

Orange County Public Schools

Piedmont Lakes Middle



2016-17 Schoolwide Improvement Plan

Piedmont Lakes Middle

2601 LAKEVILLE RD, Apopka, FL 32703

<https://piedmontlakesms.ocps.net/>

School Demographics

School Type and Grades Served

(per MSID File)

Middle School
6-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate

(as reported on Survey 3)

100%

Primary Service Type

(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

75%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non- charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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

Purpose and Outline of the SIP	5
Differentiated Accountability	7
Current School Status	8
Supportive Environment	8
Family and Community Engagement	12
Effective Leadership	13
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	37
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	39

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Piedmont Lakes Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

To lead our students to success with the help and support and involvement of families and the community.

b. Provide the school's vision statement

To be the top producer of successful students in the nation.

2. School Environment

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

Teachers and staff are acutely aware of the unique and diverse needs of our students. The staff are provided specific professional developments which address the socioeconomic, cultural, and disability needs of our students. These professional development opportunities started during preplanning utilizing presentations by staff members addressing the needs of differentiation within the classroom. The expectation is that all teachers, staff, and administration will build bonds with the students to give them an adult with whom the students may reach out to for support to foster the relationship ultimately impacting their education. Furthermore, our school participates in multiple celebrations which honor diverse backgrounds (ie:Black History Month, Hispanic Heritage Month, Disability Awareness month, etc). In the analysis of the Best Practices of Inclusive Education(BPIE), although our school is a cluster school for students with specific needs due to their IEP's, both students on mainstream and access points standards are included within the general education setting in a variety of areas. The teachers are provided support in learning about the unique needs of many of the students through trainings, focused attention to SWD data, and interactions with students and parents.

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

1. Before school starts, we at PLMS provides several safe areas for the students to enrich socialization skills and academic skills. Student may focus upon academic studies and enrichment within the media center each morning prior to 9:15AM. This area can be seen by the school's security camera and is supervised by administration beginning around 8:30 a.m. The students are offered the opportunity to eat breakfast in the cafeteria and chat with friends.
2. During school, all students have been made aware of the location of their administrator's, counselors' and of the school SRO's office. In the classrooms, our teachers utilize CHAMPS which promotes learning within a safe and structured classroom.
3. At the end of day, students are supervised by all staff members while exiting the school. For students whose parents are unable to pick-up their student in the afternoon, Piedmont continues to offer the Boys and Girls Club as a supervised opportunity for students for enrichment, socialization and physical activity.

c. 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

Piedmont Lakes has a school based Behavioral Leadership Team (BLT) and utilizes the CHAMPS procedures campus wide. CHAMPS is a proactive and positive approach to classroom management used in all areas of the campus from individual classrooms to the cafeteria. This team is comprised of multiple members of the school leadership team and members of the school staff. We have several Administrators and nine staff members that have been trained in CHAMPS and they are the schools leaders in CHAMPS. A school-wide discipline procedures guide, which provides guidelines for expected student behavior, was developed collectively by the BLT group. It is comprehensive including the roles and responsibilities for students, teachers and parents. There are four specific discipline goals which include helping students develop self-respect, respect for others, self-discipline and guiding students to making better choices to improve behavior. This will help reduce the frequency of off-task behavior. Should such off-task behavior occur, the teacher will have a set of parameters on how to effectively control the situation. This should help reduce frequency of off task behavior and reduce the amount of time students are not in the class as a result of referral consequences for their actions.

As additional support to address conflicts which may occur between students and students and staff, administration and guidance counselors are trained in restorative justice. RJ circles are utilized to repair the damage caused by a physical or emotional harm occurring between two or more individuals.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of all students are met through a comprehensive school counseling program delivered by the grade level school counselors, Leanna Brotherson, Laurie Stanton, and Ashlie Noles, this program includes the following:

Individual Counseling: Crisis or short term counseling is consistently available with School Counselors. Requests for individual or small group counseling may be made by a teacher, student, parent/guardian, or administration. If a student's needs warrant additional long-term counseling, a referral to a partner SEDNET agency counselor is made, where long-term counseling is set up and students, as well as their families, receive long term support inside and outside of the school setting. In addition, our school has an on-site licensed mental health counselor through New Horizons, a contracted company through OCPS.

Academic Planning: The grade level counselors meet with each student to determine their academic plan, ensuring that each student is challenged and engaged in the most rigorous opportunities available. The counselors monitor their students' progress by collaborating with all stakeholders, including the students' teachers, families, and administrators. During the school year, the counselors visit classrooms and work with the students on the FL DOE program, My Career Shines.

Group Counseling: Small group counseling is offered throughout the year, focused on topics such as, but not limited to, academic skills, family transitions, peer relationships, and retention. Groups are formed based on students' needs.

Restorative Justice: As the interactions of students or students and adults may not require a direct form of discipline, Administrators, Deans, and Counselors participate in restorative justice sessions. These sessions are facilitated in a structured manner to allow all parties involved to speak in a safe controlled setting as well as listen to the concerns of others. Although RJ does not replace consequences for violations of the code of student conduct, it does allow the individuals involved to hear out what may have been the underlying or unseen cause of concern.

Classroom Guidance: Every student receives several guidance lessons focused on college and career readiness, academic skill building, character education, bullying prevention, and personal safety.

Referrals and Resources: Referrals are consistently made for additional mental health services, parenting services, community agencies who assist with financial hardship, and other resources for families and their children. If a family is in crisis, resources such as a food pantry are available, stocked with food for the students to bring home weekly or in emergencies. The counselors have supplies available and are knowledgeable about community resources with which to connect the students and their families.

Transition: New student orientations are ongoing to ensure new students' adjustment to the Piedmont Lakes community and school wide expectations. A transition occurs for rising sixth grade students; as well as, structured times with the departing eighth graders have the opportunity to meet with their future guidance counselors to choose their freshman high school classes.

3. 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).

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

For the 2016-2017 school year we have identified several areas of the Early Warning Indicators that will be addressed. The attendance indicator of below 90% has declined by 11 total points. The 8th grade students remained the same from their 7th to 8th grade year; whereas, the 6th to 7th increases slightly. Although Piedmont had implemented Restorative Justice during the 1516 school year, an area of concern is the increase in the number of suspensions within the early warning indicators. A focus will be to improve the application of RJ circles and increase the implementation with the goal to reduce the number of suspensions on the campus. Our largest improvement is in the area of the course failure for ELA and math, with a drop of 36.

We plan to address areas of decline and continue the progression of other areas with a systematic approach.

In order to address attendance, we will implement a systematic approach which will include the attendance clerk, guidance counselors, and social worker. To increase the implementation of RJ circles, Deans and administrators will further their implementation of Restorative Justice to reduce incidences between students or students and staff.

Additionally, the Behavior Leadership Team with MTSS monitors all referrals - intervenes with parent and student to get to the root cause of the problems.

To impact the academics, after progress reports and report cards are distributed, counselors will talk with students individually to discuss progress. To further support the

learning gains of our students, after school tutoring will address the students who are in the lowest 25% (typically Level 1 on statewide assessments)
 A school wide monitoring will occur of students with "F"(Failing) grades within their core academics.
 Teachers have a target focus on the students within the lowest 25%, many of the students meet EW indicators or specific subgroups.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	59	64	70	0	0	0	0	193
One or more suspensions	0	0	0	0	0	0	78	76	85	0	0	0	0	239
Course failure in ELA or Math	0	0	0	0	0	0	32	37	16	0	0	0	0	85
Level 1 on statewide assessment	0	0	0	0	0	0	107	99	129	0	0	0	0	335

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	67	76	82	0	0	0	0	225

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

From the 14-15 to 15-16 school data, we have seen an increase in the number of students who are exhibiting one or more indicators. Our goal is to continue to reduce the number of students identified in all areas. We are improving our implementation of a systematic attendance monitoring plan. In addition, we have a school wide focus on building connections with students who may struggle with positive connections at home. We have focused attention on the students who fall within the lowest 25% within all academic areas, providing teachers with increased professional development to meet their unique needs(ie: ESOL, ESE, Socioeconomic needs, etc.). We have started various strategies beginning from the first day of school.

The academic strategies we are currently using to improve the academic performance of students identified by the early warning system includes after school tutoring for all level 1 and 2 students. During the school day, our teachers reteach content and provide students an opportunity to retake assessments to demonstrate proficiency of the standards. Our Math coach will use a push in model to assist students within classes and facilitate further training with the teachers regarding the use of Power Teaching. Furthermore, our Science coach will utilize pull out model from electives to conduct small group reteach of science standards for 8th grade students. During the 1516 school year, the Science classrooms began the implementation of blended station rotational models. For the 1617 school year, the science classrooms will further deepen their implementation of blended station rotations. To provide additional tiers of support we have hired several tutors to provide assistance within the classrooms during the school

day to assist with small group interventions. AmeriCorps volunteers are scheduled with our Math and ELA teachers to support the students who scored Level 1 on FSA ELA or Math. An additional tutor, who is a former teacher, is assigned to the 8th grade ELA classes to instruct in small group remediation of targeted skills. The students who are supported are based upon their areas of need, not necessarily prior performance on FSA ELA assessments. Credit Recovery is provided during the school day for students who lack one or more credits toward their promotion to the next grade level. Across the entire campus, the expectation is the usage of academic language in all areas of instruction-giving the students a barrage of higher level vocabulary and continual exposure to the language they will experience within academic assessments. These expectations extend both in general education classes and the classes with students on access points. The level of rigor and high expectation are held for all students on the campus.

To support the behavioral needs of our students, our Behavior Leadership team will monitor identified students who may require more direct support to address needs. When needed the MTSS process will be an integral component of supporting students' needs.

Our school has a systematic approach to address the compulsory education of our student body. As an additional strategy to improve attendance, the Principal contacts parents of students who have missed five days.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

This is our first year as a Title 1 school. We are uploading a Title 1 Parent Involvement Plan.

2. 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

Our local community serves us through areas such as COMPACT mentoring, community counseling services, Partners in Education, PTSA and SAC. Communications are shared with the community through the weekly electronic newsletter. During the past year, parent involvement has increased due to our Title 1 Parent Liaison who has created creative and exciting ways to involve parents on campus. We have activities such as Muffins with Mom, Donuts with Dad, and many other events to bring together the parents, community, and the

school. In addition, Piedmont has a Partners in Education Coordinator. Their responsibility is to be the liaison between the school and the community, actively seeking partnerships from local businesses to provide resources for the school and their active participation in school functions. We currently have multiple PIE participants.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Thompson, Edward	Principal
Bartfield, Jeffrey	Assistant Principal
Kell, Joyce	Instructional Coach
Lewis, Francella	Administrative Support
McKenzie, Wanakee	Instructional Coach
Daley, Stacyann	Dean
Groeneveld, Heather	Assistant Principal
Baker, Jacquelyn	Instructional Coach
Noles, Ashlie	Guidance Counselor

b. Duties

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

The roles of the members of the administrative team are varied. Each of us has a common role to monitor the curriculum and instruction for a particular department within our school. The Leadership Team progress monitors our various subgroups, and work as an intervention team. As instructional leaders, each of us are in classrooms daily to observe and evaluate teaching and learning. The Leadership Team provides immediate feedback to teachers in order to improve instruction. We also have a mentorship role for students. We meet weekly and will be reviewing the PLC notes from the teachers. We then decide how to move forward in helping to support the teachers in providing interventions. Interventions are given to support remediation as well as for enrichment.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The process the school leadership identified and aligned resources in order to meet the needs of all students and maximize desired student outcomes is based on Piedmont

Lakes Middle School as being identified as a Title I School. We will use our Title I funds to purchase a math and science coach. We will also provide Academic Tutoring Services after school twice per week including transportation for tutoring students. Professional development will be ongoing throughout the year including time during the school day for Professional Learning Communities to plan standards based lessons and assessments. In addition, we offer extended media hours before school beginning at 7:30 AM.

Grade level teams meet weekly to collaborate on students' academic performance. Student data is shared and student data sheets are completed prior to the weekly collaboration. Teachers focus on academic performance data, behavior needs, etc. During this collaboration, it is determined what will need to be progress monitored and what initial supports need to be in place for the student to begin to show success.

The MTSS team reviews progress monitoring data to determine if rate of progress is adequate. If rate of progress is not adequate, the MTSS team meets again to determine if the problem/concern was identified correctly and interventions were appropriately matched. If needed, changes are made and progress monitoring continues until the student's rate of progress is adequate or student has met grade level expectations.

Decisions made for appropriating the various funds were based on increasing student achievement. As needs arise for our students, we will strive to meet those needs. This plan supports the goals for our School Improvement plan. It will support student learning in Reading and Math and will help move many of our students to proficiency as well as support them making significant learning gains.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Randy Thomas	Parent
Tracy Strecker	Parent
Laura Harshman	Parent
Edward Thompson	Principal
Mark Perry	Teacher
Nikki McGuire	Parent
Sara Ortiz	Parent
Barbara Eberle	Parent
Nicky Nickolson	Parent
Jemoy Cort	Parent
Mike Strecker	Business/Community
Arica Turner-Britten	Teacher
Natasha Lang	Education Support Employee
Erma Brathwaite-Lamotta	Parent
Meredith Ximines-Mullings	Parent
Marie Louis	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC convened to discuss elements of the prior school improvement plan. We shared the student achievement data with the community. We then focused on the goals for the coming school year. The committee asked questions and administrators were able to discuss some of the various needs for the coming school year.

b. Development of this school improvement plan

The SAC provided input and recommendations during the development of the SIP. Their focus was on increasing student achievement and looking for ways to help support teachers in providing additional professional development. They want the plan to include more opportunities for family and community involvement.

c. Preparation of the school's annual budget and plan

The additional need for resource personnel was our direct response from our school grade and student achievement levels. It was decided that more support was needed for teachers for creating a more rigorous curriculum and delivery model. Through SAC, we shared the current achievement levels of our students and shared what we felt were some of the root causes for these results. The budget included Title 1 funds and SAI funds that were appropriated based on recommendations. Personnel changes were made after adjustments to the budget occurred.

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

We have cited the following projects for the coming school year.

Further restorative justice training for the new guidance counselor as well as target teachers. \$1000

CHAMPS training for new teachers in using the research based classroom management approach. \$1000.00

Monies will be available for teachers to attend various conferences that will support their instructional needs within their classes. \$2000.00

To support the students, the SAC has provided the cost of the planners which supports the organization of the students.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bugar, Kimberly	Instructional Media
Thompson, Edward	Principal
Bartfield, Jeffrey	Assistant Principal
Kell, Joyce	Instructional Coach
Groeneveld, Heather	Assistant Principal
Baker, Jacquelyn	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Throughout all ELA classes and reading classes, we have a school wide expectation of students working toward SRI goals. As Lexile scores are increased, student gains are celebrated.

Within all areas of instruction, the intense focus is on decreasing the amount of teacher led lecture style instruction and increasing collaborative student driven accountable talk. Literacy to include reading and writing is addressed in multiple content areas. ELA classes will use instructional materials that are standards based which will provide the students exposure and experience with a variety of fictional and nonfictional text. To bridge the instruction occurring within the reading classes and ELA classes, both groups of teachers will meet once a month to coordinate the standards being covered in reading which maximizes the learning of the students. Science classes are using the interactive notebooks which require students to write summaries of content covered within lesson units. Social studies will continue using text dependent response from historical text and DBQ's. Math classes use a variety of word problems which encompass mathematical vocabulary and computational skills.

To foster students' experience of a structured formal writing process, three times a year we use a school wide practice writing assessment which is scored by the ELA teachers. The students' product is used as a teaching tool by teachers to analyze and address errors in the writing process. Furthermore within the ELA and Social Studies classrooms, instruction will embed evidence based writing.

Morning Book Club - The club targets reluctant readers from each grade level to increase their reading level and love of reading. Students use Nook e-readers and downloadable books.

Family Literacy Night - families will be invited to come to school for families to learn about books and to learn additional strategies that will support students in reading comprehension. We are promoting a "Bingo for Books" night for families. This way we can promote increased literacy within the homes. Families will be able to leave with a number of books in which to create their own home library.

Celebrate Literacy Week - during this week the team will increase awareness throughout the campus and help support teachers inform the community. Teachers will share their favorite book with classes. We will have book talks televised during morning announcements.

D. 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).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are given common planning time daily. Here they have the opportunity to meet and discuss curriculum, lesson planning, student needs and instructional strategies. Weekly, each PLC - Professional Learning Community meet with the CRT and administration in order to receive training on various educational issues. A professional development calendar has been established for the year which reflects the weekly topics to be discussed. Instructional coaches and admin team meet with the PLC's during their planning time to ensure proper usage of time and practices aligned with the district unit plan for each subject area.

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

New teachers are meeting with the principal regularly to discuss any new challenges they may be experiencing as new teachers in a different school setting. On-going professional development is provided to teachers by the Curriculum Resource teacher. New teachers have been matched with mentors in their subject area who meet with them regularly to provide support as needed.

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

During the summer, new teachers are invited to the school for a meet and greet and orientation. They become familiarized with the school's physical plant, programs, school culture, rules and procedures and the like. Once school begins, mentor teachers are assigned, a meeting schedule is established, utilizing mentoring guidelines provided in the Mentoring Guidelines Handbook. The rationale for this program is to pair new teachers with master teachers who can help new teachers plan, discuss and model good teaching as well as to provide the new teacher with a confidant with which to discuss ideas, challenges and ways to improve their practice.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers began the school year by meeting with their Professional Learning Community. The teachers address the standards as presented on the Measurement Topic Plans organized by the district. They then began to plan as a grade level and content area, developing units, based on the Measurement Topic Plan (MTP's) and scope and sequence.

b. Instructional Strategies

1. 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

Data is used extensively at Piedmont Lakes Middle School to drive the curriculum and instructional practice. Teachers utilize formative assessments and common summative assessments to obtain data to gauge the effectiveness of instruction. By looking at the data, teachers will determine whether the majority of the students have mastered the skill or determine if re-teaching is required. During the PLC's each week, the teachers analyze their students' performance on mini assessments and review for areas of reteach, as well as, areas of focus for strength development. The primary source of data began with the 1516 School year student performance on FSA ELA and Math. The teachers have a targeted focus of students who have performed within the lowest 30%. Small groups both during in school tutoring and after school tutoring are organized according to students' results on strand analysis and student performance on the OCPS Mini Measurements of Learning assessments within multiple content areas. In addition, a specified targeted group of students in 7th grade are part of the Calculus project. This group of students received targeted instruction in the summer prior to the start of this school year and are scheduled in a double block of Algebra and Pre algebra for the academic year. The goal is to increase the attention on high standards in mathematics to provide them the opportunity of success years into high school.

2. 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: 5,400

We will have an After School Program twice a week. This is an offering for students who scored a Level 1 or 2 in FSA ELA or math. We will provide tutoring twice a week for 1 1/2 hours. Students will be provided with support in the area(s) in which they are below grade level. We will also be offer enrichment for 8th grade science utilizing a STEM curriculum.

Strategy Rationale

The strategy rationale for the reading and math program is to provide additional support to lower level students by using curriculum that correlates with the core and provides differentiated strategies to improve success in the classroom and on assessments. Our new science enrichment is designed to allow students with above average science skills and provide them with an enriched curriculum which will engage them at a higher complexity of teaching and learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bartfield, Jeffrey, jeffrey.bartfield@ocps.net

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

We have narrowed our search down to two specific curricula. One prerequisite for selection of curriculum is that there is a pre and post assessment. We monitor data from the pre and post assessments to note student progress. We will monitor for students who may need further intervention. We will also monitor students' progress reports and quarterly report cards.

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming 6th grade students have the opportunity to choose their classes while still enrolled at the elementary level. During the summer, there is an offered sixth grade Bootcamp which was run by students and teachers to allow the sixth graders the opportunity how to be successful at the middle school level. In addition, they have to complete a scavenger hunt which developed their knowledge of the layout of the campus. To meet the needs of our outgoing eighth students, the eighth grade counselor begins talking with them about how their academic choices change and broaden their future college and career readiness as they transition to the high school level. Furthermore, the eighth grade students meet with the high school counselors to begin planning their courses at the next level.

b. College and Career Readiness

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

College and Career readiness is supported in the classrooms and through various activities conducted by guidance counselors. Piedmont is proud to offer a variety of course offerings to enhance learning and development such as: high school courses, rigorous advanced classes, Spanish, Piedmont College Academy, technology, Agriculture Science, Art, Music. We continue with the second year of Project Lead the Way which supports the STEM initiative.

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

Besides a variety of after school activities such as Boys and Girls Club, Beta, Club Nature, Science Club, National Junior Honor Society, Future Farmers of America, the students at Piedmont have the opportunity to participate in the Project Lead the Way elective which incorporates STEM into the curriculum.

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

All classrooms are encouraged to implement proven researched based strategies such as Cornell Notes and specific organizational strategies such as school-wide binders with specific organizational requirements for all students. Piedmont provides the binders and dividers to all students to assist with giving them the advantage of starting off right. We continue this year with year two of Project Lead the Way. The second year students gain further knowledge into the STEM components the program provides. In addition, to assist our college bound students who may need a little extra encouragement and support, we have the Piedmont College Academy. A course designed to support the students who have academic abilities; however, require additional support from a designated teacher during the school day.

4. 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 year, we are implementing the National Office for School Counselor Advocacy six components of College and Career Readiness. These include: college aspirations, academic planning for college and career readiness, enrichment and extracurricular engagement, college and career exploration and selection process, college and career assessment, and college affordability planning. We will begin this during 6th grade. Counselors will teach these components one day during each marking period.

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.** Teachers will teach to the standards based curriculum using differentiated Instruction. (Accelerate Student Performance, Narrow Achievement Gaps, Invest in Human Capital)

- G2.** Teachers will focus on the needs of the students within the lowest 25% in Reading and Math as determined by the SY 15-16 FSA (Invest in human capital, Narrow achievement gaps)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will teach to the standards based curriculum using differentiated Instruction. (Accelerate Student Performance, Narrow Achievement Gaps, Invest in Human Capital) 1a

G084820

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	62.0
ELA/Reading Lowest 25% Gains	100.0
Math Lowest 25% Gains	100.0
ELA/Reading Gains	100.0
Math Gains	100.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge about differentiated instruction
- Teachers are not deliberately planning for differentiated Instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly professional development
- Provided curriculum materials
- Professional Learning Community times built into weekly.

Plan to Monitor Progress Toward G1. 8

The leadership team will be meeting weekly to monitor that all teachers are being observed and receiving feedback.

Person Responsible

Heather Groeneveld

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Using the school based classroom walk-thru form, administration will analyze the data and look for trends.

G2. Teachers will focus on the needs of the students within the lowest 25% in Reading and Math as determined by the SY 15-16 FSA (Invest in human capital, Narrow achievement gaps)

1a

G084821

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	100.0
ELA/Reading Lowest 25% Gains	100.0

Targeted Barriers to Achieving the Goal 3

- Regarding lowest 25%, teachers lack the knowledge of meeting their needs; lack the skill to meet their needs; or lack implementation strategies
- Teachers are unaware of how to progress monitor targeted students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Increase Personnel add additional coaches to support the various departments.
- Common planning time
- Professional learning communities that collaborate weekly.
- Tutoring is available before school and after school.
- Departments have planning days each semester to reflect and refine practices and instructional goals.
- Weekly data meeting to review common assessments and compare with benchmark results.
- Increased use of technology within the instructional practices.
- Each PLC will use the district created unit plans known as Measurement Topic Plans known as MTP's for each subject along with the Scope and Sequence.

Plan to Monitor Progress Toward G2. 8

Weekly administrative review of PLC notes provided to the CRT by the teachers, specific focus of the inclusion of a or several students within lowest 25% and their targeting of their needs

Person Responsible

Edward Thompson

Schedule

Monthly, from 8/29/2016 to 6/3/2017

Evidence of Completion

PLC notes with feedback from administrative team on school generated form.

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. Teachers will teach to the standards based curriculum using differentiated Instruction. (Accelerate Student Performance, Narrow Achievement Gaps, Invest in Human Capital) 1

G084820

G1.B1 Teachers lack knowledge about differentiated instruction 2

B225548

G1.B1.S1 Content Specific Professional Development to provide instruction and resources of differentiated instruction 4

S237944

Strategy Rationale

To increase the effectiveness of teacher's implementation of differentiation and rigor within the content area classrooms

Action Step 1 5

CRT and administration will provide school wide PD, which will be differentiated by content area, on differentiated instruction

Person Responsible

Joyce Kell

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

During CWT, administration will look for evidence of differentiated instruction in conjunction with the presented PD.

Action Step 2 5

Evaluating administrators will perform instructional rounds/informals focusing on the differentiated instruction occurring within classrooms.

Person Responsible

Joyce Kell

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

During instructional rounds/informals, a school based form will be utilized to look for differentiated instruction occurring within the classrooms. The data from the forms will be analyzed to determine to what extent teachers are using differentiation within the classroom.

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

During CWT administration will look for evidence of DI in conjunction with PD, documented on in house form

Person Responsible

Edward Thompson

Schedule

Every 3 Weeks, from 9/1/2016 to 5/24/2017

Evidence of Completion

Data collected on administrative created form

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

School based tracking sheet will be reviewed for teachers' utilization of DI within their classes

Person Responsible

Edward Thompson

Schedule

Quarterly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Data collected and graphed from administrative created form

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

Quarterly review of administrative walk through data

Person Responsible

Edward Thompson

Schedule

Quarterly, from 9/6/2016 to 5/31/2017

Evidence of Completion

After teachers receive various PD, administrative walk-thru data will be analyzed to determine to what extent teachers are planning for or implementing differentiation with fidelity.

G1.B1.S2 All content PLC's will have a focal point addressing planning for differentiation in lesson planning and review of assessments 4

S237945

Strategy Rationale

PLC's planning focus will be streamlined for standards based instruction and differentiation within the classroom

Action Step 1 5

The leadership team will monitor actionable feedback through walk thru

Person Responsible

Jeffrey Bartfield

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

School created form on which walk thru data will be collected and analyzed

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

Quality of actionable feedback provided to teachers during classroom walk thru by administration

Person Responsible

Jeffrey Bartfield

Schedule

Monthly, from 9/3/2016 to 6/3/2017

Evidence of Completion

Administration will review comments provided to teachers in response to questions on school created form for CRWT.

G1.B2 Teachers are not deliberately planning for differentiated Instruction **2**

 B225549

G1.B2.S1 CRT conducts PD for including differentiated instruction into lesson plans **4**

 S237946

Strategy Rationale

Teachers may have the knowledge regarding differentiated instruction; however, they are not planning for the needs of their students using a variety of instruction

Action Step 1 **5**

Professional Development for including Differentiated instruction in lesson plans provided to the teachers

Person Responsible

Joyce Kell

Schedule

Monthly, from 9/3/2016 to 6/1/2017

Evidence of Completion

During monthly administrative lesson plan reviews, leadership team will review lesson plans for written evidence of planned differentiation

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

Weekly leadership review of designated content area lesson plans

Person Responsible

Heather Groeneveld

Schedule

Monthly, from 9/1/2016 to 9/1/2016

Evidence of Completion

Minutes from Leadership meetings

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

Written feedback provided to the teacher regarding their lesson plans

Person Responsible

Edward Thompson

Schedule

Weekly, from 8/29/2016 to 8/29/2016

Evidence of Completion

Notes from administrative feedback

G2. Teachers will focus on the needs of the students within the lowest 25% in Reading and Math as determined by the SY 15-16 FSA (Invest in human capital, Narrow achievement gaps) 1

G084821

G2.B1 Regarding lowest 25%, teachers lack the knowledge of meeting their needs; lack the skill to meet their needs; or lack implementation strategies 2

B225550

G2.B1.S1 School wide professional learning addressing the needs of the lowest 25% 4

S237947

Strategy Rationale

To assist teachers in meeting the diverse needs of our student population.

Action Step 1 5

CRT/Staffing Specialist/ESOL CT/Guidance will facilitate professional learning regarding the needs of our lowest 25%

Person Responsible

Joyce Kell

Schedule

Monthly, from 9/5/2016 to 5/2/2017

Evidence of Completion

During monthly Administrative PLC notes review, teachers provide written evidence of planning for needs of their lowest 25% and classwork samples showing strategies used to facilitate student learning.

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

During monthly PLC note review, teachers will provide written evidence

Person Responsible

Joyce Kell

Schedule

Monthly, from 9/6/2016 to 4/25/2017

Evidence of Completion

Monthly review of teacher lesson plan or PLC notes, feedback on administrative form

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

Teacher and coach discussion of lowest 25% and written documentation

Person Responsible

Joyce Kell

Schedule

On 5/30/2017

Evidence of Completion

School based form

G2.B1.S2 Lowest 25% committee attend and review progress of targeted students within lowest 25% 4

 S237948

Strategy Rationale

With an intense focus on the needs of targeted students, the committee will impact the learning within all areas.

Action Step 1 5

Academic coach will work with individual teachers on using best practices for lowest 25% not making gains

Person Responsible

Jacquelyn Baker

Schedule

On 5/30/2017

Evidence of Completion

Unit tests in ELA and math will be analyzed for lowest 25% acquisition of standards

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

Unit tests in ELA and Math

Person Responsible

Jacquelyn Baker

Schedule

Monthly, from 9/6/2016 to 5/30/2017

Evidence of Completion

Progress monitoring sheets of student progress

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

ELA and Math assessments

Person Responsible

Jacquelyn Baker

Schedule

On 5/30/2017

Evidence of Completion

The results of the ELA and Math assessments after teachers have implemented the learned instructional strategy

G2.B2 Teachers are unaware of how to progress monitor targeted students **2**

 B225551

G2.B2.S1 Direct attention will be given toward academic gains as identified by student assessment scores or classroom grade reports. **4**

 S237949

Strategy Rationale

A global view of student progress will have an impact on the needs of the lowest 25% .

Action Step 1 **5**

Administration will review quarterly grade reports of all students looking for trends among students and staff

Person Responsible

Heather Groeneveld

Schedule

Quarterly, from 9/3/2016 to 6/1/2017

Evidence of Completion

Grade reports analyzed each 9 weeks.

Action Step 2 **5**

We will provide after school tutoring focused on the LAFS and MAFS standards for the lowest 25%

Person Responsible

Jeffrey Bartfield

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Pre and post assessments completed by the students within the program.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monthly data collection sheet will be completed to track the progress of the targeted students.

Person Responsible

Jacquelyn Baker

Schedule

Monthly, from 8/29/2016 to 8/29/2016

Evidence of Completion

Monthly data collection sheet will be completed to track the progress of the targeted students.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Presentation to the leadership team by the instructional coach

Person Responsible

Jacquelyn Baker

Schedule

Monthly, from 8/29/2016 to 8/29/2016

Evidence of Completion

Minutes of leadership meeting documenting the presentation and the progress of the lowest 25%

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.A1 A307838	The leadership team will monitor actionable feedback through walk thru	Bartfield, Jeffrey	9/14/2015	School created form on which walk thru data will be collected and analyzed	6/3/2016 monthly
G1.B2.S1.MA1 M314185	Written feedback provided to the teacher regarding their lesson plans	Thompson, Edward	8/29/2016	Notes from administrative feedback	8/29/2016 weekly
G2.B2.S1.MA1 M314192	Presentation to the leadership team by the instructional coach	Baker, Jacquelyn	8/29/2016	Minutes of leadership meeting documenting the presentation and the progress of the lowest 25%	8/29/2016 monthly
G2.B2.S1.MA1 M314193	Monthly data collection sheet will be completed to track the progress of the targeted students.	Baker, Jacquelyn	8/29/2016	Monthly data collection sheet will be completed to track the progress of the targeted students.	8/29/2016 monthly
G1.B2.S1.MA1 M314186	Weekly leadership review of designated content area lesson plans	Groeneveld, Heather	9/1/2016	Minutes from Leadership meetings	9/1/2016 monthly
G2.B1.S1.MA1 M314189	During monthly PLC note review, teachers will provide written evidence	Kell, Joyce	9/6/2016	Monthly review of teacher lesson plan or PLC notes, feedback on administrative form	4/25/2017 monthly
G2.B1.S1.A1 A307840	CRT/Staffing Specialist/ESOL CT/ Guidance will facilitate professional learning regarding the needs...	Kell, Joyce	9/5/2016	During monthly Administrative PLC notes review, teachers provide written evidence of planning for needs of their lowest 25% and classwork samples showing strategies used to facilitate student learning.	5/2/2017 monthly
G1.B1.S1.MA1 M314182	During CWT administration will look for evidence of DI in conjunction with PD, documented on in...	Thompson, Edward	9/1/2016	Data collected on administrative created form	5/24/2017 every-3-weeks
G1.B1.S1.MA1 M314183	School based tracking sheet will be reviewed for teachers' utilization of DI within their classes	Thompson, Edward	9/1/2016	Data collected and graphed from administrative created form	5/24/2017 quarterly
G1.B1.S1.A1 A307836	CRT and administration will provide school wide PD, which will be differentiated by content area,...	Kell, Joyce	9/1/2016	During CWT, administration will look for evidence of differentiated instruction in conjunction with the presented PD.	5/24/2017 monthly
G1.B1.S1.A2 A307837	Evaluating administrators will perform instructional rounds/ informals focusing on the...	Kell, Joyce	9/1/2016	During instructional rounds/ informals, a school based form will be utilized to look for differentiated instruction occurring within the classrooms. The data from the forms will be analyzed to determine to what extent teachers are using differentiation within the classroom.	5/24/2017 monthly
G2.B1.S1.MA1 M314188	Teacher and coach discussion of lowest 25% and written documentation	Kell, Joyce	9/6/2016	School based form	5/30/2017 one-time
G2.B1.S2.MA1 M314190	ELA and Math assessments	Baker, Jacquelyn	9/6/2016	The results of the ELA and Math assessments after teachers have implemented the learned instructional strategy	5/30/2017 one-time

Orange - 1671 - Piedmont Lakes Middle - 2016-17 SIP

Piedmont Lakes Middle

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M314191	Unit tests in ELA and Math	Baker, Jacquelyn	9/6/2016	Progress monitoring sheets of student progress	5/30/2017 monthly
G2.B1.S2.A1 A307841	Academic coach will work with individual teachers on using best practices for lowest 25% not making...	Baker, Jacquelyn	9/6/2016	Unit tests in ELA and math will be analyzed for lowest 25% acquisition of standards	5/30/2017 one-time
G1.MA1 M314187	The leadership team will be meeting weekly to monitor that all teachers are being observed and...	Groeneveld, Heather	9/6/2016	Using the school based classroom walk-thru form, administration will analyze the data and look for trends.	5/31/2017 monthly
G1.B1.S1.MA1 M314181	Quarterly review of administrative walk through data	Thompson, Edward	9/6/2016	After teachers receive various PD, administrative walk-thru data will be analyzed to determine to what extent teachers are planning for or implementing differentiation with fidelity.	5/31/2017 quarterly
G2.B2.S1.A2 A307843	We will provide after school tutoring focused on the LAFS and MAFS standards for the lowest 25%	Bartfield, Jeffrey	9/1/2016	Pre and post assessments completed by the students within the program.	5/31/2017 monthly
G1.B2.S1.A1 A307839	Professional Development for including Differentiated instruction in lesson plans provided to the...	Kell, Joyce	9/3/2016	During monthly administrative lesson plan reviews, leadership team will review lesson plans for written evidence of planned differentiation	6/1/2017 monthly
G2.B2.S1.A1 A307842	Administration will review quarterly grade reports of all students looking for trends among...	Groeneveld, Heather	9/3/2016	Grade reports analyzed each 9 weeks.	6/1/2017 quarterly
G2.MA1 M314194	Weekly administrative review of PLC notes provided to the CRT by the teachers, specific focus of...	Thompson, Edward	8/29/2016	PLC notes with feedback from administrative team on school generated form.	6/3/2017 monthly
G1.B1.S2.MA1 M314184	Quality of actionable feedback provided to teachers during classroom walk thru by administration	Bartfield, Jeffrey	9/3/2016	Administration will review comments provided to teachers in response to questions on school created form for CRWT.	6/3/2017 monthly

V. Professional Development Opportunities

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

G1. Teachers will teach to the standards based curriculum using differentiated instruction. (Accelerate Student Performance, Narrow Achievement Gaps, Invest in Human Capital)

G1.B1 Teachers lack knowledge about differentiated instruction

G1.B1.S1 Content Specific Professional Development to provide instruction and resources of differentiated instruction

PD Opportunity 1

CRT and administration will provide school wide PD, which will be differentiated by content area, on differentiated instruction

Facilitator

Kell, Joyce

Participants

Core Academic Teachers

Schedule

Monthly, from 9/1/2016 to 5/24/2017

PD Opportunity 2

Evaluating administrators will perform instructional rounds/informals focusing on the differentiated instruction occurring within classrooms.

Facilitator

Thompson, Edward; Barfield, Jeffrey; Groeneveld, Heather

Participants

Core Academic Teachers

Schedule

Monthly, from 9/1/2016 to 5/24/2017

G1.B2 Teachers are not deliberately planning for differentiated Instruction

G1.B2.S1 CRT conducts PD for including differentiated instruction into lesson plans

PD Opportunity 1

Professional Development for including Differentiated instruction in lesson plans provided to the teachers

Facilitator

Kell, Joyce

Participants

Instructional members of staff

Schedule

Monthly, from 9/3/2016 to 6/1/2017

G2. Teachers will focus on the needs of the students within the lowest 25% in Reading and Math as determined by the SY 15-16 FSA (Invest in human capital, Narrow achievement gaps)

G2.B1 Regarding lowest 25%, teachers lack the knowledge of meeting their needs; lack the skill to meet their needs; or lack implementation strategies

G2.B1.S1 School wide professional learning addressing the needs of the lowest 25%

PD Opportunity 1

CRT/Staffing Specialist/ESOL CT/Guidance will facilitate professional learning regarding the needs of our lowest 25%

Facilitator

CRT/Staffing specialist/CT

Participants

Teachers

Schedule

Monthly, from 9/5/2016 to 5/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	CRT and administration will provide school wide PD, which will be differentiated by content area, on differentiated instruction				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3376	120-Classroom Teachers	1671 - Piedmont Lakes Middle	General Fund		\$500.00
2	G1.B1.S1.A2	Evaluating administrators will perform instructional rounds/ informals focusing on the differentiated instruction occurring within classrooms.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3376	120-Classroom Teachers	1671 - Piedmont Lakes Middle	General Fund		\$500.00
3	G1.B1.S2.A1	The leadership team will monitor actionable feedback through walk thru				\$0.00
4	G1.B2.S1.A1	Professional Development for including Differentiated instruction in lesson plans provided to the teachers				\$0.00
5	G2.B1.S1.A1	CRT/Staffing Specialist/ESOL CT/Guidance will facilitate professional learning regarding the needs of our lowest 25%				\$0.00
6	G2.B1.S2.A1	Academic coach will work with individual teachers on using best practices for lowest 25% not making gains				\$0.00
7	G2.B2.S1.A1	Administration will review quarterly grade reports of all students looking for trends among students and staff				\$0.00
8	G2.B2.S1.A2	We will provide after school tutoring focused on the LAFS and MAFS standards for the lowest 25%				\$0.00
Total:						\$1,000.00