

A word cloud graphic featuring various educational terms. The words are arranged in a circular pattern, with 'students' and 'school' being the largest. Other prominent words include 'teaching', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'achievement', 'ambitious', 'supportive', 'problem', 'solving', 'step', 'zero', 'college', 'career', 'assessment', 'resources', 'effective', 'leadership', 'strategies', and '8-Step'. The colors used are primarily blue, yellow, orange, and dark blue.

## Palmetto Middle School

7351 SW 128TH ST, Miami, FL 33156

<http://pms.dadeschools.net/>

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

31%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

63%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

A

A

A

### School Board Approval

This plan is pending approval by the Dade 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>36</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>39</b>
Professional Development Opportunities	40
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>45</b>

## 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	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Palmetto Middle School is for students to reach their full potential. Palmetto Middle School provides students the opportunity to acquire high school credits by offering Physical Science, Algebra 1, Geometry, Spanish, French, and many other high school courses through virtual school. Palmetto Middle School also provides opportunities for students to achieve beyond the classroom by offering a plethora of clubs, sports, and enrichment activities before and after school.

##### **Provide the school's vision statement**

The vision of Palmetto Middle School is to provide a safe environment to all students by: encouraging educational excellence, recognizing individual achievements, promoting a climate of mutual respect, celebrating multi-cultural diversity and enabling every student to feel emotionally and socially secure.

#### School Environment

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

Each nine weeks, students read novels that focus on Native American, African American, Hispanic, and Jewish culture in language arts. In social studies, students have the opportunity to research on the family's culture, create a timeline, and present about their family background to the class. Palmetto Middle School also provides opportunities for students to take Foreign Language classes in Spanish and French and learn about food, customs, music and culture of various Latin American countries. During African American and Hispanic Heritage month, history facts are given during the morning announcements. Palmetto Middle School offers opportunities for students and teachers to build relationships by offering various clubs, sports, and activities. The ESOL students participate in the annual ESOL Thanksgiving Festival, which includes food from each student's country as well as showing students the culture and customs of the United States.

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

Palmetto Middle School has been designated as a No Place for Hate school and all students participate in a ceremony every year to pledge to treat people with dignity and respect. The school counselors also present anti-bullying lessons during the 30 minute literacy block. Students read novels the first nine weeks of school with a bullying theme and discuss how to handle bullies and how bullying can have a negative impact on individuals. Teachers teach tolerance across the curriculum through character education. Additionally, teachers stand at their doors in between classes to minimize disruptive behavior in the hallways.

##### **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**

The administration holds a student orientation for each grade level at the beginning of every school year to review the school's discipline plan. Students that violate school rules are sent to the School Center for Student Instruction (S.C.S.I). The school also has an Alternative to Suspension plan in



place to provide more intense intervention for students who are in need of additional support. Additionally, team leaders schedule parent conferences for students who consistently display inappropriate behavior. Administration also reviews the school's Progressive Discipline Plan with faculty and staff member during the Opening of School meeting. During department meeting, teachers also share best practices on how to minimize disruptive behavior in the classroom.

**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**

Palmetto Middle School has a mentoring program which identifies students that are in need of social-emotional support throughout the school year. The mentor is responsible for checking their grades and offer advice and support that mitigates potential problems. The counselors provide support to student and assist them with obtaining decision making skills. Additionally, students that need extra emotional support are assigned a Listener through the Listener's Program and referred to agencies for family support. The school counselors provide Bullying and Violence Prevention lessons during homeroom in order to help students understand the concept of personal responsibility. They also provide individual counseling sessions to help students deal with crisis, transitional issues and personal and family concerns. In addition, they facilitate mediation between students to reinforce positive interpersonal skills.

**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**

The RTI Leadership Team identifies students that have been retained in previous years and failed in language arts and/or math in the beginning of the school and monitor them bi-weekly. The failure list is analyzed bi-weekly to provide assistance to students who scored below grade level in reading and math on the statewide assessment, in danger of failing the nine weeks or for the school year, have a low attendance rate, and a high number of days in indoor and/or outdoor suspension.

**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	25	31	35	91
One or more suspensions	21	33	45	99
Course failure in ELA or Math	11	8	6	25
Level 1 on statewide assessment	95	84	113	292
	0	0	0	
	0	0	0	
	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students that are in need of academic support and/or have a low attendance rate will be referred to the MTSS/RTI team. Students scoring below grade level on the statewide assessment are grouped together during the 30-minute literacy block to receive counseling and intense academic support. National Junior Honor Society students offer tutoring services in math for students during the 30-minute literacy block. Additionally, students use supplemental programs such as, Edgenuity, Reflex Math, I-Ready and Reading Plus to improve academic weaknesses. Teachers are also available on Friday mornings between 8:30 a.m. and 9:00 a.m. to provide additional assistance and tutoring. Students receiving two or more behavioral referrals will be provided counseling, parental assistance, and a mentor.

## **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***

Palmetto Middle School has an annual articulation and Curriculum Fair with the feeder elementary schools and potential students to inform parents about our curriculum, sports, and activities, and provide a smooth transition. Lancer for a Day is an annual event where Palmetto Middle School invites students from the feeder elementary school to tour the school and receive information about the elective class, clubs, sports, and activities. The administration works closely with administration to communicate pertinent information, along with the school's vision and mission for each school year. PTSA sends out e-mail blasts to all the parents about school activities and curriculum. Parents can also access information about the new Florida State Standards on the school's website. The IPREP Family Night event was also held by the math teachers to inform parents on how they can assist their child at home. Many teachers also use Edmodo, Class Jump, and the school's website to post homework and other important information pertaining to their class.

**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**

The administration works with the PTSA throughout the year to build dade partners from local communities. The partnerships provide instructional resources to support student achievement, resources for teacher appreciation week, and supplies for students on free and reduced lunch.

## **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
Lux, John	Principal
Anderson, Tiffany	Assistant Principal

## Duties

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

John Lux, Principal, will ensure there is a common vision in addressing the school's weaknesses, by implementing a plan to provide appropriate intervention, support, professional development to teachers, and assess the effectiveness of the RTI Leadership Team. Mr. Lux will also communicate with parents regarding school-based RTI plans and activities.

Tiffany Anderson, Assistant Principal of Curriculum, will be working extensively with the RTI Leadership Team to develop a means to assess the effectiveness of the current strategies, develop intervention strategies, conduct monthly meetings to analyze data, assist the principal in progress monitoring, and provide the appropriate professional development activities. Mrs. Anderson will assist with the whole school screening process that provides early intervention services for children to be considered "at risk" and monitor the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Randall Cromer, Assistant Principal, will be working with the RTI Leadership Team to ensure implementation of strategies, and provide professional development activities.

Debbie Albert, Language Arts Instructor and Team Leader, with doctoral coursework in Curriculum and Instruction, has been successful in developing strategies through her team to positively impact student achievement. Therefore, she will be responsible for the Tier 1, Tier 2, and Tier 3 interventions. Mrs. Albert is National Board Certified Teacher and a district CRISS trainer.

Frankie Hurlburt, Mathematics teacher and Department Chair, will be used to analyze the effectiveness of the strategies used in the Mathematics department, provide guidance in developing professional development activities using measurable evidence-based curriculum strategies, and facilitate data collection for the Mathematics department.

Warren Martin, Social Studies Department Chair, will assist the administrative team with implementing reading and writing strategies through social studies.

Graciela Figueiras, Language Arts Teacher and Department Chair, is a National Board Certified Teacher and will be assisting the administrative team with implementing intervention strategies through the Language Arts department and Writing Across the Curriculum. Mrs. Figueiras will ensure the gifted population maintains a high level of academic achievement. Additionally, Mrs. Figueiras will be assisting the administrative team with the implementation of the Reading Plus program. Mrs.

Figueiras will also provide expertise in assisting the ESOL students by collaborating with general education teachers and monitoring student progress. Additionally, Mrs. Figueiras will also be responsible for delivering Tier 1, Tier 2, and Tier 3 interventions during the 30 minute Literacy Block.

Gina Whitters, the Student Center for Special Instruction instructor, will provide expertise and develop strategies to address individual student academic, emotional, and behavioral needs. Mrs. Whitters will also serve as Test Chair and will be responsible for generating reports from Edusoft which will be used for data analysis at team, department, and RTI meetings.

Vivian Taylor is the school's Professional Development Liaison and will be responsible for organizing the professional development sessions throughout the school year.

Debbie Albert, SPED teacher and Department Chair, will provide expertise in assisting the SPED students, by collaborating with general education teachers and assisting the administrative team in monitoring the progress of SPED students. Mrs. Blancaneaux will also be responsible for identifying students in need of ESE services who did not show progress with Tier 3 intervention.

Chantel Norris, SPED teacher and SST Coordinator, will provide expertise in special education, collaborate with general education teachers, develop strategies to address the needs of SPED students, and assist the administrative team in meeting AMO targets with our SPED population.

Helena Castillo, Media Specialist, will assist the administrative team in increasing the number of

classes visiting the library to improve their skills in research/reference and provide professional development in utilizing the Smartboard in the classroom.

Ivette Toledo, Student Service Department Chair, will be responsible for monitoring student progress through the gradebook and referring struggling students to the MTSS/RTI Leadership Team for intervention.

***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 MTSS/RTI team will meet once a month and will focus on data analysis from the FAIR assessment, school-wide mini assessments and Benchmark Assessments. Based on the data, the team will identify students for Tier 2 and Tier 3 intervention that are performing below mastery. Professional development will be provided for teachers whose students are performing below mastery. Tier 3 students will be reviewed for academic success across the curriculum and behavior issues. The RTI Leadership Team will review parent contact notes, teacher anecdotal notes, and successful strategies for motivation. The team will also collaborate on effective instructional strategies and restructure ineffective strategies. During weekly grade level meetings, teachers will recommend struggling students for Tier 2 intervention to the RTI team.

Palmetto Middle School receives a Title III Grant every year to provide ESOL students with after-school tutoring in Math, Science, Reading, and Language Arts.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Georgette Mondesire	Teacher
John C. Lux	Principal
Tiffany Anderson	Education Support Employee
Frankie Hurlburt	Teacher
	Student
Milena Vanderieis	Student
Linda Dwyer	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 progress of the School Improvement Plan was discussed at every EESAC meeting and recommendations were made to add or modify strategies. In the beginning of the 2014-2015 school year, the EESAC member analyzed assessment results to determine the effectiveness of the goals and strategies in the SIP from the previous school year.

*Development of this school improvement plan*

The administration and teachers provided the Education Excellence School Advisory Council with student data, information about changes in standardized tests, and indicated the financial need for the upcoming school year. Feedback was solicited from the members of SAC on how to effectively allocate funds for the use of technology and staff development for the 2013-2014 school year.

*Preparation of the school's annual budget and plan*

The administration and EESAC members presented the the monetary needs of the school that would positively affect student achievement.

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

Student Agendas \$3200  
Advancement in Technology \$2,000  
Community Outreach Projects \$500

***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
Lux, John	Principal
Anderson, Tiffany	Assistant Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT this year are to focus on reading and writing strategies across the curriculum and provide continuous professional development on effective teaching strategies and differentiated instruction as it relates to the Florida State Standards. There will be an increase use of FAIR and Interim Assessment data to monitor the progress of FCAT Level 1 and 2 students and the lowest 25%. Additionally, to increase the use of writing across the curriculum, teachers will receive professional development on evidence-based writing.

**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 provided time to partake in grade level collaborative planning on Mondays and Thursdays from 8:30-9:00 and once a month from 3:50-4:40 in lieu of a faculty meetings. Non-opt teacher planning days, and Early Release is also used for teacher professional development and collaboration to share best practices.

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

The administrative team will provide monthly professional development to teachers that are not highly qualified and provide them with training and resources to become certified-in-field. Teachers will also be assigned a mentor.

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

The administrative team will provide monthly professional development to teachers that have been teaching between 1-3 years in effective teaching strategies. Teachers that have been teaching less than 3 years will also have a highly effective mentor teacher assigned to them.

## **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***

Each department uses a Grade Level Planning Sheet that indicates the Florida State Standards, essential questions, and resources being used from the District's pacing guides or other resources. The department chair submits the completed forms to administration on a bi-weekly basis.

#### **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***

After each mini-assessment or District Assessment teacher analyze student data to create differentiated instruction groups. Struggling students are also given intense intervention by the teacher in small groups and proficient or advanced students are given higher order thinking activities to apply the skill. Supplemental computer programs are also used to reinforce skills.

***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: 9,000**

Science teachers will work with students in the Mad Scientist, SECME, and Green Team club before and after school to provide scientific enrichment activities. These enrichment activities will include working with the TSA club to infuse technology into science, conducting scientific experiments, and developing projects to be into the Fairchild Challenge competition.

**Strategy Rationale**

Students need increased exposure to more problem solving activities.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Lux, John, pr6701@dadeschools.net

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

Science teachers will work with students in the Mad Scientist, SECME, and Green Team club before and after school to provide scientific enrichment activities. These enrichment activities will include working with the TSA club to infuse technology into science, conducting scientific experiments, and developing projects to be into the Fairchild Challenge competition.

**Strategy: After School Program**

**Minutes added to school year: 160**

Teachers will take part in grade level collaboration and planning once a month after school in lieu of a faculty meeting.

**Strategy Rationale**

Teachers have limited time to take part in effective grade level planning.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Lux, John, pr6701@dadeschools.net

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

The Grade Level Forms and sign-in sheets will be collected after each grade level meeting. The administration will conduct weekly walkthroughs to determine its 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***

An annual Articulation is done with the lead teachers and assistant principals from the feeder elementary and high schools. The topics that are discussed at the Articulation are course selection and requirements, extracurricular activities, and suggested summer reading activities. Additionally, Palmetto Middle School holds a Curriculum Night for potential incoming 6th graders and a New Student Orientation during the week prior to the first day of 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***

In every seventh grade civics class, The Social Studies teachers work with the Business Education teacher to help students participate in a career planning unit and develop career goals with a plan of action.

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

The Business Technology instructor incorporates a career planning unit for students in grades 6-8. Students take a self-assessment survey, research on a career of interest, and create reports and PowerPoint presentations on how science, math, and social studies are relevant to their chosen career.

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

Within the next three years, students will be placed in a vocational class for increased exposure to career and college readiness information. Students will have opportunities to see the relevance of reading, science, writing, social studies, and math by participating in lessons that infuse these essential skills.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase support to parents and build positive relationships to improve student achievement.
- G2.** To increase student achievement by improving core instruction in areas.
- G3.** Increase student achievement by providing support and intervention for students displaying Early Warning Signs.
- G4.** Increase opportunities for students to participate in STEM and/or CTE initiatives and programs to be college and career ready.

## 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 support to parents and build positive relationships to improve student achievement.**

1a

**Targets Supported**

1b

G050475

**Indicator**

**Annual Target**

**Resources Available to Support the Goal**

2

- PTSA, Parent Academy

**Targeted Barriers to Achieving the Goal**

3

- Parents have limited knowledge about the new Florida Standards.

**Plan to Monitor Progress Toward G1.**

8

Review parent surveys to to determine progress of goals.

**Person Responsible**

John Lux

**Schedule**

Monthly, from 10/20/2014 to 3/16/2015

**Evidence of Completion**

Parent surveys

**G2. To increase student achievement by improving core instruction in areas.** 1a

G047611

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	84.0
AMO Reading - American Indian	
AMO Reading - Asian	93.0
AMO Reading - African American	55.0
AMO Reading - ED	68.0
AMO Reading - ELL	71.0
AMO Reading - ELL	71.0
AMO Reading - Hispanic	83.0
AMO Reading - SWD	58.0
AMO Reading - White	92.0
CELLA Listening/Speaking Proficiency	64.0
CELLA Reading Proficiency	29.0
ELA/Reading Gains	81.0
ELA/Reading Lowest 25% Gains	71.0
FSA - English Language Arts - Proficiency Rate	88.0
AMO Math - All Students	83.0
AMO Math - Asian	97.0
AMO Math - African American	55.0
AMO Math - Hispanic	81.0
AMO Math - White	91.0
AMO Math - ELL	78.0
AMO Math - SWD	55.0
AMO Math - ED	67.0
FSA - Mathematics - Proficiency Rate	79.0
Algebra I EOC Pass Rate	97.0
Geometry EOC Pass Rate	100.0
Math Gains	79.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	66.0
Bio I EOC Pass	100.0
CELLA Writing Proficiency	29.0

**Resources Available to Support the Goal** 2

- The District provides the following supplemental programs for free: DOK Chart, McDougal Littell, LA foldables and teachingchannel.org. Teachers also have access to ReadingPlus, STAR, FAIR, Snapshot in Edmodo, CPALMS and iCPALMS, and exemplar lessons in the pacing guide on the Learning Village, I Ready, Edgenuity, Gizmos, Reflex Math, and Carnegie Learning, McGraw Hill, and virtual nerd, illustrative math tasks, Inquiry Labs in the pacing guide on the Learning Village, essential labs and formative assessments in the pacing guide on the Learning Village, tablets, ICivics.

### Targeted Barriers to Achieving the Goal 3

- Limited availability of time for teacher collaboration to share best practices along with the development of instructional strategies geared towards effective planning and implementation of rigorous activities as it relates to Florida Standards.

### Plan to Monitor Progress Toward G2. 8

Administration will review sign-in Sheets, handouts, and agendas.

#### **Person Responsible**

John Lux

#### **Schedule**

Biweekly, from 9/5/2014 to 5/26/2015

#### **Evidence of Completion**

Completed Grade Level Planning Sheet or lesson plan and evidence of deep questioning during lesson delivery.

**G3. Increase student achievement by providing support and intervention for students displaying Early Warning Signs.** 1a

G047163

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	7.0
Attendance Below 90% Grade 07	9.0
Attendance Below 90% Grade 08	9.0
1+ Suspensions Grade 07	
1+ Suspensions Grade 06	
1+ Suspensions Grade 08	
2+ Course Failures - Middle Grades	1.0
Course Failures ELA	1.0
Course Failures Mathematics	2.0
Level 1 - All Grades	14.0
Level 1 - Grade 06	11.0
Level 1 - Grade 07	11.0
Level 1 - Grade 08	16.0
Retained Students	0.0

**Resources Available to Support the Goal** 2

- District suspension and attendance reports, failure list from gradebook, and results of statewide assessment.

**Targeted Barriers to Achieving the Goal** 3

- There is limited parental involvement from parents of students that display Early Warning Signs.

**Plan to Monitor Progress Toward G3.** 8

District and school assessment reports will be collected throughout the year to monitor progress towards goal.

**Person Responsible**

John Lux

**Schedule**

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

**Evidence of Completion**

District and school assessment reports.

**G4.** Increase opportunities for students to participate in STEM and/or CTE initiatives and programs to be college and career ready. 1a

G047162

**Targets Supported** 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	98.0

**Resources Available to Support the Goal** 2

- The District provides the following supplemental programs for free: Science Fair competitions, Technology competitions, SECME, and Robotics competitions. Teachers also have access to CPALMS and iCPALMS, essential labs and formative assessments in the pacing guide on the Learning Village.

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited training on adding rigorous problem –solving activities to lessons and incorporating the Florida State Standards.

**Plan to Monitor Progress Toward G4.** 8

Results of student placement in various competitions.

**Person Responsible**

John Lux

**Schedule**

Biweekly, from 9/22/2014 to 5/25/2015

**Evidence of Completion**

Results of student placement in district competitions.

## 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 support to parents and build positive relationships to improve student achievement. **1**

 G050475

**G1.B1** Parents have limited knowledge about the new Florida Standards. **2**

 B126464

**G1.B1.S1** Utilize resources from the district and state to inform and educate parents at PTSA and EESAC meetings and Curriculum Night about the New Florida State Standards. **4**

 S138407

### Strategy Rationale

Parents have limited knowledge about the new Florida State Standards.

### Action Step 1 **5**

Introduce Florida State Standards at first EESAC and PTSA meeting.

#### Person Responsible

John Lux

#### Schedule

On 9/30/2014

#### Evidence of Completion

Agenda from EESAC and PTSA meeting

## Action Step 2 5

Hold Parent Night to provide parents resources to prepare students for the Florida State Standards.

### **Person Responsible**

Tiffany Anderson

### **Schedule**

On 11/20/2014

### ***Evidence of Completion***

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

Attend monthly PSTA and EESAC meetings to give updated information regarding the new Florida State Standards.

### **Person Responsible**

John Lux

### **Schedule**

Monthly, from 9/11/2014 to 5/25/2015

### ***Evidence of Completion***

Sign-in sheets and agendas

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

Provide question and answer sessions regarding Florida State Standards for parents.

### **Person Responsible**

Tiffany Anderson

### **Schedule**

Monthly, from 10/20/2014 to 3/16/2015

### ***Evidence of Completion***

Sign-in sheet and handouts




**G2.** To increase student achievement by improving core instruction in areas. **1**

 G047611

**G2.B1** Limited availability of time for teacher collaboration to share best practices along with the development of instructional strategies geared towards effective planning and implementation of rigorous activities as it relates to Florida Standards. **2**

 B118557

**G2.B1.S1** Utilize effective planning protocols and implementation of questioning strategies to encourage more rigorous related interactions with text by explicitly teaching students to independently form higher order thinking questions during instruction. As well as explicitly teaching how to plan, analyze, interpret, compare, evaluate, and draw conclusions multiple sources to demonstrate mastery using clear and relevant evidence that encompasses problem solving skills. **4**

 S130308

**Strategy Rationale**

**Action Step 1** **5**

Introduce goals of effective planning that facilitate lesson development of rigorous instructional strategies that encompasses deep questioning and application the Florida State Standards.

**Person Responsible**

John Lux

**Schedule**

On 9/24/2014

***Evidence of Completion***

Sign-in Sheets, handouts, and agendas

**Action Step 2** **5**

Provide teachers with professional development on effective planning on rigorous instructional strategies that encompasses deep questioning and application of the Florida State Standards.

**Person Responsible**

John Lux

**Schedule**

Biweekly, from 9/24/2014 to 9/24/2014

***Evidence of Completion***

Sign-in Sheets, handouts, PowerPoint, and agendas

### Action Step 3 5

During collaborative planning sessions in course-alike teams teachers will utilize and complete the Grade Level Planning Sheet to facilitate lesson development that includes deep questioning and application of the Florida State Standards.

**Person Responsible**

John Lux

**Schedule**

Weekly, from 9/22/2014 to 5/25/2015

***Evidence of Completion***

Grade Level Planning Sheet and evidence of deep questioning during lesson delivery.

### Action Step 4 5

Utilize data from the District Interim Assessments to drive collaborative planning and modify instruction.

**Person Responsible**

John Lux

**Schedule**

Monthly, from 10/31/2014 to 5/25/2015

***Evidence of Completion***

Interim Assessments Grade Level Planning Form and Lesson Plans

### Action Step 5 5

Conduct weekly classroom walkthroughs, review Grade Level Planning Forms or lesson plans and student work samples.

**Person Responsible**

John Lux

**Schedule**

Weekly, from 11/26/2014 to 5/25/2015

***Evidence of Completion***

Interim Assessments Grade Level Planning Form and Lesson Plans and Administrative walkthrough notes.

### Action Step 6 5

Provide additional support to ensure the effective implementation of lesson development that includes rigorous instructional strategies that encompasses deep questioning and application of the Florida State Standards.

**Person Responsible**

John Lux

**Schedule**

Biweekly, from 9/22/2014 to 5/25/2015

***Evidence of Completion***

Interim Assessments Grade Level Planning Form and Lesson Plans Administrative walkthrough notes

### Action Step 7 5

Monitor effective implementation of goals via weekly classroom walkthroughs, review Grade Level Planning Forms/lesson plans and student work samples.

**Person Responsible**

John Lux

**Schedule**

Weekly, from 9/22/2014 to 5/25/2015

***Evidence of Completion***

Interim Assessments Grade Level Planning Form and Lesson Plans Administrative walkthrough notes

### Action Step 8 **5**

Engage in on-going monitoring, feedback and support of the effective implementation lesson development of rigorous instructional strategies that encompasses deep questioning and application of the Florida State Standards.

**Person Responsible**

John Lux

**Schedule**

Biweekly, from 9/22/2014 to 5/25/2015

***Evidence of Completion***

Interim Assessments Grade Level Planning Form and Lesson Plans Administrative walkthrough notes

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

Administration will be responsible for reviewing department planning sheets or lesson plans on a weekly basis and conducting weekly walkthroughs.

**Person Responsible**

John Lux

**Schedule**

Weekly, from 9/22/2014 to 5/25/2015

***Evidence of Completion***

Review lesson plans or department planning sheets on a bi-weekly basis.

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

Review the results of student work samples, and Interim Assessment.

**Person Responsible**

John Lux

**Schedule**

Weekly, from 9/22/2014 to 5/25/2015


***Evidence of Completion***

Interim Assessments will be analyzed along with student work samples to determine effectiveness.

**G3.** Increase student achievement by providing support and intervention for students displaying Early Warning Signs. 1

 G047163

**G3.B1** There is limited parental involvement from parents of students that display Early Warning Signs. 2

 B117406

**G3.B1.S1** Utilize data from district reports and school reports to target students with a low attendance rate. 4

 S132410

### Strategy Rationale

Students that have a low attendance rate are in need of emotional support.

### Action Step 1 5

Introduce attendance goals to teachers at the Opening of School meeting.

#### Person Responsible

John Lux

#### Schedule

On 8/15/2014

#### Evidence of Completion

Sign-in Sheets and agendas

### Action Step 2 5

Provide teachers with daily attendance report.

#### Person Responsible

John Lux

#### Schedule

Daily, from 8/18/2014 to 5/25/2015

#### Evidence of Completion

Daily attendance report

### Action Step 3 5

Team Leaders will utilize school reports to target students with excessive absences and schedule parent conferences.

**Person Responsible**

John Lux

**Schedule**

Weekly, from 9/15/2014 to 5/25/2015

***Evidence of Completion***

Notes and summary sheet of parent conferences.

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

Review attendance report.

**Person Responsible**

Tiffany Anderson

**Schedule**

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

***Evidence of Completion***

SCMs inputted into ISIS as documentation for parent contact.

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

The assistant principal will review district reports to ensure parents of students with excessive absences have been contacted.

**Person Responsible**

Tiffany Anderson


**Schedule**

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

***Evidence of Completion***

Copy of Student Case Management form.

**G3.B1.S2** Utilize data from district and school reports to target students with two or more behavioral referrals. 4

 S137988

### Strategy Rationale

Students that have two or more behavioral referrals are in need of academic and emotional support.

### Action Step 1 5

Introduce school-wide discipline plan to the teachers during the Opening of School Meeting.

#### Person Responsible

Tiffany Anderson

#### Schedule

On 8/15/2014

#### Evidence of Completion

Sign-in sheets, handouts, and agendas

### Action Step 2 5

Provide teachers with a copy of the School-wide Discipline Plan

#### Person Responsible

Tiffany Anderson

#### Schedule

On 8/18/2014

#### Evidence of Completion

Handouts

### Action Step 3 5

Utilize data from the school and district suspension report to provide intervention for students with two or more behavioral referrals.

**Person Responsible**

Tiffany Anderson

**Schedule**

Biweekly, from 8/18/2014 to 5/25/2015

***Evidence of Completion***

District and school suspension reports and copies of Student Case Management Forms

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

Administration will review district and school suspension reports.

**Person Responsible**

John Lux

**Schedule**

Biweekly, from 9/22/2014 to 5/25/2015

***Evidence of Completion***

District and school suspension reports

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

The school counselors will meet with students that have two or more behavioral referrals to offer emotional support and guidance.

**Person Responsible**

Tiffany Anderson

**Schedule**


Biweekly, from 8/25/2014 to 5/25/2015

***Evidence of Completion***

Counselors' log and Student Case Management Form



**G3.B1.S3** Utilize data from district, state, and school reports to target students that scored below proficiency on the statewide assessment. 4

 S137989

### Strategy Rationale

Students that scored below proficiency on the statewide assessment are in need of intervention and academic support.

### Action Step 1 5

Review statewide assessment data from 2013-2014 school year.

#### Person Responsible

Tiffany Anderson

#### Schedule

On 8/14/2014

#### Evidence of Completion

Sign-in Sheets, handouts, and agendas

### Action Step 2 5

Provide teachers with professional development on effective instructional strategies for students who scored below proficiency on the statewide assessment.

#### Person Responsible

Tiffany Anderson

#### Schedule

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

#### Evidence of Completion

Sign-in Sheets, handouts, PowerPoint

### Action Step 3 5

Utilize data from the District Assessments to drive instruction to increase student achievement in students that scored below proficiency on the statewide assessment.

#### **Person Responsible**

#### **Schedule**

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

#### ***Evidence of Completion***

Results of District assessments.

### Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Conduct weekly classroom walkthroughs and give constructive feedback to teachers.

#### **Person Responsible**

Tiffany Anderson

#### **Schedule**

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

#### ***Evidence of Completion***

Results of District assessments.

### Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Review Grade Level Planning Form to ensure individualized intervention is documented for students scoring below proficiency on the statewide assessment.

#### **Person Responsible**

Tiffany Anderson

#### **Schedule**

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


#### ***Evidence of Completion***

Grade Level Planning Form

**G4.** Increase opportunities for students to participate in STEM and/or CTE initiatives and programs to be college and career ready. **1**

 G047162

**G4.B1** Teachers have limited training on adding rigorous problem –solving activities to lessons and incorporating the Florida State Standards. **2**

 B121803

**G4.B1.S1** Utilize effective planning protocols and implementation of problem solving strategies to encourage more rigorous related interactions with text by explicitly teaching students to independently form higher order thinking questions while participating in STEM activities. **4**

 S133760

### **Strategy Rationale**

Teachers have limited time to engage in effective planning to expose students to higher order thinking questions while reading.

### **Action Step 1** **5**

Introduce goal to increase student participation in STEM/CTE activities.

#### **Person Responsible**

Tiffany Anderson

#### **Schedule**

Monthly, from 8/25/2014 to 5/25/2015

#### ***Evidence of Completion***

Sign-in Sheets, handouts, and agendas

### **Action Step 2** **5**

Provide teachers with professional development on how to involve students in various District STEM competitions.

#### **Person Responsible**

Tiffany Anderson

#### **Schedule**

On 9/18/2014

#### ***Evidence of Completion***

Sign-in Sheets, handouts, PowerPoint, and agendas

### Action Step 3 5

During collaborative planning sessions with the science and technology teachers, the teachers will plan to incorporate problem solving skills in the following competitions: Science Fair, Science Brain Bowl, SECME, Robotics, Mousetrap, Bridge Competition, Bottle Rocket, and Future City.

**Person Responsible**

John Lux

**Schedule**

Weekly, from 9/22/2014 to 5/25/2015

**Evidence of Completion**

Placement results of competition.

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

Conduct weekly collaborative planning meeting visitations.

**Person Responsible**

John Lux

**Schedule**

Weekly, from 9/22/2014 to 5/25/2015

**Evidence of Completion**

Placement results competition.

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

Engage in on-going monitoring and support of student participation in district competitions.

**Person Responsible**

Tiffany Anderson

**Schedule**

Weekly, from 9/22/2014 to 5/25/2015

**Evidence of Completion**

Placement results of competition.

## 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
G2.B1.S1.A1	Introduce goals of effective planning that facilitate lesson development of rigorous instructional strategies that encompasses deep questioning and application the Florida State Standards.	Lux, John	9/24/2014	Sign-in Sheets, handouts, and agendas	9/24/2014 one-time
G3.B1.S1.A1	Introduce attendance goals to teachers at the Opening of School meeting.	Lux, John	8/15/2014	Sign-in Sheets and agendas	8/15/2014 one-time
G4.B1.S1.A1	Introduce goal to increase student participation in STEM/CTE activities.	Anderson, Tiffany	8/25/2014	Sign-in Sheets, handouts, and agendas	5/25/2015 monthly
G3.B1.S2.A1	Introduce school-wide discipline plan to the teachers during the Opening of School Meeting.	Anderson, Tiffany	8/15/2014	Sign-in sheets, handouts, and agendas	8/15/2014 one-time
G3.B1.S3.A1	Review statewide assessment data from 2013-2014 school year.	Anderson, Tiffany	8/14/2014	Sign-in Sheets, handouts, and agendas	8/14/2014 one-time
G1.B1.S1.A1	Introduce Florida State Standards at first EESAC and PTSA meeting.	Lux, John	9/11/2014	Agenda from EESAC and PTSA meeting	9/30/2014 one-time
G2.B1.S1.A2	Provide teachers with professional development on effective planning on rigorous instructional strategies that encompasses deep questioning and application of the Florida State Standards.	Lux, John	9/24/2014	Sign-in Sheets, handouts, PowerPoint, and agendas	9/24/2014 biweekly
G3.B1.S1.A2	Provide teachers with daily attendance report.	Lux, John	8/18/2014	Daily attendance report	5/25/2015 daily
G4.B1.S1.A2	Provide teachers with professional development on how to involve students in various District STEM competitions.	Anderson, Tiffany	9/18/2014	Sign-in Sheets, handouts, PowerPoint, and agendas	9/18/2014 one-time
G3.B1.S2.A2	Provide teachers with a copy of the School-wide Discipline Plan	Anderson, Tiffany	8/18/2014	Handouts	8/18/2014 one-time
G3.B1.S3.A2	Provide teachers with professional development on effective instructional strategies for students who scored below proficiency on the statewide assessment.	Anderson, Tiffany	8/25/2014	Sign-in Sheets, handouts, PowerPoint	5/25/2015 weekly
G1.B1.S1.A2	Hold Parent Night to provide parents resources to prepare students for the Florida State Standards.	Anderson, Tiffany	11/20/2014		11/20/2014 one-time
G2.B1.S1.A3	During collaborative planning sessions in course-alike teams teachers will utilize and complete the Grade Level Planning Sheet to facilitate lesson development that includes deep questioning and application of the Florida State Standards.	Lux, John	9/22/2014	Grade Level Planning Sheet and evidence of deep questioning during lesson delivery.	5/25/2015 weekly
G3.B1.S1.A3	Team Leaders will utilize school reports to target students with excessive absences and schedule parent conferences.	Lux, John	9/15/2014	Notes and summary sheet of parent conferences.	5/25/2015 weekly
G4.B1.S1.A3	During collaborative planning sessions with the science and technology teachers, the teachers will plan to incorporate problem solving skills in the following competitions: Science Fair, Science Brain Bowl, SECME, Robotics, Mousetrap, Bridge Competition, Bottle Rocket, and Future City.	Lux, John	9/22/2014	Placement results of competition.	5/25/2015 weekly
G3.B1.S2.A3	Utilize data from the school and district suspension report to provide intervention for students with two or more behavioral referrals.	Anderson, Tiffany	8/18/2014	District and school suspension reports and copies of Student Case Management Forms	5/25/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.A3	Utilize data from the District Assessments to drive instruction to increase student achievement in students that scored below proficiency on the statewide assessment.		8/25/2014	Results of District assessments.	5/25/2015 weekly
G2.B1.S1.A4	Utilize data from the District Interim Assessments to drive collaborative planning and modify instruction.	Lux, John	10/31/2014	Interim Assessments Grade Level Planning Form and Lesson Plans	5/25/2015 monthly
G2.B1.S1.A5	Conduct weekly classroom walkthroughs, review Grade Level Planning Forms or lesson plans and student work samples.	Lux, John	11/26/2014	Interim Assessments Grade Level Planning Form and Lesson Plans and Administrative walkthrough notes.	5/25/2015 weekly
G2.B1.S1.A6	Provide additional support to ensure the effective implementation of lesson development that includes rigorous instructional strategies that encompasses deep questioning and application of the Florida State Standards.	Lux, John	9/22/2014	Interim Assessments Grade Level Planning Form and Lesson Plans Administrative walkthrough notes	5/25/2015 biweekly
G2.B1.S1.A7	Monitor effective implementation of goals via weekly classroom walkthroughs, review Grade Level Planning Forms/lesson plans and student work samples.	Lux, John	9/22/2014	Interim Assessments Grade Level Planning Form and Lesson Plans Administrative walkthrough notes	5/25/2015 weekly
G2.B1.S1.A8	Engage in on-going monitoring, feedback and support of the effective implementation lesson development of rigorous instructional strategies that encompasses deep questioning and application of the Florida State Standards.	Lux, John	9/22/2014	Interim Assessments Grade Level Planning Form and Lesson Plans Administrative walkthrough notes	5/25/2015 biweekly
G1.MA1	Review parent surveys to to determine progress of goals.	Lux, John	10/20/2014	Parent surveys	3/16/2015 monthly
G1.B1.S1.MA1	Provide question and answer sessions regarding Florida State Standards for parents.	Anderson, Tiffany	10/20/2014	Sign-in sheet and handouts	3/16/2015 monthly
G1.B1.S1.MA1	Attend monthly PSTA and EESAC meetings to give updated information regarding the new Florida State Standards.	Lux, John	9/11/2014	Sign-in sheets and agendas	5/25/2015 monthly
G2.MA1	Administration will review sign-in Sheets, handouts, and agendas.	Lux, John	9/5/2014	Completed Grade Level Planning Sheet or lesson plan and evidence of deep questioning during lesson delivery.	5/26/2015 biweekly
G2.B1.S1.MA1	Review the results of student work samples, and Interim Assessment.	Lux, John	9/22/2014	Interim Assessments will be analyzed along with student work samples to determine effectiveness.	5/25/2015 weekly
G2.B1.S1.MA1	Administration will be responsible for reviewing department planning sheets or lesson plans on a weekly basis and conducting weekly walkthroughs.	Lux, John	9/22/2014	Review lesson plans or department planning sheets on a bi-weekly basis.	5/25/2015 weekly
G3.MA1	District and school assessment reports will be collected throughout the year to monitor progress towards goal.	Lux, John	8/25/2014	District and school assessment reports.	5/25/2015 weekly
G3.B1.S1.MA1	The assistant principal will review district reports to ensure parents of students with excessive absences have been contacted.	Anderson, Tiffany	8/25/2014	Copy of Student Case Management form.	5/25/2015 weekly
G3.B1.S1.MA1	Review attendance report.	Anderson, Tiffany	8/25/2014	SCMs inputted into ISIS as documentation for parent contact.	5/25/2015 weekly
G3.B1.S2.MA1	The school counselors will meet with students that have two or more	Anderson, Tiffany	8/25/2014	Counselors' log and Student Case Management Form	5/25/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	behavioral referrals to offer emotional support and guidance.				
G3.B1.S2.MA1	Administration will review district and school suspension reports.	Lux, John	9/22/2014	District and school suspension reports	5/25/2015 biweekly
G3.B1.S3.MA1	Review Grade Level Planning Form to ensure individualized intervention is documented for students scoring below proficiency on the statewide assessment.	Anderson, Tiffany	8/25/2014	Grade Level Planning Form	5/25/2015 weekly
G3.B1.S3.MA1	Conduct weekly classroom walkthroughs and give constructive feedback to teachers.	Anderson, Tiffany	8/25/2014	Results of District assessments.	5/25/2015 weekly
G4.MA1	Results of student placement in various competitions.	Lux, John	9/22/2014	Results of student placement in district competitions.	5/25/2015 biweekly
G4.B1.S1.MA1	Engage in on-going monitoring and support of student participation in district competitions.	Anderson, Tiffany	9/22/2014	Placement results of competition.	5/25/2015 weekly
G4.B1.S1.MA1	Conduct weekly collaborative planning meeting visitations.	Lux, John	9/22/2014	Placement results competition.	5/25/2015 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.*

**G2.** To increase student achievement by improving core instruction in areas.

**G2.B1** Limited availability of time for teacher collaboration to share best practices along with the development of instructional strategies geared towards effective planning and implementation of rigorous activities as it relates to Florida Standards.

**G2.B1.S1** Utilize effective planning protocols and implementation of questioning strategies to encourage more rigorous related interactions with text by explicitly teaching students to independently form higher order thinking questions during instruction. As well as explicitly teaching how to plan, analyze, interpret, compare, evaluate, and draw conclusions multiple sources to demonstrate mastery using clear and relevant evidence that encompasses problem solving skills.

### PD Opportunity 1

Introduce goals of effective planning that facilitate lesson development of rigorous instructional strategies that encompasses deep questioning and application the Florida State Standards.

#### Facilitator

John C. Lux, Principal; Tiffany Anderson, Assistant Principal; Graciela Figueiras, Department Chair; Frankie Hurlburt, Math Department Chair; Warren Martin, Social Studies Department Chair; Teri Ortiz, Science Department Chair

#### Participants

All teachers

#### Schedule

On 9/24/2014

### PD Opportunity 2

Provide teachers with professional development on effective planning on rigorous instructional strategies that encompasses deep questioning and application of the Florida State Standards.

#### Facilitator

John C. Lux, Principal; Tiffany Anderson, Assistant Principal; Graciela Figueiras, Department Chair; Frankie Hurlburt, Math Department Chair; Warren Martin, Social Studies Department Chair; Teri Ortiz, Science Department Chair

#### Participants

All teachers

#### Schedule

Biweekly, from 9/24/2014 to 9/24/2014



### PD Opportunity 3

Provide additional support to ensure the effective implementation of lesson development that includes rigorous instructional strategies that encompasses deep questioning and application of the Florida State Standards.

#### Facilitator

John C. Lux, Principal; Tiffany Anderson, Assistant Principal; Graciela Figueiras, Department Chair; Frankie Hurlburt, Math Department Chair; Warren Martin, Social Studies Department Chair; Teri Ortiz, Science Department Chair

#### Participants

All teachers

#### Schedule

Biweekly, from 9/22/2014 to 5/25/2015

**G3.** Increase student achievement by providing support and intervention for students displaying Early Warning Signs.

**G3.B1** There is limited parental involvement from parents of students that display Early Warning Signs.

**G3.B1.S1** Utilize data from district reports and school reports to target students with a low attendance rate.

### PD Opportunity 1

Introduce attendance goals to teachers at the Opening of School meeting.

#### Facilitator

John C. Lux, Principal; Tiffany Anderson, Assistant Principal

#### Participants

All teachers

#### Schedule

On 8/15/2014

**G3.B1.S2** Utilize data from district and school reports to target students with two or more behavioral referrals.

**PD Opportunity 1**

Introduce school-wide discipline plan to the teachers during the Opening of School Meeting.

**Facilitator**

Tiffany Anderson, Assistant Principal; Randall Cromer, Assistant Principal

**Participants**

All teachers

**Schedule**

On 8/15/2014

**G3.B1.S3** Utilize data from district, state, and school reports to target students that scored below proficiency on the statewide assessment.

**PD Opportunity 1**

Review statewide assessment data from 2013-2014 school year.

**Facilitator**

Tiffany Anderson, Assistant Principal

**Participants**

All teachers

**Schedule**

On 8/14/2014

**PD Opportunity 2**

Provide teachers with professional development on effective instructional strategies for students who scored below proficiency on the statewide assessment.

**Facilitator**

Tiffany Anderson, Assistant Principal; Graciela Figueiras, Language Arts Department Chair; Frankie Hurlburt, Math Department Chair; Teri Ortiz, Science Department Chair; Warren Martin, Social Studies Department Chair; Jackie Barker, Electives Department Chair.

**Participants**

All teachers

**Schedule**

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

### PD Opportunity 3

Utilize data from the District Assessments to drive instruction to increase student achievement in students that scored below proficiency on the statewide assessment.

#### Facilitator

Tiffany Anderson, Assistant Principal; Graciela Figueiras, Language Arts Department Chair; Frankie Hurlburt, Math Department Chair, Teri Ortiz, Science Department Chair; Warren Martin, Social Studies Department Chair; Jackie Barker, Electives Department Chair.

#### Participants

All teachers

#### Schedule

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

**G4.** Increase opportunities for students to participate in STEM and/or CTE initiatives and programs to be college and career ready.

**G4.B1** Teachers have limited training on adding rigorous problem –solving activities to lessons and incorporating the Florida State Standards.

**G4.B1.S1** Utilize effective planning protocols and implementation of problem solving strategies to encourage more rigorous related interactions with text by explicitly teaching students to independently form higher order thinking questions while participating in STEM activities.

### PD Opportunity 1

Introduce goal to increase student participation in STEM/CTE activities.

#### Facilitator

Teri Ortiz, Department Chair

#### Participants

Science Teachers

#### Schedule

Monthly, from 8/25/2014 to 5/25/2015

## **PD Opportunity 2**

Provide teachers with professional development on how to involve students in various District STEM competitions.

### **Facilitator**

Teri Ortiz, Department Chair

### **Participants**

Science Teachers

### **Schedule**

On 9/18/2014

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Increase support to parents and build positive relationships to improve student achievement.	300
<b>Goal 2:</b> To increase student achievement by improving core instruction in areas.	3,000
<b>Goal 3:</b> Increase student achievement by providing support and intervention for students displaying Early Warning Signs.	1,000
<b>Goal 4:</b> Increase opportunities for students to participate in STEM and/or CTE initiatives and programs to be college and career ready.	300
<b>Grand Total</b>	<b>4,600</b>

Goal 1: Increase support to parents and build positive relationships to improve student achievement.		
Description	Source	Total
<b>B1.S1.A2</b> - Food		300
<b>Total Goal 1</b>		<b>300</b>

Goal 2: To increase student achievement by improving core instruction in areas.		
Description	Source	Total
<b>B1.S1.A6</b> - Workbooks to with the Florida State Standard.	Other	3,000
<b>Total Goal 2</b>		<b>3,000</b>

Goal 3: Increase student achievement by providing support and intervention for students displaying Early Warning Signs.		
Description	Source	Total
<b>B1.S3.A3</b> - Student incentives		1,000
<b>Total Goal 3</b>		<b>1,000</b>

Goal 4: Increase opportunities for students to participate in STEM and/or CTE initiatives and programs to be college and career ready.		
Description	Source	Total
<b>B1.S1.A3</b> - Competition fees		300
<b>Total Goal 4</b>		<b>300</b>