle school behaviors and consequences for inappropriate behaviors

Plan to Monitor Progress Toward G3. `8`

Mr. Smith will monitor discipline data and implement interventions such as EPT meetings for struggling students whose behavior does not improve

Person Responsible
Tommie Smith

Schedule

Evidence of Completion
Percentage of students who receive 6 or more discipline referrals goes down from 4% to 2%.

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 the percent of students who pass the Florida Standards Assessment (FSA) English Language Arts to 75% of all students who take the test. 1

🔑 G050598

G1.B1 Teachers are unfamiliar with new curriculum materials and test format. 2

🔑 B126735

G1.B1.S1 Utilize Department Chairs and Department meetings to train all ELA teachers in the new curriculum materials and the FSA test format. Provide protected planning time for teachers to become familiar with the new FSA Item Specifications, Test Blueprint, and Writing Rubric. 4

🔑 S138693

Strategy Rationale

Teachers need protected time and guidance from experts to help them become more familiar with all elements of the FSA and their new curriculum materials.

Action Step 1 5

Train all teachers in new curriculum materials.

Person Responsible

Chris Craine

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Department meeting notes, teacher lesson plans, and planning time sign-in sheets.

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

Attendance in Department meetings and in planning sessions will be documented.

Person Responsible

Jennifer Wise

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Attendance sheets and teacher lesson plans will demonstrate participation and implementation of new materials.

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

Students will be given FAIR test, writing prompts, and mini-assessments to monitor mastery of benchmarks and standards throughout the school year.

Person Responsible

Jennifer Wise

Schedule

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

Evidence of Completion

test scores, writing artifacts, FAIR results

G2. Increase the percentage of our lowest quartile students who achieve their annual learning gains on the Mathematics Florida Standards Assessment (FSA) to 70%. [1]

🔑 G050597

G2.B1 Students entering with lack of background knowledge of basic math skills and multiple grade levels behind. [2]

🔑 B126741

G2.B1.S1 Lowest achieving students in each grade level attend weekly tutoring session where specific skills are targeted. [4]

🔑 S138694

Strategy Rationale

There is not enough time during the regular class period to remediate students who are below grade level to the extent which is needed.

Action Step 1 [5]

Administrators and teachers will collaborate to develop remediation lessons for the 15 lowest achieving students and work with these students during lunch every Thursday.

Person Responsible

Maria Olsen

Schedule

Weekly, from 10/9/2014 to 5/28/2015

Evidence of Completion

Attendance will be taken at the weekly remediation sessions and the assigned Administrator will progress monitor each individual student in math.

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

Mr. Russell will ensure that meetings for each grade level take place each week, and contact parents if students are not regularly attending

Person Responsible

Justin Russell

Schedule

Weekly, from 10/9/2014 to 5/28/2015

Evidence of Completion

Student attendance logs

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

Classroom teachers will monitor progress through the use of Benchmark Testing in September, December, and March. In-class monitoring will be done constantly through the use of teacher mini-assessment, collecting data through the use of Smart Response clickers and TiNavigator systems. All math teachers will also administer MFAS-type assessment questions twice each quarter to expose students to the new FSA testing.

Person Responsible

Maria Olsen

Schedule

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

Evidence of Completion

Teacher data and Benchmark results will be reviewed in monthly Math Department meetings. Teachers will use their mini-assessment to drive lesson planning, remediation, and enrichment.

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

Mrs. Olsen will work with the other teachers in the math department to ensure that the lessons that are being delivered are appropriate for the students' ability level and pacing. The Department will monitor assessment data at their monthly meetings.

Person Responsible

Maria Olsen

Schedule

Weekly, from 10/9/2014 to 5/28/2015

Evidence of Completion

Comparing lesson plans with District Pacing Guides and progress monitoring with a variety of assessments will ensure lessons are targeted properly.

G3. Utilize the comprehensive three-tiered Positive Behavior Support (PBS) model to identify and provide behavioral interventions that reinforce positive student behaviors and decrease the number of students who need Tier 3 support (6 or more referrals). 1

G045682

G3.B5 Underutilized Tier 3 Interventions 2

B112790

G3.B5.S1 Continue a modified version of Believe 1-on-1 Mentoring Program 4

S124144

Strategy Rationale

Many students need extra 1 on 1 support

Action Step 1 5

Gather adult volunteers

Person Responsible

Ricky Bell

Schedule

Evidence of Completion

Sufficient number of adult volunteers agree to participate

Action Step 2 5

Select targeted students and pair them with a mentor

Person Responsible

Ricky Bell

Schedule

Evidence of Completion

All students in need of support are paired with adult mentor

Action Step 3 `5`

Regularly meet with students to discuss appropriate behaviors, academic progress, and any other needs that the student has.

Person Responsible

Ricky Bell

Schedule

Evidence of Completion

Mentoring program is conducted with fidelity

Plan to Monitor Fidelity of Implementation of G3.B5.S1 `6`

Stay in constant communication with all mentors and receive updates on frequency of meetings

Person Responsible

Ricky Bell

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Each mentor is meeting with their assigned student at least once per week

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 `7`

After FCAT scores are reported, the APA will check each student who participated in the program's FCAT score to track growth from previous year

Person Responsible

Tommie Smith

Schedule

Evidence of Completion

At least 75% of believe students will achieve their annual learning gains on Reading FCAT

G3.B6 Students often do not understand appropriate middle school behaviors and consequences for inappropriate behaviors 2

🔑 B112791

G3.B6.S2 Hold professional development regarding PBS and cultural competency. 4

🔑 S124149

Strategy Rationale

To ensure that teachers are on the same page regarding PBS and can assist in explicitly teaching behavior expectations.

Action Step 1 5

Conduct professional development for entire faculty

Person Responsible

Ricky Bell

Schedule

Every 2 Months, from 8/13/2014 to 6/1/2015

Evidence of Completion

All teachers attend training

Action Step 2 5

Provide regular refreshers through email and faculty meetings, and share discipline data with faculty on a monthly basis

Person Responsible

Ricky Bell

Schedule

Monthly, from 8/13/2014 to 6/1/2015

Evidence of Completion

Teacher reflection

Plan to Monitor Fidelity of Implementation of G3.B6.S2 `6`

Ensure that each scheduled professional development takes place in an effective and efficient manner, and that all teachers attend.

Person Responsible

Tommie Smith

Schedule

Every 2 Months, from 8/14/2014 to 6/1/2015

Evidence of Completion

Professional development takes place

Plan to Monitor Effectiveness of Implementation of G3.B6.S2 `7`

Mr. Smith will monitor discipline data as weekly Student Services meetings.

Person Responsible

Tommie Smith

Schedule

Weekly, from 9/29/2014 to 5/25/2015

Evidence of Completion

School-wide discipline referrals will be reduced by at least 10%

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
G3.B5.S1.A1	Gather adult volunteers	Bell, Ricky	8/18/2014	Sufficient number of adult volunteers agree to participate	one-time
G3.B6.S2.A1	Conduct professional development for entire faculty	Bell, Ricky	8/13/2014	All teachers attend training	6/1/2015 every-2-months
G1.B1.S1.A1	Train all teachers in new curriculum materials.	Craine, Chris	8/11/2014	Department meeting notes, teacher lesson plans, and planning time sign-in sheets.	5/29/2015 monthly
G2.B1.S1.A1	Administrators and teachers will collaborate to develop remediation lessons for the 15 lowest achieving students and work with these students during lunch every Thursday.	Olsen, Maria	10/9/2014	Attendance will be taken at the weekly remediation sessions and the assigned Administrator will progress monitor each individual student in math.	5/28/2015 weekly
G3.B5.S1.A2	Select targeted students and pair them with a mentor	Bell, Ricky	8/18/2014	All students in need of support are paired with adult mentor	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B6.S2.A2	Provide regular refreshers through email and faculty meetings, and share discipline data with faculty on a monthly basis	Bell, Ricky	8/13/2014	Teacher reflection	6/1/2015 monthly
G3.B5.S1.A3	Regularly meet with students to discuss appropriate behaviors, academic progress, and any other needs that the student has.	Bell, Ricky	10/8/2014	Mentoring program is conducted with fidelity	one-time
G1.MA1	FAIR test results, Writing prompts, Teacher assessment	Wise, Jennifer	8/18/2014	Test results will be kept to monitor progress, and to plan for remediation.	5/29/2015 weekly
G1.B1.S1.MA1	Students will be given FAIR test, writing prompts, and mini-assessments to monitor mastery of benchmarks and standards throughout the school year.	Wise, Jennifer	8/18/2014	test scores, writing artifacts, FAIR results	5/29/2015 weekly
G1.B1.S1.MA1	Attendance in Department meetings and in planning sessions will be documented.	Wise, Jennifer	8/11/2014	Attendance sheets and teacher lesson plans will demonstrate participation and implementation of new materials.	5/29/2015 monthly
G2.MA1	The Administrator assigned to each grade level team will monitor the progress of each of the 15 students throughout the year to track their math growth	Russell, Justin	10/9/2014	OnTrack Assessments, Unit Assessments, and course grades.	5/28/2015 weekly
G2.B1.S1.MA1	Mrs. Olsen will work with the other teachers in the math department to ensure that the lessons that are being delivered are appropriate for the students' ability level and pacing. The Department will monitor assessment data at their monthly meetings.	Olsen, Maria	10/9/2014	Comparing lesson plans with District Pacing Guides and progress monitoring with a variety of assessments will ensure lessons are targeted properly.	5/28/2015 weekly
G2.B1.S1.MA1	Mr. Russell will ensure that meetings for each grade level take place each week, and contact parents if students are not regularly attending	Russell, Justin	10/9/2014	Student attendance logs	5/28/2015 weekly
G2.B1.S1.MA3	Classroom teachers will monitor progress through the use of Benchmark Testing in September, December, and March. In-class monitoring will be done constantly through the use of teacher mini-assessment, collecting data through the use of Smart Response clickers and TiNavigator systems. All math teachers will also administer MFAS-type assessment questions twice each quarter to expose students to the new FSA testing.	Olsen, Maria	8/18/2014	Teacher data and Benchmark results will be reviewed in monthly Math Department meetings. Teachers will use their mini-assessment to drive lesson planning, remediation, and enrichment.	5/29/2015 weekly
G3.MA1	Mr. Smith will monitor discipline data and implement interventions such as EPT meetings for struggling students whose behavior does not improve	Smith, Tommie	6/4/2015	Percentage of students who receive 6 or more discipline referrals goes down from 4% to 2%.	one-time
G3.B5.S1.MA1	After FCAT scores are reported, the APA will check each student who participated in the program's FCAT score to track growth from previous year	Smith, Tommie	6/5/2015	At least 75% of believe students will achieve their annual learning gains on Reading FCAT	one-time
G3.B5.S1.MA1	Stay in constant communication with all mentors and receive updates on frequency of meetings	Bell, Ricky	8/25/2014	Each mentor is meeting with their assigned student at least once per week	5/29/2015 weekly
G3.B6.S2.MA1	Mr. Smith will monitor discipline data as weekly Student Services meetings.	Smith, Tommie	9/29/2014	School-wide discipline referrals will be reduced by at least 10%	5/25/2015 weekly
G3.B6.S2.MA1	Ensure that each scheduled professional development takes place	Smith, Tommie	8/14/2014	Professional development takes place	6/1/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	in an effective and efficient manner, and that all teachers attend.				

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. Increase the percent of students who pass the Florida Standards Assessment (FSA) English Language Arts to 75% of all students who take the test.

G1.B1 Teachers are unfamiliar with new curriculum materials and test format.

G1.B1.S1 Utilize Department Chairs and Department meetings to train all ELA teachers in the new curriculum materials and the FSA test format. Provide protected planning time for teachers to become familiar with the new FSA Item Specifications, Test Blueprint, and Writing Rubric.

PD Opportunity 1

Train all teachers in new curriculum materials.

Facilitator

Chris Craine and Beth Rosenblat

Participants

all ELA teachers

Schedule

Monthly, from 8/11/2014 to 5/29/2015

G3. Utilize the comprehensive three-tiered Positive Behavior Support (PBS) model to identify and provide behavioral interventions that reinforce positive student behaviors and decrease the number of students who need Tier 3 support (6 or more referrals).

G3.B6 Students often do not understand appropriate middle school behaviors and consequences for inappropriate behaviors

G3.B6.S2 Hold professional development regarding PBS and cultural competency.

PD Opportunity 1

Conduct professional development for entire faculty

Facilitator

APA and Deans

Participants

Teachers

Schedule

Every 2 Months, from 8/13/2014 to 6/1/2015

PD Opportunity 2

Provide regular refreshers through email and faculty meetings, and share discipline data with faculty on a monthly basis

Facilitator

Deans

Participants

Teachers

Schedule

Monthly, from 8/13/2014 to 6/1/2015

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: Increase the percent of students who pass the Florida Standards Assessment (FSA) English Language Arts to 75% of all students who take the test.	500
Goal 2: Increase the percentage of our lowest quartile students who achieve their annual learning gains on the Mathematics Florida Standards Assessment (FSA) to 70%.	1,928
Grand Total	**2,428**

Goal 1: Increase the percent of students who pass the Florida Standards Assessment (FSA) English Language Arts to 75% of all students who take the test.		
Description	**Source**	**Total**
B1.S1.A1 - District CREATE funds	Other	500
Total Goal 1		**500**

Goal 2: Increase the percentage of our lowest quartile students who achieve their annual learning gains on the Mathematics Florida Standards Assessment (FSA) to 70%.		
Description	**Source**	**Total**
B1.S1.A1 - Money from SAC to pay for Scientific Calculators for all classrooms	School Improvement Funds	1,428
B1.S1.A1 - District CREATE money	Other	500
Total Goal 2		**1,928**