

South Creek Middle

3801 WETHERBEE RD, Orlando, FL 32824

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

85%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Our school climate and home language surveys will help to provide a snapshot of our students' cultural needs. The school will use weekly newsletters in order to maintain ongoing contact and bridge the gap between home and school. Our monthly parental involvement events are designed to build positive relationships, communicate the school's mission and vision, and keep parents connected to the school. These events include but are not limited to: Open House, Fall Conference Night, Curriculum/Literacy Night, and Florida State Assessment (FSA)/End of Course Exam (EOC) Information Night.

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

Having a staff and leadership team that is visible and available during arrival and dismissal allows for students and parents to feel safe, valued, appreciated, and respected. This will help to foster a climate where students will participate and contribute to the learning environment. Systems are in place during the school day to ensure the safety of all students such as the use of radios by staff members for continuous communication, use of hall passes by students, and required sign-in by all visitors who enter the school. Monthly evacuation drills are conducted to ensure preparedness in case of an emergency.

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

Our behavioral system used school wide includes Wildcats Bucks and the Positive Alternative to School Suspension (P.A.S.S.). Wildcat Bucks are used to reinforce positive behavior, while P.A.S.S. has clear protocol for students that need disciplinary action. A disciplinary step system allows teachers to administer various interventions prior to writing a discipline referral. Members of our Exceptional Student Education (ESE) team are Crisis Prevention Institute (CPI) trained to deescalate situations that may arise.

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

Guidance counselors are available for all students if counseling is needed. Forms have been created for teachers to identify and request services in order to meet the needs of our students. A school social worker and psychologist visit weekly to provide additional support to students. Additional

assistance is provided from outside resources as needed. Conflict resolution is provided through peer counseling. Several teachers have been identified as mentors and are assigned to students as needed.

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

Early warning indicators at South Creek Middle are attendance below 90 percent, one or more suspensions, and receiving a score of a Level 1 on statewide standardized assessments in English Language Arts (ELA) or Mathematics. Attendance below 90 percent and receiving one or more suspensions are early warning indicators because students miss quality instruction when they are not in class. Scoring a Level 1 on a statewide standardized assessment in Reading or Mathematics is another early warning indicator because these students are working below grade level in one or more of the core subjects. These indicators exist in all grade levels.

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	14	29	31	74
One or more suspensions	24	30	36	90
Course failure in ELA or Math	2	8	4	14
Level 1 on statewide assessment	71	83	90	244

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	16	29	30	75

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

South Creek Middle School communicates by parent conference, phone, parent letter, and home visits by the school social worker and/or dean to address academic performance issues. In order to support positive student behavior and minimize suspensions, South Creek Middle School utilizes Wildcat Bucks and the Positive Alternative to School Suspension (P.A.S.S.). To improve the academic performance of our students who scored a Level 1 on statewide assessments, students will receive an additional class period of support (Intensive Reading and Mathematics) and after school tutoring available three days per week. Offering free breakfast and lunch to all students helps prepare them for learning. Students participating in the Boys and Girls Club after school program receive a free dinner as well.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/62537>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

To build and sustain partnerships, ADDitions and Partners In Educations (PIE) will be used to help with activities/ events to increase student achievement. Businesses will be invited to the district's annual Teach-In in November to increase student awareness of our business partnerships.

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
Trimble, Wesley	Principal
Bone, Jackie	Assistant Principal
Durant, Rojina	Assistant Principal
Camacho, Cristina	Instructional Coach
Martinez, Celeste	Instructional Coach
Rackley, Giselle	Instructional Coach
Woods, Barbara	Instructional Coach

Duties

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

Wesley Trimble- Principal
Jackie Bone- Assistant Principal
Rojina Durant- Assistant Principal
Cristina Camacho- Instructional Coach (ELA, Writing), Testing Coordinator
Celeste Martinez- Instructional Coach (Reading, Social Studies), CCT
Giselle Rackley- Instructional Coach (Science), STEM
Barbara Woods- Instructional Coach (Mathematics), Title I, IMS
This team meets weekly as a Professional Learning Community to analyze teacher observations

results and student achievement data. This includes formative assessments, benchmark assessments, discipline, and attendance. The 5 Why problem solving technique is used to address issues identified and a 30 day plan is developed to address the root cause(s).

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 Multi-Tiered System of Support (MTSS) team meets regularly to progress monitor tier 2 and tier 3 students receiving interventions. The specific roles are directly correlated to the certification and assigned subject within the school. The MTSS team meets with their PLC monthly to integrate strategies school wide and more specifically MTSS interventions.

Title I funds will be used to provide after school tutoring and professional development in the area of the Marzano Instructional Framework. After school tutoring will take place three days per week in Mathematics and English Language Arts. Title I funding will also be used to hire instructional coaches.

Supplemental Academic Instruction (SAI) will be used to hire a reading teacher to work with level I readers.

Additionally, the school district has designated South Creek Middle School as a Demonstration School for Rigor that will result in training for Mathematics and English Language Arts teachers to align instruction to the Marzano Instructional Framework as well as coaching for administrators on the Florida School Leadership Evaluation.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Wesley Trimble	Principal
Marie Higgs	Parent
Savannah Claggett	Student
Marie Campos	Parent
Diego Campos	Parent
Juston Krumdick	Teacher
Barbara Woods	Teacher
Suzanne Martinez	Parent
Elias Martinez	Student
Jair Martinez	Parent
Shawn ChiQuinn	Parent
Marie Dell	Parent
Sarah Piguat	Parent
Ericka King	Parent
Dawn Genton	Parent
Harry Genton	Student
Alex Reyes	Parent
Linda White	Parent
David Lemmon	Parent
Kim Bowman	Parent
Nancy Stentz	Education Support Employee
Celeste Martinez	Teacher
Cristina Camacho	Teacher

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

At the first SAC meeting of 2014-2015 school year, the 2013-14 SIP and 2013-14 school data were reviewed with SAC members.

Development of this school improvement plan

Annual Measurable Outcomes (AMOs) for the 2014-15 school year and school district initiatives will be used to develop this year's plan.

The school advisory council and the faculty/staff will help school leadership:

- Determine and prioritize the goals of the school based on appropriate assessments and other data.
- Develop measurable objectives and strategies for addressing the high priority goals.
- Assist in preparing, monitoring, and evaluating the school improvement plan.
- Identify the appropriate use of school improvement dollars for implementing the approved school improvement plan.

Preparation of the school's annual budget and plan

The principal used the results of needs assessments and students data to prepare a proposed budget. This budget is reviewed by the SAC and school faculty and is submitted to the school district for approval.

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

\$8,291 was used for tutoring and Summer Course Recovery Program

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
Camacho, Cristina	Instructional Coach
Martinez, Celeste	Instructional Coach
Rackley, Giselle	Instructional Coach
Woods, Barbara	Instructional Coach
Durant, Rojina	Assistant Principal
Bone, Jackie	Assistant Principal
Trimble, Wesley	Principal
Barry, Jane	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet bi-monthly to develop literacy professional development. The LLT will analyze data from both English Language Arts and Intensive Reading classes to identify areas that need support through professional development. The implementation of the Scholastic and Achieve 3000 programs will be used to help our students needing intensive/remedial reading. Implementation of these programs will be monitored on a weekly basis to ensure high quality instruction. Continuous literacy dialogues with peers will be on-going in order to support teachers. Classroom demonstrations and modeling of research-based reading strategies will be facilitated through professional developments for all staff throughout the school year.

The LLT will develop a plan to support the school's writing initiative during this school year. Text mapping and an accompanying graphic organizer will be displayed in all classrooms to help students develop writing skills needed for the Florida State Assessment (FSA). At the end of the week, students will be asked to show their understanding of concepts taught by submitting a well-written paragraph. Teachers will display students work and monitor students' writing responses.

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

One strategy for achieving positive working relationships with teachers is participation in PLC and Departmental Meetings. The master schedule has been designed to provide common planning time for content teachers per grade level. Another strategy to promote collaboration includes teachers meeting with instructional coaches every Tuesday during planning time to develop a draft of the coming week's lesson plan. Research-based protocols are utilized to focus meetings on students' academic needs through formative student assessments. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

To retain and develop highly qualified and effective teachers, professional development that focuses on Professional Learning Communities (PLC) is offered. PLC will be based on content and interdisciplinary teams such as Social Studies and English Language Arts; and Mathematics and Science. This will allow teachers time to discuss the essentials of content as well as which strategies to use to best teach the content. This results in teachers feeling supported and gives them a sense of shared responsibilities. To recruit highly qualified teachers, school leadership will attend school district sponsored job fairs and use committee interviews.

Persons responsible:

Principal, Assistant Principals, Resource Teachers PLC and Department Chairs

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

Teachers are paired with mentors who have the same certification area, is a recognized teacher leader, and who have completed the required Clinical Educator training.

Planned Activities:

- Teacher Evaluation/Deliberate Practice
- Common Board
- Learning Goals/ Targets and Scales
- Student Data/Performance Matters
- District Lesson Plan Template
- Instructional Management System

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***

All teachers will receive a copy of the Florida Standards for the course they teach. Professional development will focus on how to access the Florida Standards Assessment website that contains standards and test specifications. Furthermore, only school district- adopted instructional materials will be used.

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 chats between instructional coaches and teachers will be conducted to ensure teachers use accurate information to meet the needs of all students. Teachers will progress monitor students by conducting mini benchmark assessments. Struggling students will be grouped into a teacher-led station to receive reteaching. Teachers will include trailing benchmarks into their lessons to provide extra practice on previously taught standards on which students showed low proficiency.

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: After School Program

Minutes added to school year: 5,000

Students will meet with teachers in small groups after school on Mondays, Tuesdays, and Thursdays for extensive help in specific areas of weakness and opportunities to accelerate in the curriculum by receiving extra instruction in high school credit courses and advanced classes.

Strategy Rationale

Students will show an increase in areas of need after attending the assigned sessions. Students will follow a rotation of independent work with an online tutoring program and a small teacher-led station where students will receive help and feedback from the teacher.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Woods, Barbara, barbara.woods3@ocps.net

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

Data is collected monthly through Math XL and Achieve 3000, the two online tutoring programs used for after school tutoring, to assess growth or mastery of specific items. Data will be collected monthly and compared to mini assessment results to determine effectiveness.

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

Incoming sixth graders participate in an Orientation Night that consists of meeting teachers, receiving curriculum information and, touring the school prior to the school year beginning.

Eighth grade students participate in the school district high school magnet fair to be held on November 6, 2014. In addition, eighth grade Advancement Via Individual Determination (AVID) students visit the feeder high school for a day to tour classes.

Performing arts students perform at the feeder high school in the Fall and Spring alongside their high school counterparts.

South Creek Middle School offers high school credit courses as well as business classes aligned with the feeder high school where students can earn industry certifications. This supports students'

transition to high school by allowing them to earn credits for a high school diploma while still in middle school. This allows for students once in high school pursue dual enrollment or early graduation.

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

Our Advancement Via Individual Determination (AVID) program promotes strategies that prepares students to be college and career ready by focusing on organizational skills, goal setting, reviewing high school graduation requirements, and developing study skills. Student working on grade level are enrolled on at least one high school credit course or advanced class.

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

Certified Internet Web (CIW) is offered to all students. Students who complete the course and pass the industry certification examination earn certification in Internet Business Associate.

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

Certified Internet Web (CIW) courses are available to all students. Students who complete the course and pass the industry certification receive college credit.

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

Guidance counselors review the most current High School Feedback Report from our feeder high school and identify items on which to support our students to ensure the students transition to high school on track to meet high school graduation requirements.

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.** Student achievement will increase when teachers utilize the Marzano framework and align instruction with MTPs, EOC outlines and scope and sequence.

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. Student achievement will increase when teachers utilize the Marzano framework and align instruction with MTPs, EOC outlines and scope and sequence. 1a

G045836

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal 2

- Learning Sciences International (LSI)
- The IMS Website provides many resources for teachers to use in order to build their lessons.
- Bridge to Florida State Standards, rigorous student-centered classrooms and Marzano's framework through professional development delivered by Learning Science International.

Targeted Barriers to Achieving the Goal 3

- Understanding the Marzano framework

Plan to Monitor Progress Toward G1. 8

Classroom walk-throughs will be conducted throughout the year to monitor the process of the effectiveness of the strategy.

Person Responsible

Wesley Trimble

Schedule

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

Evidence of Completion

Classroom walk-through data, State and District Tests

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. Student achievement will increase when teachers utilize the Marzano framework and align instruction with MTPs, EOC outlines and scope and sequence. **1**

 G045836

G1.B2 Understanding the Marzano framework **2**

 B113269

G1.B2.S2 Teachers will meet weekly with instructional coaches during common planning. **4**

 S124681

Strategy Rationale

Coaches will model how to incorporate elements from the Marzano framework and will guide teachers in the planning process.

Action Step 1 **5**

Teachers will meet by department by grade level with instructional coaches every Tuesday to plan lessons. With the support of instructional coaches and by following a protocol for Professional Learning Communities, teachers will utilize resources available on IMS and incorporate the elements of the Marzano framework to develop lessons that align with the Florida Standards.

Person Responsible

Wesley Trimble

Schedule

Weekly, from 9/23/2014 to 5/26/2015

Evidence of Completion

Complete lessons plans which will be reviewed and on which teachers will receive feedback.

Action Step 2 5

Teachers in English Language Arts and Mathematics will receive training as part of the Demonstration School for Rigor initiative.

Person Responsible

Wesley Trimble

Schedule

Every 6 Weeks, from 8/13/2014 to 1/30/2015

Evidence of Completion

Sign in sheets

Action Step 3 5

Conduct professional development on deconstructing standards and creating learning goals/ learning targets to match Florida Standards.

Person Responsible

Rojina Durant

Schedule

On 9/10/2014

Evidence of Completion

Sign in sheets and a review of learning goals and targets on the common board during informal observations.

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

To monitor the implementation of this strategy, administrators will conduct walk-throughs and monitor the implementation of these lesson plans in the classroom.

Person Responsible

Wesley Trimble

Schedule

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

Evidence of Completion

Teachers will upload lesson plans by 4 p.m. every Monday. Feedback collected from classroom walk-throughs and informal observations will serve as evidence.

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

SRI and benchmark data will be collected. The focus of this strategy is to have teachers utilize the resources available when preparing rigorous lessons in order to increase student achievement. If the strategy is implemented correctly, we will see an increase in students' scores. If on the other hand the strategy is poorly implemented, students scores will not change. Feedback will be provided to teachers.

Person Responsible

Cristina Camacho

Schedule

Evidence of Completion

Administrators and coaches will conduct data chats with teachers.

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.B2.S2.A1	Teachers will meet by department by grade level with instructional coaches every Tuesday to plan lessons. With the support of instructional coaches and by following a protocol for Professional Learning Communities, teachers will utilize resources available on IMS and incorporate the elements of the Marzano framework to develop lessons that align with the Florida Standards.	Trimble, Wesley	9/23/2014	Complete lessons plans which will be reviewed and on which teachers will receive feedback.	5/26/2015 weekly
G1.B2.S2.A2	Teachers in English Language Arts and Mathematics will receive training as part of the Demonstration School for Rigor initiative.	Trimble, Wesley	8/13/2014	Sign in sheets	1/30/2015 every-6-weeks
G1.B2.S2.A3	Conduct professional development on deconstructing standards and creating learning goals/ learning targets to match Florida Standards.	Durant, Rojina	9/10/2014	Sign in sheets and a review of learning goals and targets on the common board during informal observations.	9/10/2014 one-time
G1.MA1	Classroom walk-throughs will be conducted throughout the year to monitor the process of the effectiveness of the strategy.	Trimble, Wesley	9/29/2014	Classroom walk-through data, State and District Tests	5/29/2015 weekly
G1.B2.S2.MA1	SRI and benchmark data will be collected. The focus of this strategy is to have teachers utilize the resources available when preparing rigorous lessons in order to increase student achievement. If the strategy is implemented correctly, we will see an increase in students' scores. If on the other hand the strategy is poorly implemented, students scores will not	Camacho, Cristina	9/19/2014	Administrators and coaches will conduct data chats with teachers.	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	change. Feedback will be provided to teachers.				
G1.B2.S2.MA1	To monitor the implementation of this strategy, administrators will conduct walk-throughs and monitor the implementation of these lesson plans in the classroom.	Trimble, Wesley	9/29/2014	Teachers will upload lesson plans by 4 p.m. every Monday. Feedback collected from classroom walk-throughs and informal observations will serve as evidence.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase when teachers utilize the Marzano framework and align instruction with MTPs, EOC outlines and scope and sequence.

G1.B2 Understanding the Marzano framework

G1.B2.S2 Teachers will meet weekly with instructional coaches during common planning.

PD Opportunity 1

Teachers will meet by department by grade level with instructional coaches every Tuesday to plan lessons. With the support of instructional coaches and by following a protocol for Professional Learning Communities, teachers will utilize resources available on IMS and incorporate the elements of the Marzano framework to develop lessons that align with the Florida Standards.

Facilitator

Cristina Camacho, Jacqueline Bone, Rojina Durant, Celeste Martinez, Giselle Rackley, Todd Trimble, Barbara Woods

Participants

South Creek Middle School's teachers

Schedule

Weekly, from 9/23/2014 to 5/26/2015

PD Opportunity 2

Conduct professional development on deconstructing standards and creating learning goals/ learning targets to match Florida Standards.

Facilitator

Rojina Durant, Celeste Martinez

Participants

Elective, Science and Social Studies teachers

Schedule

On 9/10/2014

Technical Assistance Items

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

G1. Student achievement will increase when teachers utilize the Marzano framework and align instruction with MTPs, EOC outlines and scope and sequence.

G1.B2 Understanding the Marzano framework

G1.B2.S2 Teachers will meet weekly with instructional coaches during common planning.

PD Opportunity 1

Teachers in English Language Arts and Mathematics will receive training as part of the Demonstration School for Rigor initiative.

Facilitator

Learning Science International representative. This is a school district initiative for five district schools.

Participants

Administrators, Coaches, ELA and Math teachers

Schedule

Every 6 Weeks, from 8/13/2014 to 1/30/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0