

# Chiles Middle School



2014-15 School Improvement Plan

## Chiles Middle School

1240 SANCTUARY DR, Oviedo, FL 32766

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0721>

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

28%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

27%

### 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>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>31</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>33</b>
Professional Development Opportunities	34
Technical Assistance Items	35
<b>Appendix 3: Budget to Support Goals</b>	<b>36</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**

Lawton Chiles Middle school, a collaborative environment embracing diversity and supporting the local community, focuses on developing students to be productive lifelong learners able to compete on a global scale through self-directed learning, critical thinking, creative expression, and inquiry based study.

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

Lawton Chiles Middle School will provide a 21st century, high quality education experience for all students. Instruction will be diverse, differentiated, and enriched to ensure growth, knowledge, and success for all.

#### School Environment

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

Lawton Chiles Middle School celebrates the rich diversity that comprises the student population and community that are served by the school. Each year, the school holds a multicultural celebration that allows students and staff members to share information about their background and help others learn about various cultures in order to develop an appreciation for them in the community. Lawton Chiles Middle School builds strong relationships with students through celebration weeks, Positive Behavior Support (PBS) systems, and strong programs in the arts, academics, and athletics.

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

Lawton Chiles Middle School values the safety of all students and has a number of procedures and policies in place to ensure that students feel safe and respected while on campus. A supervision plan has been established that involves all administrators, faculty, and staff that provides supervision for students at all times while on campus. Before and after school, various staff members rotate through posts in all student accessible areas. During school hours, staff members supervise all student areas and monitor the hallways during class exchanges. Emergency drills are practiced on a regular basis to ensure students are familiar with all emergency and evacuation procedures.

In order to ensure students feel respected at school, the administration at Lawton Chiles Middle School has policies and procedures to ensure that students treat one another in a positive manner. Open forms of communication have been created that allow students to share concerns with counselors and administrators whenever necessary. Administration has provided anonymous bullying reported locations in each of the school's media centers for students to report any suspected issues. Additionally, the school has an active Upstanders to Bullying program that allows students to take an active role in creating a safe environment at LCMS.

##### **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**



Lawton Chiles Middle School (LCMS) has a comprehensive behavioral system in place that reduces negative behaviors and maximizes instructional time for students. LCMS has a Positive Behavior Support (PBS) team that works to celebrate appropriate, positive behaviors in order to provide a proper example for all students on campus. When negative behaviors do occur, a progressive discipline model is used to ensure students receive a consequence appropriate for their specific behavior while allowing them to miss a minimal amount of instructional time. Behavior modification and Multi-Tiered Systems of Support (MTSS) are emphasized in this system to ensure negative student behaviors are not repeated.

**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**

In order to ensure the social-emotional needs of all students are met, Lawton Chiles Middle School allows access to various resources for students. Students are able to meet with counselors for assistance at any time necessary to discuss personal needs and receive emotional support. Additionally, students are provided faculty mentors when necessary to track student progress and discuss any social difficulties the student may encounter.

**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	33	28	48	109
One or more suspensions	0	1	1	2
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	34	34	39	107

**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	3	4	7	14

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

Lawton Chiles Middle School uses a variety of intervention strategies for students identified by the early warning system. For students falling below 90% attendance, guidance counselors work closely with the family and the school social worker is consulted to help overcome any family difficulties. For students with suspensions, the Multi-Tiered System of Supports (MTSS) and Positive Behavior Support (PBS) team are consulted to ensure that appropriate behaviors replace the behaviors that led to suspension. For students with failing course grades or Level 1 scores on statewide assessments, students are provided access to a comprehensive Academic Intervention Program (AIP), after school tutorial programs, and remedial course work as needed.

**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.

**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
Mumey, Linda	Principal
Hyatt, Victoria	Assistant Principal
Antmann, John	Assistant Principal
Taylor, Diane	Assistant Principal
Todd, Frank	Dean

**Duties**

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

The functions of our school-leadership team as related to the school's SIP and MTSS system are to identify and name students involved in the MTSS process, determine/discuss the current tier of intervention, and to determine/discuss the necessity for a student study team meeting. The school-based leadership team communicates with neighboring schools for the creation of processes, documents, and training.

***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***

Lawton Chiles Middle School will coordinate Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that support instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

**School Advisory Council (SAC)**

## Membership

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

Name	Stakeholder Group
Karen Penna	Parent
Yvette Baldanado	Education Support Employee
Bret McElhinney	Parent
LeighAnn Thomes	Parent
Robin Griffith	Parent
Tracie Handberg	Parent
Kathy Breitenbruck	Teacher
Linda Mumey	Principal
Kelly Stivers	Education Support Employee
John Hiltson	Parent
Kelli McNair-Lee	Teacher
Sheila Smith	Parent
Rena Poarch	Teacher

## Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

### *Evaluation of last year's school improvement plan*

At the October School Advisory Council (SAC) meeting, the team will review the prior year school improvement plan to evaluate the successes and areas for improvement in the achievement of goals. The SAC will help to make recommendations for change and adjust the School Improvement budget to ensure that future goals are met.

### *Development of this school improvement plan*

The SAC provides continuous input to the school leadership team on the needs of the school, areas for growth, ways to increase parental involvement, and parent and staff views.

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

Each year, the annual school budget and funding plan is shared with the School Advisory Council (SAC) and reviewed in detail. The SAC makes appropriate suggestions to the school leadership about the allocation of financial resources and uses this information to help inform decision regarding school improvement funding.

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

School improvement funds were allocated to staff development, student literacy, and positive behavior reinforcement. Positive behavior reinforcement: \$600. Student literacy: \$500. Staff development: \$3307.

Of these funds, \$214 was spent on positive behavior reinforcement through student incentives and \$500 was spent on student literacy projects including literacy week, book clubs, and student materials. Staff development funds were exhausted and replenished through additional school improvement funding. The staff development funding was used to provide classroom coverage for

teachers to attend staff developments, common plan sessions, and complete peer-teacher observations.

**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
Mumey, Linda	Principal
Antmann, John	Assistant Principal
Hyatt, Victoria	Assistant Principal
Taylor, Diane	Assistant Principal
Todd, Frank	Dean
Dombrowski, Judith	Instructional Coach
Ingolia, Jessica	Guidance Counselor
Mills, Kathryn	Teacher, K-12
Vocelka, Erika	Teacher, K-12
Viles, Elizabeth	Teacher, K-12
Cornwell-Estes, Laura	Teacher, K-12
Nystrom, Terra	Teacher, K-12
Wood, Barbara	Teacher, K-12
O'Neill, Patricia	Teacher, K-12

**Duties**

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

The major initiative of the Literacy Leadership Team will be to bring new reading and writing strategies to all content areas and reinforce existing strategies in use by teachers. Trainings will be held on reading and writing in content areas, reciprocal teaching, and building academic vocabulary. Frequent classroom observations will be completed by the administrative team to ensure that strategies are being implemented correctly. Emphasis will be placed on the instructional evaluation model.

**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**

Lawton Chiles Middle School strongly supports working relationship between all teachers. Teachers are provided a common plan period with others who teach the same content area in order to align lesson

plans, develop common assessments, and review appropriate data. Additionally, teachers are afforded the opportunity to complete peer observations in order to provide feedback to one another and learn about new classroom strategies to enhance their instruction.

### **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 is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. 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.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

## **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**

Each year, teachers identify trends, successes, and areas for growth through student achievement data from the prior year. This information is used to evaluate the instructional strategies and programs used and determine what changes are necessary. Through this analysis, new strategies are used in the classroom including small group, cooperative learning, reciprocal teaching, close reading, and Building Academic Vocabulary (BAV) lessons.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 6,120

Level 1 and 2 students are invited to participate in after school instruction in Reading and Mathematics. Students work for 90 minutes per day, twice a week, following the school day with certified instructors.

#### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Taylor, Diane, diane\_taylor@scps.k12.fl.us

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

Progress monitoring takes place monthly. Students complete assessments through web-based instructional tools to determine their growth and the effectiveness of this strategy.

### **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**

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

#### **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**

Grade 6 students at Lawton Chiles Middle School are enrolled in a life skills course that helps them to plan for life and career as they move to high school, college, and beyond. In grades 7 and 8, students are provided counseling on course selection to help them select the appropriate track for their high school goals. This, in turn, helps to prepare them for a successful, college-bound high school track.

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

Lawton Chiles Middle School incorporates CTE courses and high school credit courses into the curriculum for students in all grade levels. Students in grades 6, 7, and 8 are able to complete courses in computer technology while students in grades 7 and 8 are able to take high school credit courses in mathematics, science, and foreign languages. Students are encouraged to make linkages between the content learned in these classes and their preparation for high school, college, and career. Real-world scenarios are provided to assist students in these linkages.

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

This section is not applicable to Lawton Chiles Middle School.

***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***

This section is not applicable to Lawton Chiles Middle School.



## 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.** Reduce the number of students scoring a Level 1 on standardized assessments in Reading and Math.
- G2.** Increase the number of lower quartile students achieving a learning gain on standardized assessments in Reading and Math.
- G3.** Increase achievement of students with disabilities on Math and Reading standardized assessments.
- G4.** Increase achievement of specific subgroup (minority, economically disadvantaged) students on Reading standardized assessments in order to make progress in closing the achievement gap.
- G5.** Increase achievement of specific subgroup (minority, economically disadvantaged) students on Math standardized assessments in order to make progress in closing the achievement gap.

## 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. Reduce the number of students scoring a Level 1 on standardized assessments in Reading and Math.**

1a

G053316

**Targets Supported** 1b

Indicator	Annual Target
Level 1 - Grade 06	6.0
Level 1 - Grade 07	6.0
Level 1 - Grade 08	6.0

**Resources Available to Support the Goal** 2

- Staff Development
- After-School Tutorial Program
- Peer-Teacher Observations
- Student Mentoring
- Parent Education Programs
- Academic Intervention Program (AIP)
- Cooperative Planning for Teachers
- Remedial Course Work
- Peer Tutoring

**Targeted Barriers to Achieving the Goal** 3

- Insufficient Training for Non-ELA Teachers on Reading in Content Areas

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

Throughout the year, progress-monitoring test scores will be reviewed to ensure that students are progressing towards the goal of fewer students scoring a Level 1 on assessments. Following each progress-monitoring assessment, teachers will be provided with student data and they will use this data to alter and inform their instructional decisions.

**Person Responsible**

John Antmann

**Schedule**

Quarterly, from 9/22/2014 to 5/31/2015

**Evidence of Completion**

Student achievement data will be collected and analyzed to determine if progress is being made towards to the goal. Additionally, teacher reflections and lesson plans will be collected to ensure that necessary adaptations are being made to meet the established goal.

**G2. Increase the number of lower quartile students achieving a learning gain on standardized assessments in Reading and Math.** 1a

G053317

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	81.0
ELA/Reading Lowest 25% Gains	76.0

**Resources Available to Support the Goal** 2

- After-School Tutorial
- Academic Intervention Program (AIP)
- Parent Education Programs
- Remedial Course Work
- Peer Tutoring

**Targeted Barriers to Achieving the Goal** 3

- Lack of Training for Instructional Strategies for Students with Disabilities

**Plan to Monitor Progress Toward G2.** 8

Student achievement data on progress-monitoring assessments will be collected to determine what progress has been made in achieving the goal.

**Person Responsible**

John Antmann

**Schedule**

Monthly, from 9/29/2014 to 5/31/2015

**Evidence of Completion**

Student achievement data will be analyzed to see what growth has been made in relation to the goal. The data will be used to evaluate the progress made relative to the goal and to make changes and adaptations as needed.

**G3. Increase achievement of students with disabilities on Math and Reading standardized assessments.**

1a

G053318

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - SWD	59.0
AMO Reading - SWD	63.0

**Resources Available to Support the Goal** 2

- Professional Development Funding from Millage
- School-owned Technology
- Academic Intervention Program
- Differentiated Homerooms
- Tutorial Resources
- Student Success Center
- Support Facilitation Model

**Targeted Barriers to Achieving the Goal** 3

- Large Achievement Gap for SWD Students

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

Student achievement data will be monitored to ensure adequate progress is being made towards the goal of increasing the achievement of students with disabilities.

**Person Responsible**

Diane Taylor

**Schedule**

Monthly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Score reports, assessment scores.

**G4.** Increase achievement of specific subgroup (minority, economically disadvantaged) students on Reading standardized assessments in order to make progress in closing the achievement gap. 1a

G053319

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - African American	73.0
AMO Reading - Hispanic	82.0
AMO Reading - ED	77.0

**Resources Available to Support the Goal** 2

- Professional Development Funding from Millage
- Technology Access
- Academic Intervention Program
- Student Success Center
- Book Club
- Tutorial Resources

**Targeted Barriers to Achieving the Goal** 3

- Slow Intervention Process

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

Student achievement data will be monitored to ensure student achievement is improving and progress is being made towards the goal.

**Person Responsible**

Victoria Hyatt

**Schedule**

Monthly, from 9/29/2014 to 3/31/2015

**Evidence of Completion**

Student achievement data, student attendance, administrator observations.

**G5. Increase achievement of specific subgroup (minority, economically disadvantaged) students on Math standardized assessments in order to make progress in closing the achievement gap. 1a**

G053320

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - African American	75.0
AMO Math - Hispanic	79.0
AMO Math - ED	73.0

**Resources Available to Support the Goal 2**

- Support Facilitation
- Department Meetings
- PLC Meetings
- Peer Teacher Observations
- District Trainings
- Academic Intervention Program
- Support Facilitation Model

**Targeted Barriers to Achieving the Goal 3**

- Large Achievement Gap for SWD Students

**Plan to Monitor Progress Toward G5. 8**

Student achievement data will be monitored to ensure adequate progress is being made towards the goal of increasing the achievement of students with disabilities.

**Person Responsible**

John Antmann

**Schedule**

Monthly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Score reports, assessment scores.

## 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.** Reduce the number of students scoring a Level 1 on standardized assessments in Reading and Math. **1**


 G053316

**G1.B5** Insufficient Training for Non-ELA Teachers on Reading in Content Areas **2**

 B134488

**G1.B5.S1** Teachers will receive training on Building Academic Vocabulary throughout the year. The training will be done with all teachers and share strategies to effectively use all steps of the BAV process.

**4**

 S146325

### Strategy Rationale

Effectively using the BAV process will help students generate a larger vocabulary and learn how to identify words and their meanings through the use of context clues and prior knowledge.

### Action Step 1 **5**

Teachers will receive in-depth training regarding the Building Academic Vocabulary (BAV) process.

#### Person Responsible

Diane Taylor

#### Schedule

Quarterly, from 9/12/2014 to 5/31/2015

#### Evidence of Completion

Teacher attendance logs, data from classroom walkthroughs.

**Plan to Monitor Fidelity of Implementation of G1.B5.S1 6**

Sign-in logs will be provided at all training to ensure all faculty are present and participating in the trainings as assigned. Following each training, school administration will visit each classroom to ensure the BAV model is being implemented properly and with fidelity.

**Person Responsible**

Linda Mumey

**Schedule**

Quarterly, from 9/12/2014 to 5/31/2015

***Evidence of Completion***

Faculty attendance will be collected to ensure attendance and participation is tracked and classroom walkthrough data will be collected and tracked to ensure the appropriate classroom use.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7**

The instructional coach will review student BAV artifacts to ensure the model has been implemented appropriately and to ensure that teachers are implementing the model at an effective level.

**Person Responsible**

Judith Dombrowski

**Schedule**

Monthly, from 9/12/2014 to 5/31/2015

***Evidence of Completion***

Student artifacts will be collected and reviewed to ensure the model is being implemented effectively. Each artifact will be reviewed to see that each step was appropriately followed and feedback will be provided for teachers.



**G2.** Increase the number of lower quartile students achieving a learning gain on standardized assessments in Reading and Math. 1

G053317

**G2.B5** Lack of Training for Instructional Strategies for Students with Disabilities 2

B134493

**G2.B5.S2** Improve training for the support facilitation model used for students who receive support as a specific accommodation. 4

S146328

### Strategy Rationale

Many of the students receiving classroom support accommodations comprise a large portion of the lower quartile students. Having the support facilitation model implemented at a high-level for these students will help teacher guide them towards greater learning gains.

### Action Step 1 5

Teachers will receive training from a content expert on the support facilitation model. All teachers will attend an initial training and all teachers who work in a support facilitated classroom will receive two additional trainings.

#### Person Responsible

Diane Taylor

#### Schedule

On 12/19/2014

#### Evidence of Completion

In order to demonstrate the completion of the activity, the facilitator will collect attendance logs and monitor the training for appropriate participation.

### Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Classroom walkthroughs will be conducted to ensure that the support facilitation model is being implemented with fidelity. The supervising administrator will conduct walkthroughs on a weekly basis to collect data and provide feedback to the teachers providing and receiving support.

#### Person Responsible

Diane Taylor

#### Schedule

Monthly, from 8/18/2014 to 5/31/2015

#### Evidence of Completion

Teacher and student data will be collected during the walkthroughs to ensure the model is being implemented with fidelity.

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7**

Student achievement data will be monitored on each progress-monitoring assessment throughout the year to ensure that student scores are improving to show the effectiveness of the strategy.

**Person Responsible**

John Antmann

**Schedule**

Monthly, from 9/29/2014 to 5/31/2015

***Evidence of Completion***

Student achievement data will be collected as evidence of the effectiveness of the strategy. The data will be analyzed and provided to teachers so the strategy may be evaluated and adaptations implemented as needed.

**G3. Increase achievement of students with disabilities on Math and Reading standardized assessments.** 1

G053318

**G3.B3 Large Achievement Gap for SWD Students** 2

B134496

**G3.B3.S1 Teachers will create Gap reduction plans to target specific students with disabilities in their classes.** 4

S146329

**Strategy Rationale**

With each teacher targeting a specific group of students with disabilities, the target group is divided amongst all teachers and becomes an easier group to reach.

**Action Step 1** 5

Each teacher will create a GAP reduction plan listing students they intend to focus on with specific instructional strategies. Teachers will identify between four and six students and identify specific instructional strategies

**Person Responsible**

Diane Taylor

**Schedule**

Quarterly, from 8/5/2014 to 5/31/2015

**Evidence of Completion**

Gap reduction plans will be created by each teacher and turned into supervising administrators. The plans will be reviewed by the school principal and will serve as evidence that the plans are being implemented.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Plan completion will be monitored and teacher data will be monitored through weekly lesson plan reflections. In reflections, teachers will include achievement data for these students and new instructional strategies being implemented for these students.

**Person Responsible**

Diane Taylor

**Schedule**

Weekly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Teacher lesson plans will be collected as evidence. Additionally, classroom walkthroughs will be completed on a regular basis to ensure that new instructional strategies mentioned in reflections are being implemented.

## Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Teachers will monitor achievement data for the specific, targeted students to ensure that new instructional strategies are working to improve achievement.

### Person Responsible

Diane Taylor

### Schedule

Biweekly, from 8/18/2014 to 5/31/2015

### Evidence of Completion

Student achievement data including classroom grades, progress-monitoring scores, and standardized test scores will be analyzed to ensure the new techniques are effective.


**G4.** Increase achievement of specific subgroup (minority, economically disadvantaged) students on Reading standardized assessments in order to make progress in closing the achievement gap. 1

 G053319

**G4.B3** Slow Intervention Process 2

 B134503

**G4.B3.S1** Students will be invited to participate in the after school tutorial program to provide support and additional instruction as an academic intervention. 4

 S146333

### Strategy Rationale

The additional instruction can serve as a primary academic intervention to assist students in recovering skill and improving achievement.

## Action Step 1 5

Targeted students will be invited to participate in an after school tutorial program in order to provide remediation and additional instructional support.

### Person Responsible

Victoria Hyatt

### Schedule

Weekly, from 10/2/2014 to 3/31/2015

### Evidence of Completion

Student attendance and achievement records will be used for evidence related to this action step.

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

Administrator observations and student attendance records will be collected and tracked to ensure that the action is being implemented with fidelity.

**Person Responsible**

Victoria Hyatt

**Schedule**

Weekly, from 9/29/2014 to 3/31/2015

***Evidence of Completion***

Student attendance records, administrator observations.

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Student achievement data and work samples will be collected and analyzed in relation to the specific topics covered in after-school tutorial. The data will be used to determine if the tutorial program has an impact on the achievement of the students.

**Person Responsible**

Victoria Hyatt

**Schedule**

Weekly, from 9/29/2014 to 3/31/2015

***Evidence of Completion***

Student attendance records, student achievement data, administrator observations.

**G5.** Increase achievement of specific subgroup (minority, economically disadvantaged) students on Math standardized assessments in order to make progress in closing the achievement gap. 1

G053320

**G5.B3** Large Achievement Gap for SWD Students 2

B134513

**G5.B3.S1** Teachers will create Gap reduction plans to target specific students with disabilities in their classes. 4

S146340

### **Strategy Rationale**

With each teacher targeting a specific group of students with disabilities, the target group is divided amongst all teachers and becomes an easier group to reach.

### **Action Step 1** 5

Each teacher will create a GAP reduction plan listing students they intend to focus on with specific instructional strategies. Teachers will identify between four and six students and identify specific instructional strategies

#### **Person Responsible**

John Antmann

#### **Schedule**

Quarterly, from 8/18/2014 to 5/31/2015

#### **Evidence of Completion**

Gap reduction plans will be created by each teacher and turned into supervising administrators. The plans will be reviewed by the school principal and will serve as evidence that the plans are being implemented.

**Plan to Monitor Fidelity of Implementation of G5.B3.S1 6**

Plan completion will be monitored and teacher data will be monitored through weekly lesson plan reflections. In reflections, teachers will include achievement data for these students and new instructional strategies being implemented for these students.

**Person Responsible**

John Antmann

**Schedule**

Monthly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Teacher lesson plans will be collected as evidence. Additionally, classroom walkthroughs will be completed on a regular basis to ensure that new instructional strategies mentioned in reflections are being implemented.

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7**

Teachers will monitor achievement data for the specific, targeted students to ensure that new instructional strategies are working to improve achievement.

**Person Responsible**

John Antmann

**Schedule**

Monthly, from 8/18/2014 to 5/31/2015

**Evidence of Completion**

Student achievement data including classroom grades, progress-monitoring scores, and standardized test scores will be analyzed to ensure the new techniques are effective.

**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.B5.S1.A1	Teachers will receive in-depth training regarding the Building Academic Vocabulary (BAV) process.	Taylor, Diane	9/12/2014	Teacher attendance logs, data from classroom walkthroughs.	5/31/2015 quarterly
G2.B5.S2.A1	Teachers will receive training from a content expert on the support facilitation model. All teachers will attend an initial training and all teachers who work in a support facilitated classroom will receive two additional trainings.	Taylor, Diane	10/1/2014	In order to demonstrate the completion of the activity, the facilitator will collect attendance logs and monitor the training for appropriate participation.	12/19/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.A1	Each teacher will create a GAP reduction plan listing students they intend to focus on with specific instructional strategies. Teachers will identify between four and six students and identify specific instructional strategies	Taylor, Diane	8/5/2014	Gap reduction plans will be created by each teacher and turned into supervising administrators. The plans will be reviewed by the school principal and will serve as evidence that the plans are being implemented.	5/31/2015 quarterly
G4.B3.S1.A1	Targeted students will be invited to participate in an after school tutorial program in order to provide remediation and additional instructional support.	Hyatt, Victoria	10/2/2014	Student attendance and achievement records will be used for evidence related to this action step.	3/31/2015 weekly
G5.B3.S1.A1	Each teacher will create a GAP reduction plan listing students they intend to focus on with specific instructional strategies. Teachers will identify between four and six students and identify specific instructional strategies	Antmann, John	8/18/2014	Gap reduction plans will be created by each teacher and turned into supervising administrators. The plans will be reviewed by the school principal and will serve as evidence that the plans are being implemented.	5/31/2015 quarterly
G1.MA1	Throughout the year, progress-monitoring test scores will be reviewed to ensure that students are progressing towards the goal of fewer students scoring a Level 1 on assessments. Following each progress-monitoring assessment, teachers will be provided with student data and they will use this data to alter and inform their instructional decisions.	Antmann, John	9/22/2014	Student achievement data will be collected and analyzed to determine if progress is being made towards the goal. Additionally, teacher reflections and lesson plans will be collected to ensure that necessary adaptations are being made to meet the established goal.	5/31/2015 quarterly
G1.B5.S1.MA1	The instructional coach will review student BAV artifacts to ensure the model has been implemented appropriately and to ensure that teachers are implementing the model at an effective level.	Dombrowski, Judith	9/12/2014	Student artifacts will be collected and reviewed to ensure the model is being implemented effectively. Each artifact will be reviewed to see that each step was appropriately followed and feedback will be provided for teachers.	5/31/2015 monthly
G1.B5.S1.MA1	Sign-in logs will be provided at all training to ensure all faculty are present and participating in the trainings as assigned. Following each training, school administration will visit each classroom to ensure the BAV model is being implemented properly and with fidelity.	Mumey, Linda	9/12/2014	Faculty attendance will be collected to ensure attendance and participation is tracked and classroom walkthrough data will be collected and tracked to ensure the appropriate classroom use.	5/31/2015 quarterly
G2.MA1	Student achievement data on progress-monitoring assessments will be collected to determine what progress has been made in achieving the goal.	Antmann, John	9/29/2014	Student achievement data will be analyzed to see what growth has been made in relation to the goal. The data will be used to evaluate the progress made relative to the goal and to make changes and adaptations as needed.	5/31/2015 monthly
G2.B5.S2.MA1	Student achievement data will be monitored on each progress-monitoring assessment throughout the year to ensure that student scores are improving to show the effectiveness of the strategy.	Antmann, John	9/29/2014	Student achievement data will be collected as evidence of the effectiveness of the strategy. The data will be analyzed and provided to teachers so the strategy may be evaluated and adaptations implemented as needed.	5/31/2015 monthly
G2.B5.S2.MA1	Classroom walkthroughs will be conducted to ensure that the support facilitation model is being implemented with fidelity. The supervising administrator will conduct walkthroughs on a weekly basis to collect data and provide feedback to the teachers providing and receiving support.	Taylor, Diane	8/18/2014	Teacher and student data will be collected during the walkthroughs to ensure the model is being implemented with fidelity.	5/31/2015 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Student achievement data will be monitored to ensure adequate progress is being made towards the goal of increasing the achievement of students with disabilities.	Taylor, Diane	8/18/2014	Score reports, assessment scores.	5/31/2015 monthly
G3.B3.S1.MA1	Teachers will monitor achievement data for the specific, targeted students to ensure that new instructional strategies are working to improve achievement.	Taylor, Diane	8/18/2014	Student achievement data including classroom grades, progress-monitoring scores, and standardized test scores will be analyzed to ensure the new techniques are effective.	5/31/2015 biweekly
G3.B3.S1.MA1	Plan completion will be monitored and teacher data will be monitored through weekly lesson plan reflections. In reflections, teachers will include achievement data for these students and new instructional strategies being implemented for these students.	Taylor, Diane	8/18/2014	Teacher lesson plans will be collected as evidence. Additionally, classroom walkthroughs will be completed on a regular basis to ensure that new instructional strategies mentioned in reflections are being implemented.	5/31/2015 weekly
G4.MA1	Student achievement data will be monitored to ensure student achievement is improving and progress is being made towards the goal.	Hyatt, Victoria	9/29/2014	Student achievement data, student attendance, administrator observations.	3/31/2015 monthly
G4.B3.S1.MA1	Student achievement data and work samples will be collected and analyzed in relation to the specific topics covered in after-school tutorial. The data will be used to determine if the tutorial program has an impact on the achievement of the students.	Hyatt, Victoria	9/29/2014	Student attendance records, student achievement data, administrator observations.	3/31/2015 weekly
G4.B3.S1.MA1	Administrator observations and student attendance records will be collected and tracked to ensure that the action is being implemented with fidelity.	Hyatt, Victoria	9/29/2014	Student attendance records, administrator observations.	3/31/2015 weekly
G5.MA1	Student achievement data will be monitored to ensure adequate progress is being made towards the goal of increasing the achievement of students with disabilities.	Antmann, John	8/18/2014	Score reports, assessment scores.	5/31/2015 monthly
G5.B3.S1.MA1	Teachers will monitor achievement data for the specific, targeted students to ensure that new instructional strategies are working to improve achievement.	Antmann, John	8/18/2014	Student achievement data including classroom grades, progress-monitoring scores, and standardized test scores will be analyzed to ensure the new techniques are effective.	5/31/2015 monthly
G5.B3.S1.MA1	Plan completion will be monitored and teacher data will be monitored through weekly lesson plan reflections. In reflections, teachers will include achievement data for these students and new instructional strategies being implemented for these students.	Antmann, John	8/18/2014	Teacher lesson plans will be collected as evidence. Additionally, classroom walkthroughs will be completed on a regular basis to ensure that new instructional strategies mentioned in reflections are being implemented.	5/31/2015 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.*

**G2.** Increase the number of lower quartile students achieving a learning gain on standardized assessments in Reading and Math.

### **G2.B5** Lack of Training for Instructional Strategies for Students with Disabilities

**G2.B5.S2** Improve training for the support facilitation model used for students who receive support as a specific accommodation.

#### **PD Opportunity 1**

Teachers will receive training from a content expert on the support facilitation model. All teachers will attend an initial training and all teachers who work in a support facilitated classroom will receive two additional trainings.

#### **Facilitator**

Diane Taylor

#### **Participants**

All Teachers nitially, All Support Teachers Throughout

#### **Schedule**

On 12/19/2014

## Technical Assistance Items

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

**G1.** Reduce the number of students scoring a Level 1 on standardized assessments in Reading and Math.

**G1.B5** Insufficient Training for Non-ELA Teachers on Reading in Content Areas

**G1.B5.S1** Teachers will receive training on Building Academic Vocabulary throughout the year. The training will be done will all teachers and share strategies to effectively use all steps of the BAV process.

### **PD Opportunity 1**

Teachers will receive in-depth training regarding the Building Academic Vocabulary (BAV) process.

#### **Facilitator**

Judith Dombrowski, Instructional Coach

#### **Participants**

All faculty.

#### **Schedule**

Quarterly, from 9/12/2014 to 5/31/2015

## Budget Rollup

### Summary

Description	Total
Grand Total	0