

# Markham Woods Middle School



2014-15 School Improvement Plan

## Markham Woods Middle School

6003 MARKHAM WOODS RD, Lake Mary, FL 32746

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0731>

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

44%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

47%

### School Grades History

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

### School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

### 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>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>37</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>40</b>
Professional Development Opportunities	41
Technical Assistance Items	50
<b>Appendix 3: Budget to Support Goals</b>	<b>51</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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

By working collaboratively, continually monitoring our progress, establishing progressively increasing goals, and assessing our results, we will ensure that ALL students acquire the knowledge, skills, and attitudes necessary to become successful adults.

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

At Markham Woods Middle School, we work together to achieve the bottom line: Maximizing student learning by improving teaching techniques to influence all students to do quality work and to capture and inspire all students to learn by building those relationships.

#### School Environment

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

During pre-plan, teachers engage in learning about Culturally Relevant Teaching, techniques in building relationships with students, and reflecting on how they did this or didn't do this with the previous school years' students. At the start of the year, teachers analyze any relevant student data and make plans on class building and team building activities as they create collaborative classroom cultures.

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

School leadership ensures a safe environment for students before, during and after school through the use of a supervision schedule detailing when and where personnel should be at their stations. This allows for adult visibility for the safety of students but also creates opportunities for students to reach out to adults if they need to. Besides have adequate lighting at night and a secure perimeter at all times, the school has a strict sign-in and sign-out policy for visitors, who also must wear a badge at all times, so that students can identify "safe adults." Open access is provided by teachers and staff to counselors and administration if students make a request for a visit- this is part of the culture. All students are allowed to complete Student Statements and every report is taken seriously by the Dean and Discipline Administration. Parents are contacted when statements are made to ensure clear communication.

Leadership conducts professional development and monitors for staff/student relationships. Mentors are established and we secure a full time clinic assistant. All of these things allow for students to share any concerns with an adult they trust.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our Discipline Administrators and Positive Behavior Support Team design interactive learning experiences for all teachers to conduct during the start of each quarter to promote school-wide behavioral expectations. A system of positive behavior supports help students focus on these

expectations including recognitions and celebrations. The team educates teachers on behavior management protocols and the discipline office exercises progressive discipline procedures.

**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**

During pre-planning, the mentor coordinator recruits faculty and staff members to serve as mentors for pre-identified students and students yet to be identified. School counselors conduct a needs assessment during the first quarter and create counseling groups based on parent, student, and teacher recommendations. Counselors refer students needing services to the providers partnering with the district.

**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 school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

**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	6	7	3	16
One or more suspensions	12	5	7	24
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	18	9	10	37

*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	18	9	10	37

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

Parent/Teacher Conference

Truancy

MTSS (Increase Tier or evaluate to possible more intensive)

Tutorial

SST

Update IEP

Monitor via Support Facilitator

Markham Woods MTSS team is scheduled to meet twice a month for one hour every other Friday. Prior to the meeting an agenda is supplied to each team member by the MTSS coach. The MTSS referral process is initiated after reviewing school wide data from various assessments and then identifying the lowest quartile. At that point the committee selects students for whom individual data will be gathered. Student data is provided for the committee through the use of student data folders. Every MTSS student is included in data folders which contain an informational sheet that is updated weekly and reviewed by the MTSS team on a monthly basis. Progress monitoring for MTSS students is completed by reviewing data forms monthly, and then based on the number of data points, the outcome of the intervention is determined. The progress monitoring of this data determines the general effectiveness of the intervention. Documentation for meetings is provided through the use of minutes taken by the Guidance Counselor which are then retained in a historical binder for future reference, as well as in notes in EdInsight.

**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**

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

1. Link to Skyward Parent Portal on school website.

2. Provide support staff to register and answer Skyward questions during schedule pick-up, open house and during the school day.
3. Communicate Skyward registration information to SAC.

**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**

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

**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
Kubis, James	Principal
Darcy, Elizabeth	Assistant Principal
Fletcher, Rendon	Assistant Principal
Richardson, Dana	Assistant Principal
Picard, Kim	Instructional Coach
Bennett, Jennifer	Teacher, K-12
Brundidge, Christen	Dean
Goodman, Adam	Teacher, K-12
Lee, Nicole	Teacher, K-12
Morales, Audry	Teacher, ESE
Fields, Donald	Teacher, K-12
Springfield, Kristen	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 leadership team consists of the principal, assistant principals, dean, literacy instructional coach, and curriculum leaders. The team meets monthly to discuss how to improve instruction using the Marzano Art and Science of Teaching Model. Specific indicators are examined for highest impact and then brought back to Professional Learning Communities for deeper implementation. The team reviews school-wide data and works to identify root causes. This team also identifies problems and generate ideas on how to address these challenges systematically. The individual team members then lead their respective departments in implementing the system.

***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**

School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensures students are provided the time and support needed to master the standards and improve academic achievement. Assistant Principal, Mr. Rendon Fletcher, is the contact for tutorial on campus.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Elizabeth Dostal	Parent
James Kubis	Principal
Kristen Springfield	Teacher
Amy Viars	Teacher
Robyn Smith	Teacher
Shamika Smith	Education Support Employee
Nick Benedico	Parent
Lisa Donovan	Parent
Sharon Delgado	Parent
Amy Nicholas	Parent
Robert Newland	Parent
Diane Rosser	Parent
Brandea Steffy	Parent
Cheryl Hamilla	Parent
Michael Fields	Parent
Maria Lherisson	Parent
Hugh Anderson	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 SAC Committee reviewed data on 9/17/14 which showed that we did not meet our Targets for Reading, Math, and Science. We did meet our Targets for EOCs. Writing scores were on a negative trend. Gains for students in Reading and Math were high.

The plan addressed these areas but needs to be monitored with fidelity to achieve the desired results.

##### *Development of this school improvement plan*

The School Advisory Council provided input in the development of this plan. The Council evaluated our FCAT and EOC data to see if we met our School Improvement Goals from the 2013-2014 school year. The team discussed the programs it supported and how these initiatives impacted student achievement. The SAC helped establish our targets for the 2014-2015 school year as well as worked through the Problem-Solving Worksheet for our overall goals.

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

At the October 8, 2014 meeting, the committee reviewed previous year's SAC budget and discussed the effectiveness of the items that were funded by SAC. A Motion was made by Nick Benedico to allocate all SAC funds to substitute teachers, professional development, transportation, and mini grants. All items must align with the MKMS 2014-2015 SIP. The motion was seconded by Robert Newland. Motion passed unanimously.

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

The SAC will examine priorities presented to them by the faculty and staff throughout the year and will budget the limited funds [\$1.00 per student] that have been allocated by the annual General Appropriations Act accordingly.

**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
Darcy, Elizabeth	Assistant Principal
Picard, Kim	Instructional Coach
Goodman, Adam	Teacher, K-12
Lavendar, Leesa	Teacher, K-12

**Duties**

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

- The LLT meeting will be chaired by the Literacy Coach. Data from Professional Learning Communities will determine the focus of the monthly meeting. Accountability for each meeting will be documented through a predetermined agenda and minutes.

One person from each grade level/subject will be designated the "Literacy representative." This individual will be the liaison between the grade level members and the school's administrators.

Duties will be as follows:

- Analyze school-wide Literacy data to determine strengths and weaknesses to set goals.
- Discuss & develop the Instructional Calendar as pertains to the specific grade level/subject
- Be able to assist teachers and be knowledgeable about the District Reading Curriculum, Language Arts Standards, Reciprocal Teaching, and other literacy related information.

- Be knowledgeable about the Continuous Improvement Model - CIM model and methods of using it in the classroom as it pertains to Literacy.
- Assist in planning and organizing school-wide Literacy-related events and professional development inservices.

Each member of the team will be given a Literacy folder to collect information and other notes from their grade level. This information will be part of the topics discussed during monthly meetings.

Major initiatives of the LLT

- Check for fidelity to programs.
- Modeling and co-teaching SRA and Reading Edge 2.0 lessons
- Facilitate BAV and Reciprocal Teaching for new teachers
- Follow BAV with model lessons for Social Studies , Science and Language Arts
- Continue to facilitate data conversations with teachers to include guided questions, problem solving, action plan development and reteaching opportunities for students.
- Specifically look at those students not achieving in SRA and / or EDGE 2.0 to implement interventions that work for them.
- Develop quality based lesson plans by planning high level questioning techniques and to drive student instruction.

## 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**

Specific school-wide expectations are continually communicated and include the expectation that teachers will develop a common learning environment that reflects what works best for student learning. Within these expectations, teachers are expected to use a common curriculum, create and analyze common formative and summative assessments, and use data to determine common instructional strategies to address areas of concern. In order to facilitate this process, teachers who teach the same course and grade level have a common planning period where they have time to work on this embedded professional development through Professional Learning Communities. Departments are lead by instructional leaders who are trained by the administration and outside sources to engage teachers in embedded PD. These leaders also seek outside resources as the need arises within their PLC, creating differentiated PD opportunities.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

## **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***

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida 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***

School data is shared openly with all stakeholders as it becomes available. By providing data by specific groups, teachers can identify the gaps in achievement overall. Teachers are expected to analyze the data of their past years' students to identify what they did well and how they could improve their instruction overall, for specific groups, and for specific skills/benchmarks.

***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:** 4,680

1. The Markham Woods Middle School After-School Tutorial Program

- Instruction will be individualized based on student academic need, begin no later than four (4) weeks after the start of school, and continue through the end of the school year;
- Students will be identified for tutorial based on the most current data, including FCAT, EOCs, CELLA, Discovery Education, class grades, MTSS/ student study team/teacher recommendation, or retention.
- Instruction will be benchmark-specific, of sufficient duration (at least 1.5 hours, twice per week), and engaging for students;
- Tutorial will be provided by qualified teachers;
- Student intervention plans and tracking forms will be maintained in EdInsight for all Participating students;
- Progress monitoring will be conducted on an ongoing basis to ensure instructional improvements;
- Communication with students, parents, the MTSS and student study teams, and the regular classroom teacher will be ongoing using EdInsight MTSS reporting tools; and
- A dedicated individual will be responsible for administering the program at the school site.

**Strategy Rationale**

By focusing on tiered students in tutorial, students will receive instruction based on their specific needs beyond the school day. This will result in improvement in academic skills and an improvement in the achievement status

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Fletcher, Rendon, [rendon\\_fletcher@scps.k12.fl.us](mailto:rendon_fletcher@scps.k12.fl.us)

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

The effectiveness of the MKMS Tutorial Program will be measured by collecting student growth data and analyzing individual student's progress.

**Strategy:** Summer Program

**Minutes added to school year:** 4,320

MKMS Summer Bridges for Algebra provides students who were successful on state-wide assessments and their math class to move into Algebra during their 8th grade year. The program focuses on instructing students on pre-algebra skills. Students are recommended by 7th grade math teachers at the end of the school year.

**Strategy Rationale**

By providing students opportunities to advance to a higher level math in 8th grade, more students are prepared for the rigors of high school and beyond. Students should be placed in the appropriate level of mathematics based on their performance rather than the traditional progression of courses.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Fletcher, Rendon, [rendon\\_fletcher@scps.k12.fl.us](mailto:rendon_fletcher@scps.k12.fl.us)

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

Algebra DE and the Algebra pre-test used at the start of the "school-year" for traditional Algebra students will be used to determine if students will be successful in 8th grade Algebra and placed accordingly. Students who are highly successful are also placed in Honors Algebra at the recommendation of the Summer Bridges teachers.

**Strategy:** Summer Program

**Minutes added to school year:** 4,320

MKMS Summer Bridges for Reading is offered to non-proficient in coming 6th graders to help them improve reading decoding, fluency, and comprehension. Research-based programs are used including Reading Plus, Corrective Reading, and Reading Edge 2.0. Students have this opportunity to advance to the next level in Intensive Reading upon completion of the program.

**Strategy Rationale**

Extending instruction in reading over the summer allows students to not lose momentum in their reading skills that they learned during the regular school year.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Picard, Kim, [kimberly\\_picard@scps.k12.fl.us](mailto:kimberly_picard@scps.k12.fl.us)

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

Reading Plus data and FORF data will be analyzed at the end of the program to determine student placement for the upcoming school-year.

**Strategy: After School Program**

**Minutes added to school year: 2,500**

MKMS Chorus, Drama, Band, SECME, Robotics, Green Club, Beta Club, Spanish, Art Club, and Inter-scholastic Sports all contribute to our students' well-rounded education.

**Strategy Rationale**

By involving students in enrichment opportunities, students will become more engaged in learning and the school environment. Brain research suggests enrichment stimulates learning in academic subjects.

**Strategy Purpose(s)**

- Enrichment

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

Richardson, Dana, dana\_richardson@scps.k12.fl.us

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

Students grades will be monitored and analyzed to determine if enrichment assists in achievement in other areas.

**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 5th grade students are invited to an open house during the month of February to assist them in making the transition to middle school. Counselors visit elementary schools to assist students in choosing courses appropriate to their needs. Non-proficient reading students are recruited to come to MKMS Summer Bridges and provided direct instruction to prepare them for 6th grade. The counselors work with elementary schools to identify students who need to progress earlier to middle grades and schedule them into the Academic Improvement Course (AIP) to provide an additional level of support.

Counselors work with high schools and the Choices office to schedule visits for the high school counselors to speak to all 8th grade students at MKMS. Counselors schedule field trips to the high schools to help them prepare for the transition. Students who are not successful in 8th grade are identified and required to attend Summer Transition at a high school. Counselors, deans, and administrative staff articulate with high schools regarding specific needs of "At-Risk" students.

**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**

Academic planning is done through Social Studies classes where guidance counselors help students choose future courses based on their needs and interests. Our Computer Applications II course incorporates a career planning unit designed to help students explore potential careers and paths for those vocations. In addition, guest speakers are invited to speak to classes about real-world professions and experiences during Teach-In.

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

Markham Woods Middle School students develop technical and career skills through relevant and real-world applications in enrichment classes and extracurricular activities. These courses include Computers 1,2,and 3, Personal Fitness, TV Production, Yearbook, Peer Tutoring with ASD students, and virtual courses including Keyboarding. Extracurricular Activities that enhance technical and career skills include Student Government, Beta Club, and Robotics. Our goal is to provide additional opportunities for students through virtual classes held on-campus and through developing Computer courses of advancing complexity designed to support future workforce needs.

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

Students will determine a short and long term goal for each content class to help them become better at charting their course for future endeavors. Content teachers will assist students in reflecting on their efforts during and after each unit of study and make recommendations for student improvement. In addition, a system has been created for students to select DREAM goals and write action steps to achieve these over-arching academic and citizenship goals. Student chose a college or training program as well as career focus. Through the use of the student news, students regular monitor their progress on these goals.

Science teachers are incorporating a robotics unit within their course. Teachers also use technology, Venier probes, to assist students in the use of instruments and technology to inquire, investigate and solve problems.

Teachers are being trained on "Blended Learning," a way of using technology to assist students to be motivated to fill in gaps in their knowledge and understanding.

***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***

Students are offered a SAT Prep course as an elective. Students are encouraged to take high school level courses in middle school. Students are offered virtual classes and this will assist them in time management and skills for online learning. Counselors identify 8th grade students for Take Stock scholarships, helping them stay on track for HS graduation.

## 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 implement effective instructional strategies to improve instruction and build relationships as described in the Marzano Instructional Model while aligning with the Florida Standards.

## 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 implement effective instructional strategies to improve instruction and build relationships as described in the Marzano Instructional Model while aligning with the Florida Standards.

1a

G042560

**Targets Supported** 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	95.0
Middle School Performance in EOC and Industry Certifications	100.0
AMO Math - African American	62.0
AMO Math - ED	67.0
AMO Math - ELL	63.0
AMO Math - Hispanic	78.0
AMO Math - SWD	55.0
FSA - Mathematics - Proficiency Rate	81.0
AMO Math - All Students	81.0
FAA Mathematics Proficiency	57.0
Math Gains	85.0
Math Lowest 25% Gains	71.0
AMO Reading - All Students	81.0
AMO Reading - African American	60.0
AMO Reading - ED	64.0
AMO Reading - ELL	52.0
AMO Reading - Hispanic	77.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	73.0
FAA Reading Proficiency	57.0
FSA - English Language Arts - Proficiency Rate	81.0
FCAT 2.0 Science Proficiency	69.0
FAA Science Proficiency	57.0
Bio I EOC Pass	100.0
FAA Writing Proficiency	57.0
AMO Reading - SWD	62.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0

**Resources Available to Support the Goal** 2

- Instruction Literacy Coach provides literacy support to all areas
- A budget for substitutes so teachers can attend Professional Development
- Reading Programs: Summer Bridges Program, Reading Edge 2.0, Corrective Reading, and Read to Achieve, Standards Based Language Arts Project (SBLAP) curriculum with learning goals & scales embedded
- Science and SS representatives attend the Literacy CDDRE
- Common planning time to meet with grade-level PLCs

- District support through PD
- Math instructional plans, pacing guides, and inquiry based instruction
- Social Studies common assessments, anchor lessons, and EOC practice test for Civics
- Early-release Wednesdays designated for Departmental PLC meetings
- ETF provides EdInsight and DE training
- Administrative personnel (Principal/ Assistant Principals) function as Instructional Leadership Team
- New teacher trainings
- District Content Support Team

**Targeted Barriers to Achieving the Goal 3**

- Teachers lack knowledge of data driven instruction.
- Teachers lack knowledge of instructional strategies that improve reading proficiency.
- Teachers lack knowledge of instructional strategies that raise the level of rigor and complex thinking.
- Teachers lack the knowledge of instructional strategies and assessing proficiency in writing.
- High scores have masked the issue of learning gaps for specific subgroups.

**Plan to Monitor Progress Toward G1. 8**

Teachers will utilize data driven instruction and effective instructional strategies in which they have been trained. Students will increase proficiency in reading or make significant gains; students will increase proficiency in mathematics or make significant gains; students will increase proficiency in science or make significant gains; and students will increase proficiency in writing or make significant gains.

**Person Responsible**

Elizabeth Darcy

**Schedule**

Weekly, from 8/11/2014 to 6/30/2015

**Evidence of Completion**

Students will show significant gains in reading, science, mathematics, and writing on progress monitoring 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.** All teachers will implement effective instructional strategies to improve instruction and build relationships as described in the Marzano Instructional Model while aligning with the Florida Standards. **1**

 G042560

**G1.B1** Teachers lack knowledge of data driven instruction. **2**

 B103880

**G1.B1.S1** Ensure that teachers are defining a common and aligned "road-map for rigor" by collaborating on formative assessments, summative assessments, learning goals, and scales. Ensure that teachers are determining where students are struggling and why by compiling and analyzing previous year's FCAT and EOC scores, pre-assessments, progress monitoring assessment scores, and anecdotal student information. **4**

 S115010

### Strategy Rationale

Collaboration in defining common and aligned assessments and goals sets a foundation to measure student status. By analyzing students' performance, teachers can make adjustments to meet students' needs.

### Action Step 1 **5**

Design and deliver PD through PLCs on defining the "road map to rigor" through the development of common and aligned formative and summative assessments and common and aligned learning goals and scales.

#### Person Responsible

James Kubis

#### Schedule

Weekly, from 8/6/2014 to 6/30/2015

#### Evidence of Completion

PLC created products including common aligned assessments and scales.

## Action Step 2 5

Each PLC will examine previous year's FCAT and EOC data by completing individual data analysis worksheets to help them identify students' proficiency levels. Then, using a base-line assessment, teachers will determine students' strengths and struggles by charting their responses, question-by-question and student-by-student. . In Content Area and Grade Level Content Area PLC meetings, teachers will use these data to hypothesize, discuss, and track student progress and to develop SMART goals. Teachers will meet with their Administrator or Instructional Coach to discuss their findings from the analysis process. Teachers will utilize a common reporting form to collaboratively analyze student progress on specific skills unit by unit.

### **Person Responsible**

James Kubis

### **Schedule**

Monthly, from 8/6/2014 to 6/30/2015

### **Evidence of Completion**

PLC agendas and notes, analysis worksheets, common reporting form, SMART goals.

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

Implementation will be monitored by looking for PLC developed common aligned assessments and scales; visiting PLC meetings; and by conducting data discussions with teachers.

### **Person Responsible**

Elizabeth Darcy

### **Schedule**

Quarterly, from 10/10/2014 to 6/30/2015

### **Evidence of Completion**

Evidence of implementation will be found in PLC created products including common aligned assessments and scales, PLC agendas and notes, analysis worksheets, common reporting form, and SMART goals.

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

Effectiveness will be monitored through teachers' efficiency and mastery of developing common and aligned products within a PLC and analyzing data.

### Person Responsible

Elizabeth Darcy

### Schedule

Quarterly, from 10/10/2014 to 6/30/2015

### Evidence of Completion

Evidence of effectiveness will be found in the number of quality common and aligned formative and summative assessments and scales. Evidence will also be found in the teacher's level of participation in data discussions with administration and use of a common reporting form.

**G1.B1.S2** Ensure that teachers are implementing new teaching plans and differentiated instruction to respond to data analysis. Ensure that teachers create systems and procedures to ensure continual data-driven improvement. 4

 S115011

### Strategy Rationale

By analyzing students' performance, teachers can make adjustments to meet students' needs. Having a system in place will ensure continual improvement in differentiated instruction.

## Action Step 1 5

PLCs and individual teachers use their data analysis to generate ideas about how to best strengthen student learning. Then, they create action plans with clear due dates and convert these into lesson plans. Lesson plans show the use of data analysis to drive instruction and differentiation.

### Person Responsible

James Kubis

### Schedule

Monthly, from 8/11/2014 to 6/30/2015

### Evidence of Completion

Teacher action plans and lesson plans.

**Action Step 2** 5

Teachers implement systems and procedures to ensure continual data- driven improvement.

**Person Responsible**

James Kubis

**Schedule**

Monthly, from 8/11/2014 to 6/30/2015

**Evidence of Completion**

PLC agendas should regularly reflect time to analyze progress monitoring assessments and planning for data-driven instruction.

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

Administrators will conduct Grade Level Content Area data chats to monitor teacher progress in the data driven instruction process and the impact on student progress.

**Person Responsible**

Elizabeth Darcy

**Schedule**

Quarterly, from 10/10/2014 to 6/30/2015

**Evidence of Completion**

Agendas, common reporting forms, assessment analysis spreadsheets. Action plans, reflections, lesson plans.

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

Data-driven analysis as it impacts intruction

**Person Responsible**

Elizabeth Darcy

**Schedule**

Quarterly, from 10/10/2014 to 6/30/2015

**Evidence of Completion**

Assessment analysis spreadsheets, DE assessments

**G1.B2** Teachers lack knowledge of instructional strategies that improve reading proficiency. 2

 B103881

**G1.B2.S1** Ensure that all teachers are trained in effective instructional strategies that improve reading proficiency. 4

 S115012

### Strategy Rationale

Research shows literacy strategies across curricula impacts student achievement.

### Action Step 1 5

Design and deliver training for all teachers in Reciprocal Teaching

#### Person Responsible

Kim Picard

#### Schedule

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

#### Evidence of Completion

Teacher reflection logs and training agendas.

### Action Step 2 5

Design and deliver training for all Science and Social Studies teachers in Close Reading, including text-coding and PEEL strategies to set a purpose for reading.

#### Person Responsible

Kim Picard

#### Schedule

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

#### Evidence of Completion

Teacher reflection logs and training agendas.

**Action Step 3** 5

Design and deliver training for all ELA and Reading teachers in Reading Edge 2.0

**Person Responsible**

Kim Picard

**Schedule**

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

**Evidence of Completion**

Teacher reflection logs and training agendas.

**Action Step 4** 5

Design and deliver training for all new teachers in Building Academic Vocabulary.

**Person Responsible**

Elizabeth Darcy

**Schedule**

Weekly, from 10/31/2014 to 11/21/2014

**Evidence of Completion**

Lesson plans, student products, and walk-throughs

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Fidelity of Implementation will be monitored through walk-through observations.

**Person Responsible**

Elizabeth Darcy

**Schedule**

Quarterly, from 10/31/2014 to 5/29/2015

**Evidence of Completion**

iObservation feedback and teacher reflection.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Effectiveness will be monitored through progress monitoring results, DE results, teacher feedback, and PLC discussions.

**Person Responsible**

Elizabeth Darcy

**Schedule**

Quarterly, from 10/31/2014 to 5/29/2015

**Evidence of Completion**

Students will show learning gains on each progress monitoring assessment.

**G1.B3** Teachers lack knowledge of instructional strategies that raise the level of rigor and complex thinking.

2

 B103882

**G1.B3.S1** Ensure that all teachers are trained in effective instructional strategies that raise the level of rigor and complex thinking. 4

 S115014

**Strategy Rationale**

The new Florida Standards requires an increase in rigorous stimuli and tasks.

**Action Step 1** 5

Teachers will attend Amplify training for Math, as well as Math CDDRE, and Algebra Consortium.

**Person Responsible**

Karen Nolen

**Schedule**

Quarterly, from 8/6/2014 to 5/29/2015

**Evidence of Completion**

Training agendas, teacher reflection logs, teacher-created products and plans, and sign-in sheets.

### Action Step 2 5

Design and deliver training in the Document-Based Questioning Project.

**Person Responsible**

Karen Nolen

**Schedule**

Quarterly, from 8/6/2014 to 5/29/2015

***Evidence of Completion***

Training agendas, teacher reflection logs, teacher-created products and plans, and sign-in sheets.

### Action Step 3 5

Design and deliver training on planning for units to incorporate four levels of rigor in content areas.

**Person Responsible**

Elizabeth Darcy

**Schedule**

On 10/10/2014

***Evidence of Completion***

Training agendas, teacher reflection logs, teacher-created products and plans, and sign-in sheets.

### Action Step 4 5

Design and deliver training on Webs Depth of Knowledge for new teachers.

**Person Responsible**

Kim Picard

**Schedule**

On 12/5/2014

***Evidence of Completion***

Training agendas, teacher reflection logs, teacher-created products and plans, and sign-in sheets.

### Action Step 5 5

Teachers will attend training on FSA and SBAs to better understanding WDOK within these assessments in order to plan instruction to meet the rigors of the assessments.

**Person Responsible**

James Kubis

**Schedule**

On 10/31/2014

***Evidence of Completion***

Teacher reflection logs, sign-in sheets

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Fidelity of Implementation will be monitored through walk-through observations, lesson plans, PLC agendas and notes, and data chats where teachers are designing data-based instruction.

**Person Responsible**

James Kubis

**Schedule**

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

***Evidence of Completion***

Walk-through observations and teacher reflection logs.

### Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Effectiveness will be monitored through the utilization of scales, DBQ, close reading, reciprocal teaching, and higher-level questioning in the classroom and in lesson plans. The ultimate effectiveness will be monitored through examining progress monitoring assessments.

**Person Responsible**

James Kubis

**Schedule**

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

***Evidence of Completion***

Walk-through observations, progress monitoring assessments

**G1.B4** Teachers lack the knowledge of instructional strategies and assessing proficiency in writing. 2

 B103883

**G1.B4.S1** Ensure that all teachers are trained in instructing and assessing student writing across the content areas. 4

 S115015

### Strategy Rationale

Writing expectations have changed for FCAT 2.0 and again for the Florida Standards Assessment.

### Action Step 1 5

Provide opportunities for ELA, Social Studies, Science, and other content area teachers to analyze sample test questions/tasks in the FSA portal. Provide training for content area teachers to provide academic writing opportunities in their class.

#### Person Responsible

Elizabeth Darcy

#### Schedule

Monthly, from 10/10/2014 to 2/27/2015

#### Evidence of Completion

Teacher reflections, sign-in sheets, teacher-created products that include FSA type questions/tasks.

### Action Step 2 5

Design and deliver Writing in the Content Area training that includes the use of writing rubrics aligned with the FSA when scoring student writing.

#### Person Responsible

Elizabeth Darcy

#### Schedule

Monthly, from 10/1/2014 to 2/28/2015

#### Evidence of Completion

Teacher reflections, sign-in sheets, teacher-created products.

### Action Step 3 5

Provide professional learning for teachers regarding the technology tools used on the FSA and require integration by teachers in their instruction to model use for students. Provide opportunities for students to practice keyboarding skills, specifically.

#### **Person Responsible**

Elizabeth Darcy

#### **Schedule**

Daily, from 9/26/2014 to 5/22/2015

#### **Evidence of Completion**

Teacher reflections, sign-in sheets, teacher generated products, specifically plans on how to model and integrate technology. Computer lab calendars.

### Action Step 4 5

Train teachers in the use of Writer's Workshop mini-lessons to enhance the use of required cross-content writing portfolios where students are guided in assessing their own work using MKMS Writing Non-Negotiables, RADar, the FSA Writing Rubric, and Cross-Content Writing Rubrics.

#### **Person Responsible**

Elizabeth Darcy

#### **Schedule**

Monthly, from 10/1/2014 to 2/14/2015

#### **Evidence of Completion**

Teacher reflections, sign-in sheets, teacher/student generated products, specifically exemplars of editing, revision and publishing.

### Action Step 5 5

Provide continued training for teachers incorporating the DBQ Project and DBQ's in Social Studies and Science.

#### **Person Responsible**

Karen Nolen

#### **Schedule**

Quarterly, from 9/10/2014 to 5/1/2015

#### **Evidence of Completion**

Teacher reflections, sign-in sheets, student products, including exemplars.

**Action Step 6** 5

Provide training (differentiated for new and experienced teachers) in Building Academic Vocabulary direct instruction, focusing on Domain II and Domain III words, to impact students' academic writing. Monitor classroom implementation, provide feedback and coaching, and ensure these words are incorporated in steps 4-6 of the BAV process.

**Person Responsible**

Elizabeth Darcy

**Schedule**

Weekly, from 10/1/2014 to 5/1/2015

**Evidence of Completion**

Teacher reflection, sign-in sheets, lesson plans, and word walls and teacher/student generated products.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Fidelity of Implementation will be monitored through lesson plans, walk-through observations, PLC meeting agendas and notes, and data chats with administrators.

**Person Responsible**

James Kubis

**Schedule**

Weekly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Teacher-created products, student products, lesson plans, and walk-throughs.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Effectiveness will be monitored through measuring growth in progress monitoring assessments and other writing opportunities.

**Person Responsible**

James Kubis

**Schedule**

Every 2 Months, from 10/24/2014 to 2/27/2015

**Evidence of Completion**

Writing FPMAs and other student products

**G1.B8** High scores have masked the issue of learning gaps for specific subgroups. 2

 B117783

**G1.B8.S1** Identify Achievement Gaps for subgroups and identify the greatest gaps to focus on closing. Design action plans to reduce these gaps significantly within one year. 4

 S132413

**Strategy Rationale**

Our job is to teach all students and it is imperative that we meet the needs of students who are part of subgroups that have achievement gaps.

**Action Step 1** 5

Conduct PD for infusing culturally relevant curriculum including strategies that incorporate planning for students that are not prepared for learning, acknowledging students' interests and backgrounds, exhibiting rapport and understanding with students, displaying objectivity and control, and communicating high expectations for all students.

**Person Responsible**

James Kubis

**Schedule**

On 10/10/2014

**Evidence of Completion**

Teacher reflections, sign-in sheets, and teacher generated products including plans and specific strategies.

**Action Step 2** 5

Teachers will identify at least 5 students that are non-proficient, within an achievement gap subgroup and that are on the cusp of achieving proficiency to include in a school-wide Ante-Up list. Teachers will be trained in specific measures to help ensure proficiency for these students. School-wide interventions, including focused tutorial, small group interventions, and mentors, will be provided to these students.

**Person Responsible**

James Kubis

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Teacher data analysis sheets, teacher anti-up lists, PLC agendas

### Action Step 3 5

Implement family and community involvement opportunities on and off campus to provide parent training on improving literacy (Literacy Night), requirements of the new FSA assessment, and parenting/opportunities for educational success.

**Person Responsible**

Elizabeth Darcy

**Schedule**

Quarterly, from 11/1/2014 to 5/8/2015

**Evidence of Completion**

Parent sign-in sheets and parent response surveys

### Action Step 4 5

Identify students from achievement gap subgroups to place in advanced classes.

**Person Responsible**

James Kubis

**Schedule**

On 6/5/2015

**Evidence of Completion**

Administration and teachers

### Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Administration will conduct walk-throughs and review lesson plans for evidence of implementation, specifically for indicators 36-39 and 46-49.

**Person Responsible**

James Kubis

**Schedule**

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

**Evidence of Completion**

Walk-throughs and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7**

Administration will monitor the effectiveness of these strategies through conferencing with PLCs, examining student data and monitoring action plans and reflections.

**Person Responsible**

James Kubis

**Schedule**

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

**Evidence of Completion**

Student assessment data, grades, teacher action plans accompanied by action plan reflection.

**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	Design and deliver PD through PLCs on defining the "road map to rigor" through the development of common and aligned formative and summative assessments and common and aligned learning goals and scales.	Kubis, James	8/6/2014	PLC created products including common aligned assessments and scales.	6/30/2015 weekly
G1.B1.S2.A1	PLCs and individual teachers use their data analysis to generate ideas about how to best strengthen student learning. Then, they create action plans with clear due dates and convert these into lesson plans. Lesson plans show the use of data analysis to drive instruction and differentiation.	Kubis, James	8/11/2014	Teacher action plans and lesson plans.	6/30/2015 monthly
G1.B2.S1.A1	Design and deliver training for all teachers in Reciprocal Teaching	Picard, Kim	8/11/2014	Teacher reflection logs and training agendas.	5/29/2015 quarterly
G1.B3.S1.A1	Teachers will attend Amplify training for Math, as well as Math CDDRE, and Algebra Consortium.	Nolen, Karen	8/6/2014	Training agendas, teacher reflection logs, teacher-created products and plans, and sign-in sheets.	5/29/2015 quarterly
G1.B4.S1.A1	Provide opportunities for ELA, Social Studies, Science, and other content area teachers to analyze sample test questions/tasks in the FSA portal. Provide training for content area teachers to provide academic writing opportunities in their class.	Darcy, Elizabeth	10/10/2014	Teacher reflections, sign-in sheets, teacher-created products that include FSA type questions/tasks.	2/27/2015 monthly
G1.B8.S1.A1	Conduct PD for infusing culturally relevant curriculum including strategies that incorporate planning for students that are not prepared for learning, acknowledging students' interests and backgrounds, exhibiting rapport and understanding with students, displaying objectivity and control, and communicating high expectations for all students.	Kubis, James	10/10/2014	Teacher reflections, sign-in sheets, and teacher generated products including plans and specific strategies.	10/10/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	Each PLC will examine previous year's FCAT and EOC data by completing individual data analysis worksheets to help them identify students' proficiency levels. Then, using a base-line assessment, teachers will determine students' strengths and struggles by charting their responses, question-by-question and student-by-student. . In Content Area and Grade Level Content Area PLC meetings, teachers will use these data to hypothesize, discuss, and track student progress and to develop SMART goals. Teachers will meet with their Administrator or Instructional Coach to discuss their findings from the analysis process. Teachers will utilize a common reporting form to collaboratively analyze student progress on specific skills unit by unit.	Kubis, James	8/6/2014	PLC agendas and notes, analysis worksheets, common reporting form, SMART goals.	6/30/2015 monthly
G1.B1.S2.A2	Teachers implement systems and procedures to ensure continual data-driven improvement.	Kubis, James	8/11/2014	PLC agendas should regularly reflect time to analyze progress monitoring assessments and planning for data-driven instruction.	6/30/2015 monthly
G1.B2.S1.A2	Design and deliver training for all Science and Social Studies teachers in Close Reading, including text-coding and PEEL strategies to set a purpose for reading.	Picard, Kim	8/11/2014	Teacher reflection logs and training agendas.	5/29/2015 quarterly
G1.B3.S1.A2	Design and deliver training in the Document-Based Questioning Project.	Nolen, Karen	8/6/2014	Training agendas, teacher reflection logs, teacher-created products and plans, and sign-in sheets.	5/29/2015 quarterly
G1.B4.S1.A2	Design and deliver Writing in the Content Area training that includes the use of writing rubrics aligned with the FSA when scoring student writing.	Darcy, Elizabeth	10/1/2014	Teacher reflections, sign-in sheets, teacher-created products.	2/28/2015 monthly
G1.B8.S1.A2	Teachers will identify at least 5 students that are non-proficient, within an achievement gap subgroup and that are on the cusp of achieving proficiency to include in a school-wide Ante-Up list. Teachers will be trained in specific measures to help ensure proficiency for these students. School-wide interventions, including focused tutorial, small group interventions, and mentors, will be provided to these students.	Kubis, James	10/1/2014	Teacher data analysis sheets, teacher anti-up lists, PLC agendas	5/29/2015 monthly
G1.B2.S1.A3	Design and deliver training for all ELA and Reading teachers in Reading Edge 2.0	Picard, Kim	8/11/2014	Teacher reflection logs and training agendas.	5/29/2015 weekly
G1.B3.S1.A3	Design and deliver training on planning for units to incorporate four levels of rigor in content areas.	Darcy, Elizabeth	10/10/2014	Training agendas, teacher reflection logs, teacher-created products and plans, and sign-in sheets.	10/10/2014 one-time
G1.B4.S1.A3	Provide professional learning for teachers regarding the technology tools used on the FSA and require integration by teachers in their instruction to model use for students. Provide opportunities for students to practice keyboarding skills, specifically.	Darcy, Elizabeth	9/26/2014	Teacher reflections, sign-in sheets, teacher generated products, specifically plans on how to model and integrate technology. Computer lab calendars.	5/22/2015 daily

**Seminole - 0731 - Markham Woods Middle School - 2014-15 SIP**

*Markham Woods Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B8.S1.A3	Implement family and community involvement opportunities on and off campus to provide parent training on improving literacy (Literacy Night), requirements of the new FSA assessment, and parenting/ opportunities for educational success.	Darcy, Elizabeth	11/1/2014	Parent sign-in sheets and parent response surveys	5/8/2015 quarterly
G1.B2.S1.A4	Design and deliver training for all new teachers in Building Academic Vocabulary.	Darcy, Elizabeth	10/31/2014	Lesson plans, student products, and walk-throughs	11/21/2014 weekly
G1.B3.S1.A4	Design and deliver training on Webs Depth of Knowledge for new teachers.	Picard, Kim	12/5/2014	Training agendas, teacher reflection logs, teacher-created products and plans, and sign-in sheets.	12/5/2014 one-time
G1.B4.S1.A4	Train teachers in the use of Writer's Workshop mini-lessons to enhance the use of required cross-content writing portfolios where students are guided in assessing their own work using MKMS Writing Non-Negotiables, RADar, the FSA Writing Rubric, and Cross-Content Writing Rubrics.	Darcy, Elizabeth	10/1/2014	Teacher reflections, sign-in sheets, teacher/student generated products, specifically exemplars of editing, revision and publishing.	2/14/2015 monthly
G1.B8.S1.A4	Identify students from achievement gap subgroups to place in advanced classes.	Kubis, James	8/1/2014	Administration and teachers	6/5/2015 one-time
G1.B4.S1.A5	Provide continued training for teachers incorporating the DBQ Project and DBQ's in Social Studies and Science.	Nolen, Karen	9/10/2014	Teacher reflections, sign-in sheets, student products, including exemplars.	5/1/2015 quarterly
G1.B3.S1.A5	Teachers will attend training on FSA and SBAs to better understanding WDOK within these assessments in order to plan instruction to meet the rigors of the assessments.	Kubis, James	8/6/2014	Teacher reflection logs, sign-in sheets	10/31/2014 one-time
G1.B4.S1.A6	Provide training (differentiated for new and experienced teachers) in Building Academic Vocabulary direct instruction, focusing on Domain II and Domain III words, to impact students' academic writing. Monitor classroom implementation, provide feedback and coaching, and ensure these words are incorporated in steps 4-6 of the BAV process.	Darcy, Elizabeth	10/1/2014	Teacher reflection, sign-in sheets, lesson plans, and word walls and teacher/student generated products.	5/1/2015 weekly
G1.MA1	Teachers will utilize data driven instruction and effective instructional strategies in which they have been trained. Students will increase proficiency in reading or make significant gains; students will increase proficiency in mathematics or make significant gains; students will increase proficiency in science or make significant gains; and students will increase proficiency in writing or make significant gains.	Darcy, Elizabeth	8/11/2014	Students will show significant gains in reading, science, mathematics, and writing on progress monitoring assessments.	6/30/2015 weekly
G1.B1.S1.MA1	Effectiveness will be monitored through teachers' efficiency and mastery of developing common and aligned products within a PLC and analyzing data.	Darcy, Elizabeth	10/10/2014	Evidence of effectiveness will be found in the number of quality common and aligned formative and summative assessments and scales. Evidence will also be found in the teacher's level of participation in data discussions with administration and use of a common reporting form.	6/30/2015 quarterly

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	Implementation will be monitored by looking for PLC developed common aligned assessments and scales; visiting PLC meetings; and by conducting data discussions with teachers.	Darcy, Elizabeth	10/10/2014	Evidence of implementation will be found in PLC created products including common aligned assessments and scales, PLC agendas and notes, analysis worksheets, common reporting form, and SMART goals.	6/30/2015 quarterly
G1.B2.S1.MA1	Effectiveness will be monitored through progress monitoring results, DE results, teacher feedback, and PLC discussions.	Darcy, Elizabeth	10/31/2014	Students will show learning gains on each progress monitoring assessment.	5/29/2015 quarterly
G1.B2.S1.MA1	Fidelity of Implementation will be monitored through walk-through observations.	Darcy, Elizabeth	10/31/2014	iObservation feedback and teacher reflection.	5/29/2015 quarterly
G1.B3.S1.MA1	Effectiveness will be monitored through the utilization of scales, DBQ, close reading, reciprocal teaching, and higher-level questioning in the classroom and in lesson plans. The ultimate effectiveness will be monitored through examining progress monitoring assessments.	Kubis, James	8/11/2014	Walk-through observations, progress monitoring assessments	5/29/2015 quarterly
G1.B3.S1.MA1	Fidelity of Implementation will be monitored through walk-through observations, lesson plans, PLC agendas and notes, and data chats where teachers are designing data-based instruction.	Kubis, James	8/11/2014	Walk-through observations and teacher reflection logs.	5/29/2015 quarterly
G1.B4.S1.MA1	Effectiveness will be monitored through measuring growth in progress monitoring assessments and other writing opportunities.	Kubis, James	10/24/2014	Writing FPMAs and other student products	2/27/2015 every-2-months
G1.B4.S1.MA1	Fidelity of Implementation will be monitored through lesson plans, walk-through observations, PLC meeting agendas and notes, and data chats with administrators.	Kubis, James	10/1/2014	Teacher-created products, student products, lesson plans, and walk-throughs.	5/29/2015 weekly
G1.B8.S1.MA1	Administration will monitor the effectiveness of these strategies through conferencing with PLCs, examining student data and monitoring action plans and reflections.	Kubis, James	10/10/2014	Student assessment data, grades, teacher action plans accompanied by action plan reflection.	5/29/2015 quarterly
G1.B8.S1.MA1	Administration will conduct walk-throughs and review lesson plans for evidence of implementation, specifically for indicators 36-39 and 46-49.	Kubis, James	10/10/2014	Walk-throughs and lesson plans	5/29/2015 monthly
G1.B1.S2.MA1	Data-driven analysis as it impacts instruction	Darcy, Elizabeth	10/10/2014	Assessment analysis spreadsheets, DE assessments	6/30/2015 quarterly
G1.B1.S2.MA1	Administrators will conduct Grade Level Content Area data chats to monitor teacher progress in the data driven instruction process and the impact on student progress.	Darcy, Elizabeth	10/10/2014	Agendas, common reporting forms, assessment analysis spreadsheets. Action plans, reflections, lesson plans.	6/30/2015 quarterly

## 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 implement effective instructional strategies to improve instruction and build relationships as described in the Marazano Instructional Model while aligning with the Florida Standards.

**G1.B1** Teachers lack knowledge of data driven instruction.

**G1.B1.S1** Ensure that teachers are defining a common and aligned "road-map for rigor" by collaborating on formative assessments, summative assessments, learning goals, and scales. Ensure that teachers are determining where students are struggling and why by compiling and analyzing previous year's FCAT and EOC scores, pre-assessments, progress monitoring assessment scores, and anecdotal student information.

### **PD Opportunity 1**

Design and deliver PD through PLCs on defining the "road map to rigor" through the development of common and aligned formative and summative assessments and common and aligned learning goals and scales.

#### **Facilitator**

Administrators, Instructional Coach and Curriculum Leaders

#### **Participants**

All content area teachers meeting in PLCs.

#### **Schedule**

Weekly, from 8/6/2014 to 6/30/2015

## PD Opportunity 2

Each PLC will examine previous year's FCAT and EOC data by completing individual data analysis worksheets to help them identify students' proficiency levels. Then, using a base-line assessment, teachers will determine students' strengths and struggles by charting their responses, question-by-question and student-by-student. . In Content Area and Grade Level Content Area PLC meetings, teachers will use these data to hypothesize, discuss, and track student progress and to develop SMART goals. Teachers will meet with their Administrator or Instructional Coach to discuss their findings from the analysis process. Teachers will utilize a common reporting form to collaboratively analyze student progress on specific skills unit by unit.

### Facilitator

Administrators, Instructional Coach and Curriculum Leaders

### Participants

All content area teachers meeting in PLCs.

### Schedule

Monthly, from 8/6/2014 to 6/30/2015

**G1.B1.S2** Ensure that teachers are implementing new teaching plans and differentiated instruction to respond to data analysis. Ensure that teachers create systems and procedures to ensure continual data-driven improvement.

## PD Opportunity 1

PLCs and individual teachers use their data analysis to generate ideas about how to best strengthen student learning. Then, they create action plans with clear due dates and convert these into lesson plans. Lesson plans show the use of data analysis to drive instruction and differentiation.

### Facilitator

Administrators, Instructional Coach, and Curriculum Leaders

### Participants

All content area teachers meeting in PLCs.

### Schedule

Monthly, from 8/11/2014 to 6/30/2015

## PD Opportunity 2

Teachers implement systems and procedures to ensure continual data- driven improvement.

### Facilitator

Administrators, Instructional Coach, and Curriculum Leaders

### Participants

All content area teachers meeting in PLCs.

### Schedule

Monthly, from 8/11/2014 to 6/30/2015

**G1.B2** Teachers lack knowledge of instructional strategies that improve reading proficiency.

**G1.B2.S1** Ensure that all teachers are trained in effective instructional strategies that improve reading proficiency.

## PD Opportunity 1

Design and deliver training for all teachers in Reciprocal Teaching

### Facilitator

Administrators, Instructional Coach, Curriculum Support Team

### Participants

Content Area teachers, all new teachers and those identified by administration.

### Schedule

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

## PD Opportunity 2

Design and deliver training for all Science and Social Studies teachers in Close Reading, including text-coding and PEEL strategies to set a purpose for reading.

### Facilitator

District personnel and Kim Picard, Instructional Literacy Coach

### Participants

Science and Social Studies Teachers

### Schedule

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

### PD Opportunity 3

Design and deliver training for all ELA and Reading teachers in Reading Edge 2.0

#### Facilitator

District Personnel, Company Representative, Instructional Literacy Coach, ELA Curriculum Leader

#### Participants

Reading Teachers weekly; ELA teachers quarterly

#### Schedule

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

### PD Opportunity 4

Design and deliver training for all new teachers in Building Academic Vocabulary.

#### Facilitator

Elizabeth Darcy

#### Participants

All new teachers and teachers needing a refresher

#### Schedule

Weekly, from 10/31/2014 to 11/21/2014

**G1.B3** Teachers lack knowledge of instructional strategies that raise the level of rigor and complex thinking.

**G1.B3.S1** Ensure that all teachers are trained in effective instructional strategies that raise the level of rigor and complex thinking.

### PD Opportunity 1

Teachers will attend Amplify training for Math, as well as Math CDDRE, and Algebra Consortium.

#### Facilitator

Administration, Instructional Coach, the Curriculum Support Team, and other District Personnel

#### Participants

Math teachers

#### Schedule

Quarterly, from 8/6/2014 to 5/29/2015

## **PD Opportunity 2**

Design and deliver training in the Document-Based Questioning Project.

### **Facilitator**

Curriculum Support Team and Instructional Literacy Coach

### **Participants**

Social Studies Teachers

### **Schedule**

Quarterly, from 8/6/2014 to 5/29/2015

## **PD Opportunity 3**

Design and deliver training on planning for units to incorporate four levels of rigor in content areas.

### **Facilitator**

Administration and the Technology Facilitator

### **Participants**

All teachers

### **Schedule**

On 10/10/2014

## **PD Opportunity 4**

Design and deliver training on Webs Depth of Knowledge for new teachers.

### **Facilitator**

Instructional Coach

### **Participants**

New teachers

### **Schedule**

On 12/5/2014

### **PD Opportunity 5**

Teachers will attend training on FSA and SBAs to better understanding WDOK within these assessments in order to plan instruction to meet the rigors of the assessments.

#### **Facilitator**

District personnel, administration

#### **Participants**

All teachers

#### **Schedule**

On 10/31/2014

**G1.B4** Teachers lack the knowledge of instructional strategies and assessing proficiency in writing.

**G1.B4.S1** Ensure that all teachers are trained in instructing and assessing student writing across the content areas.

### **PD Opportunity 1**

Provide opportunities for ELA, Social Studies, Science, and other content area teachers to analyze sample test questions/tasks in the FSA portal. Provide training for content area teachers to provide academic writing opportunities in their class.

#### **Facilitator**

District personnel, Assistant Principals, Instructional Literacy Coach, ELA teachers, and Curriculum Leaders

#### **Participants**

ELA/Social Studies/Science/other teachers

#### **Schedule**

Monthly, from 10/10/2014 to 2/27/2015

## PD Opportunity 2

Design and deliver Writing in the Content Area training that includes the use of writing rubrics aligned with the FSA when scoring student writing.

### Facilitator

Administration, District Personnel, Instructional Literacy Coach, ELA teachers, and Curriculum Leaders

### Participants

Content Area Teachers including ELA Teachers

### Schedule

Monthly, from 10/1/2014 to 2/28/2015

## PD Opportunity 3

Provide professional learning for teachers regarding the technology tools used on the FSA and require integration by teachers in their instruction to model use for students. Provide opportunities for students to practice keyboarding skills, specifically.

### Facilitator

District personnel, administration, technology facilitator, curriculum leaders.

### Participants

All teachers

### Schedule

Daily, from 9/26/2014 to 5/22/2015

## PD Opportunity 4

Train teachers in the use of Writer's Workshop mini-lessons to enhance the use of required cross-content writing portfolios where students are guided in assessing their own work using MKMS Writing Non-Negotiables, RADar, the FSA Writing Rubric, and Cross-Content Writing Rubrics.

### Facilitator

Administration, Instructional Coach, Curriculum Leaders, and district personnel.

### Participants

All teachers

### Schedule

Monthly, from 10/1/2014 to 2/14/2015

### **PD Opportunity 5**

Provide continued training for teachers incorporating the DBQ Project and DBQ's in Social Studies and Science.

#### **Facilitator**

Ilene Haney and Rachel Hallet

#### **Participants**

Science and Social Studies teachers

#### **Schedule**

Quarterly, from 9/10/2014 to 5/1/2015

### **PD Opportunity 6**

Provide training (differentiated for new and experienced teachers) in Building Academic Vocabulary direct instruction, focusing on Domain II and Domain III words, to impact students' academic writing. Monitor classroom implementation, provide feedback and coaching, and ensure these words are incorporated in steps 4-6 of the BAV process.

#### **Facilitator**

Administrators, Instructional Coach, Curriculum Leaders in PLCs

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 10/1/2014 to 5/1/2015

**G1.B8** High scores have masked the issue of learning gaps for specific subgroups.

**G1.B8.S1** Identify Achievement Gaps for subgroups and identify the greatest gaps to focus on closing. Design action plans to reduce these gaps significantly within one year.

**PD Opportunity 1**

Conduct PD for infusing culturally relevant curriculum including strategies that incorporate planning for students that are not prepared for learning, acknowledging students' interests and backgrounds, exhibiting rapport and understanding with students, displaying objectivity and control, and communicating high expectations for all students.

**Facilitator**

Administrators and Technology Leaders Team.

**Participants**

All teachers.

**Schedule**

On 10/10/2014

**PD Opportunity 2**

Teachers will identify at least 5 students that are non-proficient, within an achievement gap subgroup and that are on the cusp of achieving proficiency to include in a school-wide Ante-Up list. Teachers will be trained in specific measures to help ensure proficiency for these students. School-wide interventions, including focused tutorial, small group interventions, and mentors, will be provided to these students.

**Facilitator**

Administrators and Curriculum leaders

**Participants**

All teachers

**Schedule**

Monthly, from 10/1/2014 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
<b>Goal 1:</b> All teachers will implement effective instructional strategies to improve instruction and build relationships as described in the Marazano Instructional Model while aligning with the Florida Standards.	6,900
<b>Grand Total</b>	<b>6,900</b>

### Goal 1: All teachers will implement effective instructional strategies to improve instruction and build relationships as described in the Marazano Instructional Model while aligning with the Florida Standards.

Description	Source	Total
<b>B1.S1.A1</b> - This is funded through teacher salaries as it is part of their work day. When teachers conduct peer observations to refine their understanding, substitutes will be paid through School Improvement Funds	School Improvement Funds	0
<b>B1.S1.A2</b> - \$100 stipends/teacher have be used to pay for summer analysis and unit planning.	General Fund	2,500
<b>B1.S2.A1</b> - Stipends have been used to support this activity over the summer. This activity will coincide with another budget item so no amount is added to this line.	General Fund	0
<b>B1.S2.A2</b> - This activity coincides with another budget item so no amount appears on this line.	General Fund	0
<b>B2.S1.A4</b> - New teachers will be able to conduct peer observations paid for through funds added to our general fund by the district to allow for substitutes for new teachers.	General Fund	2,400
<b>B3.S1.A1</b> - District covers cost of substitutes when necessary.	Other	0
<b>B3.S1.A2</b> - District funds substitutes as necessary.	Other	0
<b>B3.S1.A5</b> - District to provide funds for substitutes as necessary.	Other	0
<b>B8.S1.A3</b> - Funds will be used for resources to assist families and community members better understand school-wide and state expectations.	General Fund	2,000
<b>Total Goal 1</b>		<b>6,900</b>