

Creekside Middle School



2014-15 School Improvement Plan

Creekside Middle School

6801 AIRPORT RD, Port Orange, FL 32128

<http://myvolusiaschools.org/school/creekside/pages/default.aspx>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

40%

Alternative/ESE Center

No

Charter School

No

Minority

18%

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 Volusia 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

Creekside Middle School is a creative, compassionate, and supportive learning community dedicated to encouraging one another in a challenging and academically focused, and innovative environment.

Provide the school's vision statement

Creekside Middle School is a creative, compassionate, and supportive learning community dedicated to encouraging one another in a challenging and academically focused, and innovative environment.

School Environment

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

Each year during the summer we host an orientation for our incoming 6th graders we call WEB (Welcome Every Body). It allows the teachers to meet and bond with the students prior to the beginning of the school year. Our 8th grade students are also WEB leaders during this event. Games that promote teamwork and bonding are incorporated throughout the day.

In addition our counselors attend all of our feeder schools and meet with all incoming students to build rapport and work on the students schedule. Also we host a visitation for students during the day and an evening night for the parents for every grade level prior to the start of the school year. Administrators, counselors, teachers and staff are on hand to answer questions and meet parents and students.

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

Before school begins and at dismissal administrators, teachers, parents, and campus advisers are placed strategically through out the campus and highly visible. All students have designated waiting areas where adults are present.

Counselors meet regularly with students and offer programs on Positive Choices, Anti-Bullying, and peer buddies. Students have access to counselors throughout the day through the use of our I need to see the counselor slips.

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 principal values instructional time and works to protect it by the design of the bell schedule, procedures for announcements, and expectations for behavior and on task time. All students and teachers are aware of the importance and value placed on our instructional time. Students are expected to be on time to class and a process is in place for students who are not. Clear behavioral guidelines have been developed by the Behavioral Leadership Team with our Cougar Code; Be Prompt, Be Prepared, Be Productive, Be Polite, Be Positive. Disciplinary issues are handled promptly by administration.

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

Teachers and guidance counselors are trained to look for signs and respond to the needs of students. Our guidance counselors are assigned to the same grade group for three years so they travel with the same group of students their entire middle school years. The following programs are also offered to our students:

- Suicide Prevention Programs
- Anti-Bullying Program
- Drug Prevention Program
- SWAT(Students Working Against Tobacco)
- Peer Counseling

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

Creekside Middle School uses the early warning systems report on a quarterly basis. The indicators are as follows:

- Course failures in ELA or math
 - Attendance below 90% including out of school suspension
 - Year to date suspension 1 or more
 - Level 1 on statewide assessments in ELA or math
- Any student who meets at least 2 of these indicators will have their parents invited to a meeting at the school.

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	8	25	14	47
One or more suspensions	4	9	9	22
Course failure in ELA or Math	51	48	18	117
Level 1 on statewide assessment	26	27	33	86
	0	0	0	

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	32	40	53	125

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

The Early Warning System report is used to determine school-wide trends which impact academic performance of students at Creekside Middle School. The indicators that appear to be most critical

become the focus of our schools intervention plan. These areas are are regularly discussed during school leadership meetings and during Professional Learning Communities where data is considered and analyzed so research based interventions can be applied. The following interventions are used at Creekside:

- Tutoring
- Professional Development
- Remediation

The EWS report allows us to determine if the interventions are being successful in helping our students. For the students who are still not being successful they are referred to the schools Problem Solving Team(PST) and the parent is always invited in order to develop interventions that can be developed and monitored for success.

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

Parent Involvement will continue to grow as measured through the Five Star Award process with an expected gain of parents and business partners.

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

Creekside has a very active partnership with many local business partners who have donated various items to help the school. We also host a business partner meet and greet and our open house and honor our partners each year with a breakfast.

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
Lockamy, Marci	Assistant Principal
Picott, Jerry	Assistant Principal
Pohlmann, Robert	Assistant Principal
Meade, D'Anna	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 RtI leadership Team (known as the Creekside Academic Council) functions as a natural extension of the school's grade level specific Problem Solving Teams (PST). The school's three PST's includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST's pre-embedded in the infrastructure of the school. Core members of the PST are the assistant principal, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team facilitates sub-groups by discipline and grade level to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, interventions are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings. Teachers meet monthly to discuss concerns of individual students during Student Success Team meetings led by grade level guidance counselors. Interventions are brainstormed and then tracked and reported after several weeks of implementation by the teachers. Teacher support systems include the reading coach, administrators, mentors, behavior specialist, social worker, and school psychologist.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

Creekside Middle offers the following non-violence and anti-drug programs:

- Student Mentoring Program

- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

Nutrition Programs

Creekside Middle offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Nutrition and Wellness classes
- Culinary Club

Job Training

Creekside Middle offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Creekside Middle offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, and Health career clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA and FFEA.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Amanda El Shemi	Teacher
Danielle Parthemore	Parent
D'Ann Meade	Teacher
Denise Breneman	Business/Community
Diana Conway	Parent
Diane Coleman	Teacher
Emily Tolbert	Teacher
Gillian Sayyah	Teacher
Jeff Rundall	Parent
Jennifer Marano	Parent
Jenny Lafond	Parent
Jill Yanus	Parent
John Cash	Principal
Julie Fowler	Parent
Kim Rice	Parent
Linda Caruso	Parent
Lorri Cummins	Parent
Melissa Rinaldi	Teacher
Michele Duguay	Teacher
Michelle Williams	Education Support Employee
Randi Parsell	Parent
Renee Williams	Parent
Jerry Picott	Education Support Employee

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

In order to evaluate the effectiveness of last years school improvement plan, our leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty as well as the school advisory council to receive input.

Development of this school improvement plan

The School Advisory Council will be involved with the development and monitoring of our School Improvement Plan. The council meets monthly to discuss and advise on many topics such as; Data Analysis, Five Star School Award, Business Partners and Volunteers, School Operations, Surveys, Program Highlights, and school issues.

Preparation of the school's annual budget and plan

School improvement are allocated based on requests submitted to faculty and staff for assistance related to our school improvement goals. Each request is reviewed by the SAC and vote don for approval. We received some SAC funds in May of 2014.

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

School improvement are allocated based on requests submitted to faculty and staff for assistance related to our school improvement goals. Each request is reviewed by the SAC and vote don for approval. We received some SAC funds in May of 2014. The projected use of School Improvement Funds are as follows: \$500 For Anti Bullying Campaign/Presentation, \$1000 for tutoring, \$500 for technology, \$5000 for teacher requests.

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
Cash, John	Principal
Lockamy, Marci	Assistant Principal
Meade, D'Anna	Teacher, K-12
Picott, Jerry	Assistant Principal
Pohlmann, Robert	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Establishing a systematic approach for teacher collaboration for the purpose of increasing student achievement.

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

Professional learning communities: Our departments meet as a PLC twice a month to reflect on data, look at trends and align curriculum. Also, during these meetings data analysis and looking at common formative assessment questions are discussed and shared. Some times the PLCs will make a recommendation for a student who needs more assistance to our problem solving team.

Department meetings are also help monthly to ensure collaboration among all grade levels within the department.

Our reading coach also in involved to direct, assist, and coach teachers in all areas with an emphasis in the ELA area.

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

1. New Teacher Programs (Individualized Professional Development Plan, mentors and peer classroom visits

2. Leadership Opportunities
3. Professional Development and Implementation of new technology
4. Network with Community and Business Partners
5. Collaboration with local Universities and Colleges
6. Maintaining a proactive and engaging school climate
7. District Job Fair.

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

We have assigned our new teachers to Creekside a mentor who is highly qualified and highly effective as an instructor. In addition all first year teachers have a district assigned Peer Assistance and Review Teacher. Activities will include coaching, observations, collaborative lesson planning, and the Empowering Educator Excellence Program.(E3)

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All of Volusia County middle school programs meet or exceed state requirement. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high incident courses. School leaders and teachers are given significant professional development on the implementation on curriculum maps, resources, and assessments.

Professional Learning Communities (PLC's), Lesson Study, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

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

Bi-weekly PLC meetings allow teachers to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during the academic day. Teachers, alongside academic coaches created targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from classroom teachers and para-professionals.. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). Additionally, department meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility. District specialists provided professional development on differentiated instruction during our school based PLC's.

The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets monthly to talk about what trends are being seen in the classrooms. Instructional coaches work side

by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on campus.

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:

Thirty minutes before school students have access to our Media center where computer based tutoring available in core subjects. After school tutoring is available for 45 minutes every Tuesday using our local high school students who need service credit. In addition we have 30 minutes four days a week built into the school day where students can receive remediation, help with homework, or make up missed work or exams.

Strategy Rationale

Tutoring can help struggling students receive additional support and practice to make gains in core academic areas.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Cash, John, jecash@volusia.k12.fl.us

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

Data is assessed through various means such as Pinnacle, progress monitoring, Data Analysis protocol, Writing Prompt results, District Assessments, Data Warehouse, Conferences, teacher observation, PLC's conferences, data chats, and Leadership team meetings.

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

Our school works with our feeder schools to assist our incoming 6th grade students with the registration process as well as to familiarize the students and parents with our campus. We also work with our departing 8th grade students to the high school they will attend. The counselors from the high schools visit our campus and assist with the registration process and the course offerings.

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

Creekside Middle uses a multi-tiered approach to help students take the proper classes. This begins with the previous teachers recommendation, data analysis of test scores, student/parent desire with guidance from the school counselor.

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

Creekside Middle incorporates various strategies and tools to ensure our students are prepared for high school graduation and the workplace. We offer classes which allow students the opportunity to earn high school credit in the following areas: Algebra 1, Algebra 2, Spanish, and Microsoft Office Specialist. We also offer advanced classes in the area of Math, Social Studies, and science. In addition we have a robotics class as well as a synergistic lab.

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

The 8th grade counselors have a career unit through the history class, Also students work with counselor with a computer based program to to select high school courses and career opportunities.

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

High School Showcase
Computing for College and Careers
STEM

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.** All teachers will support a school wide plan to increase student achievement in mathematics with an emphasis on our lowest quartile of students.

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. All teachers will support a school wide plan to increase student achievement in mathematics with an emphasis on our lowest quartile of students. 1a

G050294

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
FSA - Mathematics - Proficiency Rate	60.0
Algebra I EOC Pass Rate	95.0
FSA - English Language Arts - Proficiency Rate	60.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Teachers, Administrators, Parents, Professional Learning Communities, tutoring, PAWS Period(intervention time built into the the day), Common Core Curriculum, Cougar Mentoring Program for targeted lowest quartile math students. Pinnacle, VIMS, Reading Coach, frequent formative assessments, PD 360, Par Teachers, Odyssey Lab

Targeted Barriers to Achieving the Goal 3

- Students may have early warning indicators, attendance issues, motivation issues, discipline issues, gaps in instruction, access to effective intervention, availability of technology based programs for remediation.

Plan to Monitor Progress Toward G1. 8

Frequent formative assessments, summative assessments, professional development, project based assessments, District Assessments, walk-throughs, knowledge on Hattie's Effect Size, Knowing and emphasizing power components

Person Responsible

John Cash

Schedule

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

Evidence of Completion

PLC report sheet, Data meetings with Leadership team, Pinnacle Grades, DA Assessments, State test results

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. All teachers will support a school wide plan to increase student achievement in mathematics with an emphasis on our lowest quartile of students. **1**

 G050294

G1.B1 Students may have early warning indicators, attendance issues, motivation issues, discipline issues, gaps in instruction, access to effective intervention, availability of technology based programs for remediation. **2**

 B125979

G1.B1.S1 Lowest quartile students in math have been identified and assigned a school based teacher mentor. The student and teacher will meet weekly to review math plan developed for each student. **4**

 S137857

Strategy Rationale

These students need extra consistent adult intervention to assist with organizational skills, homework and positive reinforcement.

Action Step 1 **5**

Teachers assigned to targeted students for mentoring and assistance.

Person Responsible

John Cash

Schedule

Biweekly, from 9/10/2014 to 5/25/2015

Evidence of Completion

Data collected from teachers during student session. Sign in sheet

Action Step 2 5

Targeted students will be assigned to technology based math intervention program.

Person Responsible

John Cash

Schedule

Weekly, from 10/10/2014 to 5/15/2015

Evidence of Completion

Assessment results and tracking of students' remediation within program

Action Step 3 5

Teachers will be trained on differentiated instruction to meet needs of targeted students they serve

Person Responsible

Jerry Picott

Schedule

On 5/6/2015

Evidence of Completion

Attendance at training, sign in sheets,

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

Monitor student and parent involvement in lowest quartile intervention plan.

Person Responsible

Jerry Picott

Schedule

On 5/22/2015

Evidence of Completion

Review of weekly assessments and students grades and growth on targeted skill deficits.

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

PLC meetings, PD participation, use of intervention strategies in classroom for targeted students

Person Responsible

John Cash


Schedule

Weekly, from 9/3/2014 to 5/20/2015

Evidence of Completion

Sign in sheets, meeting notes, observation, tracking charts

G1.B1.S2 Offer incentives to our targeted groups based off of academic efforts and improvement on assessments. 4

 S137858

Strategy Rationale

Students can have a tangible reward for increased effort and improvement in mathematics.

Action Step 1 5

Students will be able to earn privileges and reinforcers based on improved effort, behavior, and academic success

Person Responsible

John Cash

Schedule

Quarterly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Increased accomplishment of goals as evidenced by behavior referral data, Pinnacle, observations.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Improvement of target group in behavior, participation, and grades.

Person Responsible

John Cash

Schedule

On 5/29/2015

Evidence of Completion

Decrease of referrals, walk-throughs, Pinnacle data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor through use of multiple data sources such as behavioral and academic data.

Person Responsible

John Cash


Schedule

On 5/29/2015

Evidence of Completion

Pinnacle data, guidance and behavioral referrals, observation

G1.B1.S3 Use frequent formative assessments and classroom instruction based on gradual release and differentiated instruction. 4

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Strategy Rationale

This professional learning will enable teachers to increase their understanding and effective delivery of quality instruction.

Action Step 1 5

Use of formative assessments and RTI

Person Responsible

John Cash

Schedule

Weekly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Student achievement, Pinnacle, observation

Action Step 2 5

Peer Observations on high effect strategies

Person Responsible

Jerry Picott

Schedule

Monthly, from 10/3/2014 to 5/29/2015

Evidence of Completion

PLC minutes, notes, observation feedback, meetings with administration

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Coach and administration will monitor implementation

Person Responsible

Jerry Picott

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Pinnacle, observations, students grades,

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Classroom formative assessments to being monitoring of student progress with goal toward proficiency of summatives.

Person Responsible

John Cash

Schedule

On 5/29/2015

Evidence of Completion

Collect samples of student work, writing prompts, Pinnacle, observation

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	Teachers assigned to targeted students for mentoring and assistance.	Cash, John	9/10/2014	Data collected from teachers during student session. Sign in sheet	5/25/2015 biweekly
G1.B1.S2.A1	Students will be able to earn privileges and reinforcers based on improved effort, behavior, and academic success	Cash, John	10/17/2014	Increased accomplishment of goals as evidenced by behavior referral data, Pinnacle, observations.	5/29/2015 quarterly
G1.B1.S3.A1	Use of formative assessments and RTI	Cash, John	10/10/2014	Student achievement, Pinnacle, observation	5/29/2015 weekly
G1.B1.S1.A2	Targeted students will be assigned to technology based math intervention program.	Cash, John	10/10/2014	Assessment results and tracking of students' remediation within program	5/15/2015 weekly
G1.B1.S3.A2	Peer Observations on high effect strategies	Picott, Jerry	10/3/2014	PLC minutes, notes, observation feedback, meetings with administration	5/29/2015 monthly
G1.B1.S1.A3	Teachers will be trained on differentiated instruction to meet needs of targeted students they serve	Picott, Jerry	9/3/2014	Attendance at training, sign in sheets,	5/6/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Frequent formative assessments, summative assessments, professional development, project based assessments, District Assessments, walk-throughs, knowledge on Hattie's Effect Size, Knowing and emphasizing power components	Cash, John	9/5/2014	PLC report sheet, Data meetings with Leadership team, Pinnacle Grades, DA Assessments, State test results	5/22/2015 weekly
G1.B1.S1.MA1	PLC meetings, PD participation, use of intervention strategies in classroom for targeted students	Cash, John	9/3/2014	Sign in sheets, meeting notes, observation, tracking charts	5/20/2015 weekly
G1.B1.S1.MA1	Monitor student and parent involvement in lowest quartile intervention plan.	Picott, Jerry	10/17/2014	Review of weekly assessments and students grades and growth on targeted skill deficits.	5/22/2015 one-time
G1.B1.S2.MA1	Monitor through use of multiple data sources such as behavioral and academic data.	Cash, John	10/10/2014	Pinnacle data, guidance and behavioral referrals, observation	5/29/2015 one-time
G1.B1.S2.MA1	Improvement of target group in behavior, participation, and grades.	Cash, John	10/10/2014	Decrease of referrals, walk-throughs, Pinnacle data	5/29/2015 one-time
G1.B1.S3.MA1	Classroom formative assessments to being monitoring of student progress with goal toward proficiency of summatives.	Cash, John	10/17/2014	Collect samples of student work, writing prompts, Pinnacle, observation	5/29/2015 one-time
G1.B1.S3.MA1	Coach and administration will monitor implementation	Picott, Jerry	10/10/2014	Pinnacle, observations, students grades,	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will support a school wide plan to increase student achievement in mathematics with an emphasis on our lowest quartile of students.

G1.B1 Students may have early warning indicators, attendance issues, motivation issues, discipline issues, gaps in instruction, access to effective intervention, availability of technology based programs for remediation.

G1.B1.S1 Lowest quartile students in math have been identified and assigned a school based teacher mentor. The student and teacher will meet weekly to review math plan developed for each student.

PD Opportunity 1

Teachers assigned to targeted students for mentoring and assistance.

Facilitator

Administration, math department,

Participants

Counselor, teachers, administrators

Schedule

Biweekly, from 9/10/2014 to 5/25/2015

PD Opportunity 2

Teachers will be trained on differentiated instruction to meet needs of targeted students they serve

Facilitator

Administration, teacher leaders

Participants

teachers, administrators, counselors

Schedule

On 5/6/2015

G1.B1.S3 Use frequent formative assessments and classroom instruction based on gradual release and differentiated instruction.

PD Opportunity 1

Use of formative assessments and RTI

Facilitator

Reading Coach, Department Chairs, Administration

Participants

Teachers

Schedule

Weekly, from 10/10/2014 to 5/29/2015

PD Opportunity 2

Peer Observations on high effect strategies

Facilitator

Administrators, teachers

Participants

Teachers

Schedule

Monthly, from 10/3/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: All teachers will support a school wide plan to increase student achievement in mathematics with an emphasis on our lowest quartile of students.	3,000
Grand Total	3,000

Goal 1: All teachers will support a school wide plan to increase student achievement in mathematics with an emphasis on our lowest quartile of students.		
Description	Source	Total
B1.S2.A1	General Fund	2,000
B1.S3.A2 - Subs to cover for observations.	School Improvement Funds	1,000
Total Goal 1		3,000