Howard W. Bishop Middle School

2014-15 School Improvement Plan

Howard W. Bishop Middle School

1901 NE 9TH ST, Gainesville, FL 32609

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	60%

Alternative/ESE Center	Charter School	Minority
No	No	65%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Howard Bishop Middle School is to educate all students to achieve their highest level of academic and technical performance, while fostering positive growth in social/emotional behaviors. We commit to a collaborative and comprehensive system of support (teaming, student services, parents, community services, etc.) utilizing all available resources to assure these student outcomes.

Provide the school's vision statement

In order to support our District's mission statement that "We are committed to the success of every student" we accept that it is our job to overcome obstacles and do all we can to ensure our students are prepared to move to the next level.

School Environment

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

Mr. Gamble strives to be involved in the community. He attends community sponsored events in the school's service area. Events such as night out in apartment complexes, community forums, and other activities that take place that will give him and other administrators an opportunity to connect with students and parents. Administrators have also met with community stakeholders to discuss ways to support one another and thus improve awareness of students and communities needs.
We also learn about our students and build relationships through our recognition of a Student of the Week from teach team. Teachers nominate a student who has been exemplary in their citizenship to the school community.
We also host Open House and Sixth Grade Orientation which allows us to meet our parents and spend time outside of the school day with our students.
This year our news crew has implemented a morning news segment entitled Guess who? During the segment the news crew shares interesting facts about teachers with students. Students are charged with guess which teacher the interesting facts are about.
Relationships are also built between teachers and students through our Positive Behavior Support System. Teachers build relationships through positive praise/reward of desired/appropriate behaviors.

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

Before and after school we provide and require that students are in designated areas where adult supervision takes place. A duty schedule was developed by the leadership team, that assigns teams to cover duty posts on assigned days. Members of the Student Support Services Team (SSST) also monitor the designated areas and most have been trained on recognizing trigger of disruptions, bullying, etc. The School Resource Officer is also present in high traffic areas to aid in supervision as well.
During the school day teachers are encouraged to be in the hallways between classes engaging with students. Students are encouraged to seek help when needed. Each of the three administrators are assigned a lunch period which provides an opportunity for them to engage with and provide support to students.

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

School wide participation in PBS. Reinforce/Rewards for positive behaviors. Clear behavioral expectations are set at the beginning of the year when all students attend grade-level assemblies where expectations are explained and discussed. These expectations are reinforced daily and subsequent assemblies are held at the beginning of the second semester as a refresher/reminder of the expectations. There are also protocols for having students serve short time-outs for classroom managed behaviors. Dean attend quickly to office managed behaviors. Deans also attend team and faculty meetings to provide support for staff and share behavior management tips/suggestions.

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

The Howard Bishop Middle School Guidance Program ensures the social and emotional needs of all students are being met through a systematic delivery system. This includes a classroom guidance program using the Second Step curriculum addressing communication skills, interpersonal skills, health, wellness and safety. Students are also supported through individual response services addressing more immediate needs. The guidance program includes numerous supports including but not limited to small group counseling, referral to outside agencies, the Motiv8 mentoring program, peer mediation, high school and academic planning, consultation and collaboration services. We also partner with CSD Family and Behavioral Services who provide a full time counselor and program titled "Project Success", which provides mentoring, counseling, and small group pull out for students.

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

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

All early warning indicators data can be assessed through the district data site Infinite Campus. Teacher teams also meet twice monthly to discuss student progress. Students of condern are often identified in these meetings. The student's name along with concerns are forwarded by team leaders to the SSST. Student data is discussed monthly by the SSST. The SSST then makes recommendations or initiates interventions for students of concern. The SSST also recommends students to the EPT team to request meetings and further implementation of interventions. Priority is given to students who exhibit two or more of the following early warning indicators:
i. Five or more absences in a month.
ii. One or more suspensions
iii. Failing one or more core courses.
iv. Level 1 on statewide assessment. (Reading/math)
Through EPT meetings interventions are discussed and implemented. Student progress towards improvement is monitored by teachers and the EPT team.

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	26	26	25	77
One or more suspensions	27	26	17	70
Course failure in ELA or Math	15	50	42	107
Level 1 on statewide assessment	88	78	72	238

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	21	19	20	60

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

Students exhibiting two or more early warning indicators will be scheduled for Educational Planning Team meetings to discuss progress and interventions appropriate to address areas of concern.
Attendance:
Student attendance is monitored daily by homeroom teachers. Homeroom teachers are expected to make parent contact if the students attendance becomes a concern. They are also asked to forward attendance concerns to the attendance clerk. Attendance reports are review monthly to identify students who may be truant. EPT meetings are scheduled for students with 5 or more unexcused absences. As part of the EPT meeting an Attendance Plan is developed and agreed upon by the participants. These students are also reported the districts truancy officer for further intervention.
Suspensions:
Students with a history of discipline are identified at the beginning of the school term. These students are paired with a member of the SSST for support and encouragement. Students behavior is monitored often times through the use of a daily behavior/point sheet. Students who need tier 2 and/ or tier 3 interventions are recommended for participation in Project Success. Students who do not seem to respond to school level intervention, may be referred to an outside agency for assistance.
Course Failures:
School counselors identify students who have failed courses (failed to receive credit) and provide them with options and opportunities to make up the course. Student may participate in the after school CROP program, Alachua eSchool, or Florida virtual school in lieu of participating in their elective classes. Proactively counselors and school staff communicate credit and grade expectations with parents during 6th grade orientation, meet the teacher, and by providing credit/course expectations on our school website.
FCAT Level 1:
Lowest performing students are identified and information is provided to teachers.
Reading students are scheduled into READ 180.

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

The Howard Bishop school website is up to date with current and pertinent information for families. Four parent teacher conference nights have been scheduled for the school year after regular school hours to promote greater communication between parents and teachers. Frequent phone homes are sent out to parents informing them of special events, activities, and opportunities. The principal also works closely with the PTA and SAC committees to keep parents informed ad collaborate on the schools efforts, mission, vision, and initiatives.
Teachers are encouraged to use the district gradebook and parent portal to keep parents informed of student progress. Many of the teachers have also created classroom webpages to further engage and communicate with parents.

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

We work with neighborhood resources such as the Library Partnership and faith-based organizations such as Upper Room Ministries to support off-campus and after-hours assistance for our students. We are fortunate to have representatives from these organizations serve on our SAC both to let us know what services they can provide to students and how we can support them. We are open to groups such as the National Society for Black Engineers from the University of Florida to help promote their Walk for Education event in our neighborhood.
This past summer several teachers spearheaded a volunteer drive to secure materials and labor to help paint classrooms.

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
Gamble, Mike	Principal
Ball, Kim	Assistant Principal
Stokes, Anyana	Assistant Principal
Doherty, Steven	Teacher, K-12
Morris, James	Teacher, K-12
Pearson, James	Teacher, K-12
Rhodes, Lewis	Teacher, K-12
Spiers, Audrey	Teacher, K-12
Yancey, Patricia	Teacher, K-12

Duties

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

The school's leadership team meets twice a month. The school's leadership team is comprised of the Principal, two assistant principals, and six team leaders (2 from each grade level). Leadership team members share progress data with theirs teams and departments.

The leadership team is chaired by the Principal who is responsible for implementing, supporting and evaluating the data and ensuring the process is working in conjunction with the goals of the school improvement plan. Information is shared with the leadership team who are responsible for sharing the information with all members of their team. All teachers are assigned to a team. Often times team leaders are asked to discuss school wide initiatives, concerns and bring feedback from their teams to the leadership meeting. Thus all members of the school community have an opportunity to participate in the process.

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 school Leadership Team, Student Services Team, and/or Individual Grade Level Teams identify students who are not making adequate progress. Key players directly involved with the students of concern, define the problem, develop an intervention plan, implement the plan, chart progress and use data to evaluate the plan. The APC provides curricular support and the APA provides behavioral support while both assist in training teachers. Both help to develop either behavior(APA)or academic (APC)interventions based on the student's needs, supported by the data. School counselors provide training and support in the RTI process, work with teachers through the problem solving cycle; and facilitate the communication with the team leaders and /or parent(s). Team leaders, counselors,and deans assist in training, assessment support, reviewing students rate of progress, data collection, and student records.

Although 57% of Howard Bishop's students are on free or reduced lunch, we are not a Title 1 school. State & local funds are provided to our School Advisory Council to spend. This year we have earmarked a percentage of those funds to be spent on mini-grants for the grade-level teams. These funds are also used to provide for substitute teachers when teachers are out for professional development. Local CREATE funds are also available to the school for professional development. Our guidance department teams with the local Catholic Charities to provide the "Backpacks for Needy Families" program. Catholic Charities provide the backpacks that are filled with non-perishable food items. Needy families are identified at the school level and the food-filled backpacks are sent home with students on Friday afternoons to ensure the students will have something to eat over the weekend.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Karl Anderson	Parent
Alicia Laboy	Education Support Employee
Carressa Hutchinson	Business/Community
Darry Lloyd	Business/Community
Michael Gamble	Principal
Elisa Beachy	Teacher
Michele Milinkovic	Teacher
Amy Murphy	Business/Community
Brianna Kennedy-Lewis	Business/Community
Angela Petralia	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

Last year's plan/goals are reviewed by the council. The council discusses implementation and effectiveness of strategies and action plan. Based on evaluation of outcomes recommendations are made for the next year's plan and goals.

Development of this school improvement plan

Desired outcomes and goals will be reviewed and discussed. All stakeholders are given the opportunity to provide input related to instruction strategies, implementation, and monitoring of the plan. SAC members will discuss the plan before submission.

Preparation of the school's annual budget and plan

After receiving input from all stakeholders, school administration prepares the school plan for approval of the council.

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

SAC funds were used to support the school's learning goals and initiatives. Funds are used for staff development, teacher project requests, climate surveys, parent involvement incentives, Positive Behavior support rewards, and student recognition.
Staff Development 30%, Teacher Projects 50%, Other 20%

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
Gamble, Mike	Principal
Ball, Kim	Assistant Principal
Stokes, Anyana	Assistant Principal
Yancey, Patricia	Teacher, K-12
Cornelison, Teresa	Teacher, K-12
Brugger, Kathleen	Teacher, K-12
Beachy, Elisa	Teacher, K-12
Masuda, Judith	Teacher, K-12
Doherty, Steven	Teacher, K-12
Morris, James	Teacher, K-12
Pearson, James	Teacher, K-12
Rhodes, Lewis	Teacher, K-12
Spiers, Audrey	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The literacy team meets weekly. Literacy strategies will be shared at monthly faculty meetings. Members of the literacy team are also responsible for sharing additional strategies and promoting there use within their teams and/or departments.
Florida Standards training will be provided across all content areas through monthly meetings with departments. District personnel will be asked for assistance in understanding and aligning item specifications and standards with instruction delivered.
The team with input from the faculty adopted a yearlong vocabulary initiative centered around a Word of the Week (WOW). WOW will be incorporated in to homeroom time.
Administrators as members of the literacy team will check lesson plans and conduct walk throughs to monitor integration of literacy strategies. Administrators will also assure that staff are afforded opportunities to participate in staff development and training that further the use of research based instructional strategies.

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

To encourage positive working relationships between teachers we have developed a duty and meeting calendar that provides teachers with the time needed to collaborate planning and instruction. The meeting calendar designates a time for team meetings each week, department meetings once each month, and faculty meetings twice each month. These times are guarded and protected meeting times. Teams participate twice monthly in discussions centered around school culture, teacher behaviors, and student achievement.

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

Mr. Gamble works collaboratively with the district to attract and retain teachers. Bishop teachers frequently coach intern students from the University of Florida and St. Leo University. Interns see the

best we have to offer and benefit from their experience here in the hopes that they would apply when positions become available.

New teachers are provided a district mentor teacher who

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

We have established a professional learning community with our first year teachers and teachers that are new to Howard Bishop. The group meets once a month with the assistant principal to cover procedures, county forms, behavior management, assessing student performance, managing parent conferences and to encourage collaboration and provide professional development. Each new teacher is also a part of a grade level team in which the team leader serves as a mentor.

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

Howard Bishop uses state adopted textbooks in all subject areas. Teachers also follow and align instruction to the district pacing guides. District Content Area Supervisors also meet with Department Chairs to provide up to date information on Florida standards and requirements. That information is then shared with all teachers in the school department.

Administrators frequent classrooms not only conducting formal observations but snapshots as well. A snapshot calender has been developed to insure that instructional programs are monitored. Lesson plan review and discussion also give assurance that programs and materials are aligned to the standards.

Instructional Strategies

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

The data from state, district, and mini benchmark assessments drive our decisions for differentiated instruction. Department Chairs lead monthly meetings to review data in academic departments. They provide the collaborative forum for monitoring, analyzing, identifying specific needs and problem solving. District personnel will be invited to assist in those meetings providing solutions and support. next, teachers within those departments will monitor their own students' progress implementing solutions and interventions, such as small group instruction for reteaching and reassessing or coordinating individual mentor tutoring.

Reading: Assessment data is collected from FAIR, teacher mini benchmark assessments and SRI. The READ 180 program is designed to instruct our low level readers and ESE students. The program generates it own benchmark assessments. The District Reading coach will be used every other week to provide assistance in tracking students, conducting student data chats and/or providing individual tutoring.

Math and Science; Assessment data comes from the district On Track formative assessment and curriculum mini benchmark assessments set by the district pacing guide.

Writing: assessment data comes from the formative prompts generated by the district and teacher mini informal assessments.

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: 20,000

Extended Day Enrichment Program (EDEP) is a fee based after school program new to Howard Bishop this year. Some examples of enrichment activities include: Cooking lessons, track and field, gardening, emerging engineering, digital technology, drama, computer skills, sports, foreign language, Girl Scouting, 4H clubs, astronomy and chess.

Strategy Rationale

EDEP supports student's academic success by offering assistance-based homework time. Students are provided a quiet place to work and activity leaders are available to help with any homework questions. By working cooperatively with moms, dads and teachers, EDEP can help children master accountable homework performance. Enrichment activities provide students with background knowledge and real world experiences to enhance their learning and comprehension.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Stokes, Anyana, stokesay@gm.sbac.edu

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

EDEP coordinator will provide attendance data to Assistant Principal. Report card data will also be analyzed each semester for progress of participants.

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 6th graders:
Assistant Principal, Dean, and Counselors visit the feeder elementary schools to provide 5th graders an overview of what they can expect in 6th grade. We also participate in a question and answer period to address the specific needs of the students. Sixth grade orientation is also held on site. We invite 5th graders from our feeder schools to join us on an evening in May to provide information to them and their parents on the expectations and requirements for middle school.
Fifth graders interested in our magnet program are provided several opportunities to attend school here at Bishop for a day. They are given the opportunity to select classes that they would like to participate and they get to follow a custom made schedule for the day. They also eat lunch in our cafeteria with the current class of 6th graders.The Academy of Technology and Gifted Studies also hosts an Open House which showcases the programs teachers, curriculum, and activities.. Incoming Academy students also are invited to attend "Titans in Training" Camp during the summer to even further support their transition.
Exiting 8th Graders:
Counselors provide instruction to 8th graders in career exploration and high school planning. Each student will develop a personal high school academic plan and participate in a career planning course

as a requirement for promotion to 9th grade. Eight grade parent night is also held as an opportunity for parents and students to hear from school based and district personnel on the programs and requirements needed for high school. Students are also encouraged to attend the 9th grade orientations held by the high schools.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

Workforce development company The Whetstone Group established IT programs in 25 Florida middle schools last year through a grant from CareerSource Florida. Locally, companies like Grooveshark, InfoTech and GRU supported Howard Bishop's program. Students worked toward industry certifications in Microsoft Word, Excel and PowerPoint as well as Adobe Photoshop, InDesign, Illustrator, Flash and Dreamweaver. Certifications are recognized in workplaces worldwide. Through an agreement with Santa Fe College, students who have earned the Microsoft Office Specialist certification can earn three college credits towards the Microsoft Office Applications course.

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   Improve the percentage of students achieving proficiency in reading.

G2.   Improve the percentage of students achieving proficiency in math.

G3.   Improve the percentage of students who demonstrate proficiency in writing.

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. Improve the percentage of students achieving proficiency in reading. `1a`

Targets Supported `1b`

`G048905`

Indicator	Annual Target
AMO Reading - All Students	73.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal `2`

- School literacy Team Curriculum Scheduling Instructional Coach Teacher Collaboration School Culture

Targeted Barriers to Achieving the Goal `3`

- 43% of students have not met or exceeded proficiency in reading.

Plan to Monitor Progress Toward G1. `8`

FAIR and Teacher created standards assessments

Person Responsible
Mike Gamble

Schedule
Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion
Students will demonstrate mastery or growth on assessments.

G2. Improve the percentage of students achieving proficiency in math. 1a

G048907

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
Math Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Scheduling Curriculum After school program District Personnel Tutoring District Pacing Guides Computer Programs

Targeted Barriers to Achieving the Goal 3

- 45% of students did not achieve proficiency (Level 3) on 2014 FCAT. Students lack experience with application of math skills.

Plan to Monitor Progress Toward G2. 8

Teacher standards assessment data

Person Responsible
Mike Gamble

Schedule
Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion
Students demonstrating mastery or growth on standards assessments.

G3. Improve the percentage of students who demonstrate proficiency in writing. `1a`

G048909

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	73.0

Resources Available to Support the Goal `2`

- Computer software District Personnel Practice Assessments

Targeted Barriers to Achieving the Goal `3`

- 46% of students failed to achieve level 3.5 or higher on 2014 FCAT Writes.

Plan to Monitor Progress Toward G3. `8`

Teacher standards assessment data

Person Responsible

Mike Gamble

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students should demonstrate mastery or growth on standards assessments.

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. Improve the percentage of students achieving proficiency in reading. `1`

🔑 G048905

G1.B1 43% of students have not met or exceeded proficiency in reading. `2`

🔑 B122131

G1.B1.S1 School wide initiative to increase vocabulary. `4`

🔑 S134083

Strategy Rationale

Vocabulary words will be selected that are used across all content areas and frequented on standardized tests. Knowledge of these words is essential for student success. Reteaching, Re framing, and Processing of the word will allow students to make connections and further their understanding of the vocabulary addressed school wide.

Action Step 1 `5`

Implement school wide vocabulary Initiative (Word of the Week).

Person Responsible

Kim Ball

Schedule

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

Evidence of Completion

Administrator walk throughs.

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

Observe implementation during homeroom classes.

Person Responsible

Kim Ball

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Classroom walkthroughs

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

Homeroom observations of implementation

Person Responsible

Kim Ball

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Students engaged in CODE activities Teacher feedback of student vocabulary knowledge

G2. Improve the percentage of students achieving proficiency in math. 1

🔑 G048907

G2.B1 45% of students did not achieve proficiency (Level 3) on 2014 FCAT. Students lack experience with application of math skills. 2

🔑 B122133

G2.B1.S2 Promote school culture of high expectations 4

🔑 S141547

Strategy Rationale

The majority of students will only aim as high as we set the target, so it is our responsibility to set high standards from the start and to maintain and promote a culture where that is the norm.

Action Step 1 5

School wide book study and implementation of communities of practice.

Person Responsible

Mike Gamble

Schedule

Weekly, from 8/1/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Weekly administrative planning meetings. Administrators participate in communities of practice

Person Responsible

Mike Gamble

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Meeting Notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Observation of teacher engagement in communities of practice.
Monitor behavior data. Referrals and suspension.
Leadership team feedback

Person Responsible

Mike Gamble

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Discipline Data

G3. Improve the percentage of students who demonstrate proficiency in writing. `1`

🔑 G048909

G3.B1 46% of students failed to achieve level 3.5 or higher on 2014 FCAT Writes. `2`

🔑 B122135

G3.B1.S4 Promote school culture of high expectations. `4`

🔑 S141551

Strategy Rationale

The majority of students will only aim as high as we set the target, so it is our responsibility to set high standards from the start and to maintain and promote a culture where that is the norm.

Action Step 1 `5`

School wide book study and implementation of communities of practice.

Person Responsible

Mike Gamble

Schedule

Weekly, from 8/1/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S4 [6]

Weekly administrative planning meetings. Administrators participate in communities of practice

Person Responsible

Mike Gamble

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Meeting Notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 [7]

Observation of teacher engagement in communities of practice.
Monitor behavior data. Referrals and suspension.
Leadership team feedback

Person Responsible

Mike Gamble

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Discipline Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Implement school wide vocabulary Initiative (Word of the Week).	Ball, Kim	8/25/2014	Administrator walk throughs.	5/29/2015 quarterly
G2.B1.S2.A1	School wide book study and implementation of communities of practice.	Gamble, Mike	8/1/2014		6/5/2015 weekly
G3.B1.S4.A1	School wide book study and implementation of communities of practice.	Gamble, Mike	8/1/2014		6/5/2015 weekly
G1.MA1	FAIR and Teacher created standards assessments	Gamble, Mike	9/2/2014	Students will demonstrate mastery or growth on assessments.	6/3/2015 monthly
G1.B1.S1.MA1	Homeroom observations of implementation	Ball, Kim	9/2/2014	Students engaged in CODE activities Teacher feedback of student vocabulary knowledge	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Observe implementation during homeroom classes.	Ball, Kim	9/30/2014	Classroom walkthroughs	5/29/2015 monthly
G2.MA1	Teacher standards assessment data	Gamble, Mike	8/25/2014	Students demonstrating mastery or growth on standards assessments.	5/29/2015 monthly
G2.B1.S2.MA1	Observation of teacher engagement in communities of practice. Monitor behavior data. Referrals and suspension. Leadership team feedback	Gamble, Mike	9/2/2014	Discipline Data	6/5/2015 biweekly
G2.B1.S2.MA1	Weekly administrative planning meetings. Administrators participate in communities of practice	Gamble, Mike	8/19/2014	Meeting Notes	6/5/2015 weekly
G3.MA1	Teacher standards assessment data	Gamble, Mike	8/18/2014	Students should demonstrate mastery or growth on standards assessments.	6/4/2015 monthly
G3.B1.S4.MA1	Observation of teacher engagement in communities of practice. Monitor behavior data. Referrals and suspension. Leadership team feedback	Gamble, Mike	9/2/2014	Discipline Data	6/5/2015 biweekly
G3.B1.S4.MA1	Weekly administrative planning meetings. Administrators participate in communities of practice	Gamble, Mike	8/19/2014	Meeting Notes	6/5/2015 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 Opportuntities

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

G2. Improve the percentage of students achieving proficiency in math.

G2.B1 45% of students did not achieve proficiency (Level 3) on 2014 FCAT. Students lack experience with application of math skills.

G2.B1.S2 Promote school culture of high expectations

PD Opportunity 1

School wide book study and implementation of communities of practice.

Facilitator

Principal in collaboration with University of Florida Department of Education professor

Participants

All staff

Schedule

Weekly, from 8/1/2014 to 6/5/2015

G3. Improve the percentage of students who demonstrate proficiency in writing.

G3.B1 46% of students failed to achieve level 3.5 or higher on 2014 FCAT Writes.

G3.B1.S4 Promote school culture of high expectations.

PD Opportunity 1

School wide book study and implementation of communities of practice.

Facilitator

Principal in collaboration with University of Florida Department of Education professor

Participants

All staff

Schedule

Weekly, from 8/1/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Improve the percentage of students achieving proficiency in reading.	2,000
Grand Total	**2,000**

Goal 1: Improve the percentage of students achieving proficiency in reading.		
Description	**Source**	**Total**
B1.S2.A2 - Cover cost of substitute teachers	School Improvement Funds	1,500
B1.S3.A1 - Purchase books for staff	General Fund	500
Total Goal 1		**2,000**