

Oak View Middle School



2014-15 School Improvement Plan

Oak View Middle School

1203 SW 250TH ST, Newberry, FL 32669

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

45%

Alternative/ESE Center

No

Charter School

No

Minority

32%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Oak View Middle School is to provide 21st century skills that will inspire lifelong learning and prepare our students to be literate and productive citizens. The mission of the Center for Advanced Academics and Technology magnet at Oak View is to prepare students to become lifelong learners and achievers in sophisticated scholastic and technical arenas as they pursue their educational and professional goals in a digital age.

Provide the school's vision statement

Oak View Middle School is a center of excellence where children can achieve full potential in their academic, technological, creative, personal and moral development in and outside the classroom.

School Environment

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

A Mentoring Program between teachers and students was started this year. Teachers were given interest surveys to do with their mentees, as well as meeting logs to keep track of topics of conversation and encourage weekly meetings. Teacher mentors will also be reviewing grades with students and working to help students understand the connection between behavior, social interactions, and classroom responsibility and how they impact content knowledge and academic improvement. Many teachers sponsor school clubs and coach athletics, as well as offer tutoring before and after school.

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

Oak View provides before and after school supervision in the cafeteria, at the bus loop, and at the car pickup area. Teachers and administrators are visible in the hallways and outer courtyards between classes. There are established rainy day procedures, a school safety plan, and procedures outlined in the Crisis Intervention Plan. We also practice lockdown and fire drill procedures. In addition to the mentoring program, once per month, students are selected by teachers, administrators and support staff to have breakfast with the principal. Students earn the opportunity to have choice seating days at lunch and tables of students that display how to responsibly follow cafeteria rules are rewarded daily by getting to eat in Panther Palace, our outdoor dining area.

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

Faculty and staff were given a Disciplinary Behavior Flowchart providing them with the tools needed to differentiate between classroom vs. office managed behaviors. This also includes protocols and suggestions for possible interventions. To accompany this flowchart, faculty was provided with a Minor Infraction Form (MIR) in which teachers will record minor infractions, along with the intervention and/or consequence chosen, in response to the infraction. The chart allows teachers to see the day, location, and type of infraction. After the fifth infraction/intervention, a discipline referral is written.

Administration uses a discipline matrix to then determine further consequence. We also have a Referral Forgiveness Contract that is made with students on their first referral as a way to encourage them to exhibit improved behaviors in the future. Oak View employs the 10/10 rule, in which no one leaves class until 10 minutes after class begins and 10 minutes before class ends. All students are required to have a pass no matter where they are going and all teachers have a sign-out sheet for students to sign upon leaving the room as a safety measure.

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 Counseling program provides:

- Individual short-term counseling, advisement and support along with small group counseling.
- Consultation with students, parents, teachers, administrators, business and community agencies.
- Prevention and early intervention services.
- Crisis counseling and management.
- Referral to school and community-based services.

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

Oak View has created a team whose responsibility is to meet twice a month to focus on students who meet two or more of the Early Warning System characteristics. Each member of the team will focus on one of the categories and bring strategies and goals to help these students improve. An EPT will follow for these students.

Students are allowed up to 6 absences with parent notes per semester. Beyond that, students are required to submit a doctor's note. For every 5 unexcused absences the school holds an EPT meeting and a student/parent plan for improved attendance. The school's truancy officer is kept in the loop about all truancy issues and contacts parents as needed.

We offer ALC (the Alternative Learning Center) as an alternative to out of school suspension, as well as conduct EPTs to put Behavior Plans in place depending on the student's needs and areas of concern. Teachers are responsible for sending work to the in-school suspension room. The ISS teacher ensures that students complete classwork. If classwork is not available, the ISS teacher provides work.

Teachers are responsible for notifying parents when student grades drop 2 or more letter grades from one grading period to the next, or when students are receiving failing grades. Parent conferences are scheduled for students who are identified as failing either English Language Arts or mathematics and CROP is recommended for those students.

Students who receive a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics are placed in Read 180 and intensive math classes. Teachers are given a list of the students in the bottom quartile in ELA and mathematics and grade level teams meet frequently to discuss student progress and strategies to ensure student success.

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
	5	6	7	8	
Attendance below 90 percent	6	23	15	30	74
One or more suspensions	12	17	29	21	79
Course failure in ELA or Math	1	21	27	11	60
Level 1 on statewide assessment	19	55	43	60	177

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

Indicator	Grade Level				Total
	5	6	7	8	
Students exhibiting two or more indicators	2	15	12	19	48

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

Mentoring-working with students on grades and attendance
Academic Counseling
Individual / Group Counseling
RTI (Response to Interventions)
504 Plans
EPT (Academic/Behavior/Attendance)
CROP
Writing Practice
Extra help / tutoring sessions
Parent / Teacher Conference
Florida Virtual School
Alachua E-School
Alternative Learning Center (ALC)
Differentiated Instruction

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

Oak View has a very active PTO Board. Parents are involved in multiple activities including the PTO Walk-a-Thon fundraiser, Picture day, Band uniform fittings, Book Fairs, school dances, Flu mist and 6th grade health screenings. Parent volunteers provide breakfast and are available to assist during the Veterans' Day program and Science Fair. Parent volunteers are available for field trips and band concerts.

Our goal this year is to continue to provide multiple opportunities for parents to increase participation in their child's educational experiences. 10,097 volunteer hours were logged by a total of 270 volunteers in the 2013-2014 school year. The goal would be to increase the number of participants by 10%.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We have a Business Partners Breakfast that encompasses the schools in the small community that we are in. We also have Business Partners as part of our School Advisory Council, and local businesses that offer support for school fundraisers. There is also a spring "bash" for the students and we invite local businesses to sponsor the event. There is a strong PTO presence during the event.

Oak View actively participates in the Newberry-Jonesville-Archer Relay for Life through fundraising, attending monthly meetings with other members of the community, and setting up a booth at the actual event.

Destiny Community Church uses the Oak View Middle School campus on a weekly basis. This positive partnership increases service activities and is a connection to local families.

Oak View's 8th grade Magnet students have partnered with a new business in Newberry. Frozen Berry, a local yogurt shop, and our Digital Design courses have worked together to create a website and graphics for advertisement.

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
Munn, Katherine	Principal
Armstrong, Kelly	Assistant Principal
Whiddon, Danielle	Dean
Belmonte, Kimberly	Guidance Counselor
Carter, Stephen	Dean
Rice, KC	Teacher, K-12
Marlowe, Lauren	Teacher, K-12
Flournoy, Ernestine	Teacher, K-12
Brock, Barbara	Teacher, K-12
Jones, Garrett	Teacher, K-12
Merton, Karen	Teacher, ESE
Caudill, Emma	Teacher, K-12
Dodyk, Valissa	Teacher, K-12
Rucarean, Linda Sue	Teacher, ESE
Campbell, Jessica	Teacher, K-12
Sailor, Sharon	Instructional Coach

Duties

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

Principal: Facilitates professional development to support Differentiated Instruction implementation, monitor lesson plans, perform walk-throughs, monitor 504/IEP meetings, and monitor student achievement. Assists in design and implementation for progress monitoring, data collection and data analysis. Participates in design and delivery of professional development.

Assistant Principal: Identifies patterns of student need. Works with staff to identify appropriate research based instructional strategies. Provides support for assessment and implementation monitoring. Scheduling students according to needs.

Guidance Counselor: Provides quality services and expertise on program design and intervention with individual students. Serves as a liaison between school and parent/guardian to communicate process of support for the child's academic, emotional, behavioral, and social needs.

Teachers: Meet with teams and departments every other week and share information from the leadership team meetings as well as any information gathered from district trainings. Teachers participate in student data collection and analysis, and provide instruction and interventions. The ESE teachers collaborate with general education teachers and provide recommendations for integrating Tier 1 material/instruction with Tier 2/3 activities.

Deans: Meet with administration, the guidance counselor, teachers, and the Disciplinary Committee to identify ways to encourage appropriate student behavior. The deans also provide teachers with the tools needed to differentiate between classroom vs. office managed behaviors, including protocols and suggestions for possible interventions.

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 team will meet twice monthly to review data to identify students who are at moderate and high risk for not meeting benchmarks. Based on the findings, the team will identify professional development needs and resources to meet the needs of these students.

Training in differentiated instruction will be provided to all faculty as an opportunity to learn and apply guidelines of differentiating instruction in order to maximize each student's potential. The training will take place over the course of six afternoons in the first semester of the 2014-2015 school year.

Participation in the training will improve teacher quality through a change in instructional delivery. Improved teacher quality will be evident in classroom walk throughs and teacher observation data. The principal will coordinate DI training with District level ESE staff and FDLRS trainers. Each participant in the training will receive a copy of the book "How to Differentiate Instruction in Mixed Ability Classrooms" by Carol A. Tomlinson. Teachers will be equipped with a toolbox of strategies for differentiating instruction in order to help reach students with varied learning styles. Participants will also be given an opportunity to collaborate and share ideas across grade levels and departments.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Katherine Munn	Principal
Sharon Sailor	Teacher
Lisa Holmes	Teacher
Eric Perez	Teacher
Angela Meade	Education Support Employee
Susan Keene	Parent
Laurel Severino-Woolsey	Parent
Sandy Springer	Parent
Iris Bailey	Parent
Charlynn Roemer	Business/Community
Rocky McKinley	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan is monitored and evaluated at School Advisory Council meetings often throughout the school year. Last year's School Improvement Plan was evaluated by the SAC during the first meeting of the school year.

Development of this school improvement plan

The School Advisory Council is very involved in the creating of the School Improvement Plan. At the July, September and November meetings the School Improvement Plan was discussed. The SAC provides advisement, oversight of SAC funds, monitoring of school climate surveys and assistance with volunteer involvement from the community.

Preparation of the school's annual budget and plan

The School Advisory Council periodically discusses and votes on the annual school budget.

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

Funds will be allocated to use for the Florida League of Middle Schools conference that is held in June-\$2,000. Teachers stipends to be used for Differentiated Instruction training-\$5,000. Florida League of Middle Schools regional meeting in October-\$1,000.

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
Munn, Katherine	Principal
Armstrong, Kelly	Assistant Principal
Sailor, Sharon	Instructional Coach
Rice, KC	Teacher, K-12
Campbell, Jessica	Teacher, K-12
Jones, Garrett	Teacher, K-12
Flournoy, Ernestine	Teacher, K-12
Brock, Barbara	Teacher, K-12
Merton, Karen	Teacher, K-12
Caudill, Emma	Teacher, K-12
Dodyk, Valissa	Teacher, K-12
Rucarean, Linda Sue	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT provides and assists in coordinating literacy-based professional development. The LLT meets together monthly, and then twice per month with grade level teams and content area departments as well as CAAT and ESE teams. During these meetings literacy strategies are shared. The Reading/LA department chairs also attend District trainings and model and share literacy strategies with the faculty. All teachers are responsible for incorporating literacy strategies into their curriculum. Mrs. Rice, our school's Literacy Leader, serves as a liaison between the district ELA Department and the school site. Her goals are to aide in the transition from the NGSSS to the FSA standards.

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

During pre-planning faculty and staff participated in team building activities. Teachers attend monthly faculty meetings and trainings which often include team building activities. Teachers are offered common planning days for all departments to plan for the implications of the new assessments. Teachers are offered substitute days for common planning when not allowed by their schedule. The administration offers Apple Awards and Purrs for teachers which highlights teacher's accomplishments and collaborations.

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

Teachers are recruited at the College Campus Job Fair and recruiting with district personnel. Prior to pre-planning new teachers attend a school-based new teacher orientation with the administrative team and veteran mentor staff members where they review school and district policies and procedures, and they are given the day to work in their classrooms. New teachers are assigned to a district mentor as well as a mentor teacher from the school.

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

Teachers new to Oak View are paired with experienced teachers in the same department or on the same grade level team. Mentors assist the new teachers with navigating the grading system, lesson plan and appraisal system, and provide help with data collection and analysis. Mentors meet with mentees on an as needed basis, but at least once per week. Beginning teachers are also assigned a district mentor.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

We use district adopted curriculum and ensure that all teachers have access to and time to plan using the Florida Standards Assessment Portal (FSA) and CPALMS. Teachers also follow the district pacing guides.

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 teacher was provided with a data notebook with their previous year's data included. Twice each nine weeks teams will have a data chat as new data is entered and discussed. Previous FCAT scores are used to determine placement of students in reading and math classes. Students who score below grade level expectations are placed in intensive classes and provided with more intense curriculum. All other classes will be progress monitoring their students to be sure that they don't fall below 70%. If students do fall below 70%, teachers are to reteach the material and create a plan for remediation.

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

Strategy: Extended School Day

Minutes added to school year:

Extended Day Enrichment Program is used to provide student's that attend an enriched environment for learning.

Strategy Rationale

Students are provided with a structured after school environment instead of being home without supervision.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Munn, Katherine, munnkl@gm.sbac.edu

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

Student effectiveness is determined through school's assessment data.

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

We have orientations for incoming 5th graders and incoming 6th graders. Oak View also hosts an 8th grade Parent Information Night, where parents and families are provided with resources and information designed to guide them towards positive academic futures. Through this communication strategy, students and their families work together to select courses of study that are best for their student.

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

Oak View's Student Services Department, along with the school's administration and teachers each play a role in the academic and career planning of students in all grades. The Guidance Counselor visits classrooms during the Fall, in order to facilitate learning and knowledge of credit requirements, graduation requirements, advanced curriculum tracks, and career planning resources. This is especially evident in the 8th Grade United States History classrooms. Through this course, during the first and second semesters, students are provided information on high school graduation requirements, courses of study, industry certifications, career academies, and college readiness. Junior Achievement is also a program that 8th graders participate in.

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

7th and 8th grade students in the Center for Advanced Academics and Technology (CAAT) Magnet program are given the opportunity to receive Industry Certification in Adobe software such as

Illustrator, InDesign, Dreamweaver, Flash, and Photoshop. Students in the 6th grade CAAT program will also have the opportunity to receive industry certification in Microsoft Office products such as PowerPoint, Word, and Excel. Through these certification programs students learn relevant 21st Century job skills that prepare them for the modern workplace.

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

In addition to the CAAT Magnet program, throughout Oak View's classes in 5th through 8th grades, technology skills are integrated and applied into lessons. This is especially present in the Science courses, where students are given the opportunity to solve real-world problems by using technology, teamwork, and inquiry based learning. In the Business Education courses, students are given the chance to develop, apply, and integrate Microsoft Office skills in order to support their learning across the curriculum, as well as develop a foundation for their future. In 5th grade, students are working towards the certification in IC3 Spark, in which students are given an opportunity to earn accreditation in beginning computer skills.

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

NA

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.** Implement differentiated instruction strategies in the Social Studies curriculum that foster student achievement by making curriculum “richer” and more meaningful, enhance motivation, and develop higher order thinking skills aligned to the Florida Standards by providing staff development aligned to using data for instructional decision making.
- G2.** Implement writer’s workshop as an instructional tool to foster student achievement in the higher order thinking skills aligned to the Florida Standards, thus increasing the passing rate of writing FSA.
- G3.** Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Florida State standards, thus increasing the passing rate of mathematics FSA.
- G4.** Implement strategies in the curriculum that foster student achievement in the higher order thinking skills aligned to the Florida Standards, thus increasing the passing rate of reading FSA.

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. Implement differentiated instruction strategies in the Social Studies curriculum that foster student achievement by making curriculum “richer” and more meaningful, enhance motivation, and develop higher order thinking skills aligned to the Florida Standards by providing staff development aligned to using data for instructional decision making. 1a

G044503

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	55.0

Resources Available to Support the Goal 2

- FSA Data
- Reading and Social Studies Interim grades for 1st and 2nd 9 weeks and Reading and Social Studies 9 weeks Grades for 1st and 2nd 9 weeks
- Nine-Weeks Data Chats with Teachers and Department Heads
- Classroom Walk-Through Data

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of Florida Standards and their integration in the Social Studies classroom

Plan to Monitor Progress Toward G1. 8

The staff development team will monitor and attend the staff development sessions and play a major role in their presentation. They will provide the resources that accompany the trainings. This team will monitor progress towards the goal through analyzing data, monitoring grades through an on-line grade reporting system, and detailed, documented discussions that take place with Social Studies teachers.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

After implementing the Staff Development Strategies, 70% of students will receive a passing score on the 2014-15 FSA Reading test, and at least 55% of students in the lowest quartile will make gains on the Reading FSA.

G2. Implement writer's workshop as an instructional tool to foster student achievement in the higher order thinking skills aligned to the Florida Standards, thus increasing the passing rate of writing FSA. 1a

G044504

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- CPALMS
- District training in Florida Standards strategies
- Pearson Writing Companion

Targeted Barriers to Achieving the Goal 3

- Lessons and assessments are not aligned with the complexity of FSA.

Plan to Monitor Progress Toward G2. 8

Monitor student scores on Panther Writes assessments and look for students to demonstrate growth from assessment #1 to assessment #4.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

70% proficiency rate on the 2015 FSA.

G3. Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Florida State standards, thus increasing the passing rate of mathematics FSA.

1a

G044505

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Use of online programs such as those developed by the Florida DOE, AAAMath.com, and Reflex Math, and teacher developed resources using online textbooks, Edmodo and Google Docs.
- District professional development in math strategies, formative assessments, and Florida State standards.
- CPALMS Repository

Targeted Barriers to Achieving the Goal 3

- Students lack skills in interpreting word problems and experience with online testing.

Plan to Monitor Progress Toward G3. 8

Monitoring progress towards the implementation of mathematics strategies that provide ongoing feedback and data to teachers to support differentiated instruction for struggling students will be done by math teachers and administration throughout the school year. Progress will be monitored through math chapter and benchmark tests, September and December On Track, data reports from Reflex Math, and student reports in Infinite Campus. Progress will also be monitored through lesson plans and classroom walk-through data.

Person Responsible

Katherine Munn

Schedule

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

Evidence of Completion

Improved scores on math chapter tests, benchmark tests, and On Track resulting in improved FSA mathematics scores.

G4. Implement strategies in the curriculum that foster student achievement in the higher order thinking skills aligned to the Florida Standards, thus increasing the passing rate of reading FSA. 1a

G044506

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- District trainings in Florida Standards Strategies, including Close Reading
- Perfection Learning Resources

Targeted Barriers to Achieving the Goal 3

- Creating more rigorous lessons and assessments aligned with the complexity of FSA.

Plan to Monitor Progress Toward G4. 8

Monitoring progress towards the implementation of strategies that foster student achievement in higher order thinking skills will be done by reading teachers and administration throughout the school year. Progress will be monitored through PMRN assessment data and student reports in Infinite Campus. Progress will also be monitored through lesson plans and classroom walk-through data.

Person Responsible

Katherine Munn

Schedule

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

Evidence of Completion

Gains in Reading Comprehension percentile from the first to the second administration and/or the second to the third administration of the PMRN assessment (FAIR-FS), resulting in a 70% passing rate on the 2015 FSA.

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. Implement differentiated instruction strategies in the Social Studies curriculum that foster student achievement by making curriculum “richer” and more meaningful, enhance motivation, and develop higher order thinking skills aligned to the Florida Standards by providing staff development aligned to using data for instructional decision making. **1**

 G044503

G1.B1 Lack of knowledge of Florida Standards and their integration in the Social Studies classroom **2**

 B109397

G1.B1.S1 Provide staff development on the History/Social Studies Florida Standards, differentiated instruction, and provide resources that provide detailed examples of the integration of differentiated instruction and the Florida Standards in Social Studies classrooms **4**

 S120911

Strategy Rationale

If we raise motivation and higher order thinking skills for our lowest quartile, then we will see increased learning gains, which will be tested and refined through the process.

Action Step 1 **5**

The Social Studies Department will be provided staff development on the use of close reads, anticipation guides, the use text-based evidence , and other differentiated instruction strategies to answer higher-order questions.

Person Responsible

Garrett Jones

Schedule

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

Evidence of Completion

Classroom Walk-through Observations, Discussions, and Modeled Lessons

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

The fidelity of implementing the staff development on the new Florida Standards will be reflected in the instructional planning, monitoring of lesson plans, and documented follow-up discussions concerning these Standards. Fidelity will also be displayed by using supervisors and instructional coach as experts in the area of close reads and the use of text based evidence to answer higher-order questions. Scheduled sessions in which best practices are modeled will be provided, discussions will follow, and classroom-walkthrough data will be collected.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

The evidence for completion will be included in the Assistant Principal's data review, which is completed every nine-weeks and given to district level administrators for review and also through evidence of student learning gains.

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

The data used to measure effectiveness will include Reading scores from benchmark tests, FAIR FS data, Social Studies scores from benchmark and unit tests, and the FSA results for the 2014-2015 school year. Documented classroom observations will be used to measure the effectiveness of the instruction being provided to those students. Also, monitoring the effectiveness of this staff development will consist of reviewing lesson plans, analyzing classroom-walkthrough data, and documented discussions with the teachers that focus on the use of researched-based best practices in their classrooms.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Student gains on the FAIR FS, Reading benchmark and unit tests, interim grades and nine-weeks grades. Also, evidence will be displayed through examples in teachers' lesson plans and through classroom observations

G2. Implement writer's workshop as an instructional tool to foster student achievement in the higher order thinking skills aligned to the Florida Standards, thus increasing the passing rate of writing FSA. 1

G044504

G2.B1 Lessons and assessments are not aligned with the complexity of FSA. 2

B109398

G2.B1.S1 Make improvements to, and continue using the writer's workshop model. 4

S120912

Strategy Rationale

Students need to have opportunities to refine their writing skills in a workshop setting to experience success on the FSA.

Action Step 1 5

Language arts teachers will use the writer's workshop model and provide opportunities to encourage writing on campus through essay contests and student recognition programs. Through the writer's workshop model students will participate in a writing mini-lesson, have an opportunity for independent writing, and conference with the teacher as well as with other students.

Person Responsible

Lauren Marlowe

Schedule

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

Evidence of Completion

Increased student writing in class and increased student participation in essay contests and other student recognition programs.

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

Meet as a department to share student classroom writing and student scores on quarterly Panther Writes writing prompt. Principal and assistant will be involved in data chats with team members and classroom walk-throughs during lessons.

Person Responsible

Kelly Armstrong

Schedule

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

Evidence of Completion

Student writing samples, data in Infinite Campus.

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

Classroom observations and review of data from Infinite Campus On Track Writing scores.

Person Responsible

Kelly Armstrong


Schedule

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


Evidence of Completion

Students will demonstrate growth in Panther Writes writing scores from assessment #1 to assessment #4.

G3. Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Florida State standards, thus increasing the passing rate of mathematics FSA. 1

 G044505

G3.B1 Students lack skills in interpreting word problems and experience with online testing. 2

 B109400

G3.B1.S1 Incorporate strategies such as the CUBES strategy for text marking to increase students' understanding of math problems and provide opportunities for students to use computer programs for online assessments and to practice math skills. 4

 S120914

Strategy Rationale

Students will have strategies available to attack word problems and multi-part questions.

Action Step 1 5

The math department will teach and incorporate the CUBES strategy for problem solving. Students will Circle key numbers, Underline the question, Box math action words, Evaluate and Solve & check in order to complete math problems.

Person Responsible

Ernestine Flournoy

Schedule

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

Evidence of Completion

Lesson plans, classroom walk-through data, Infinite Campus gradebook reports

Action Step 2 5

Teachers will provide opportunities for students to practice math skills and assessments on the computer. Teachers will use data from computer-based assessments and online math programs to adjust instruction and provide intervention when needed.

Person Responsible

Ernestine Flournoy

Schedule

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

Evidence of Completion

Increased student computer use for math skills practice and assessments, online progress reports from, On Track, Reflex Math and online textbook tests.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Through classroom walk-throughs the principal and assistant principal will have opportunities to observe students using the CUBES strategy to solve math problems. The math department will review test and quiz data and share student work.

Person Responsible

Katherine Munn

Schedule

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

Evidence of Completion

Text marking of math problems, improved quiz and test scores, teacher lesson plans.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Effectiveness of incorporating the CUBES strategy will be monitored by data reviews and classroom observations.

Person Responsible

Katherine Munn


Schedule

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

Evidence of Completion

Improved quiz and test scores, On Track gains from the first to the second administration of the test

G3.B1.S2 Provide staff development opportunities in differentiated instruction. 4

 S120915

Strategy Rationale

Teachers will be able to adapt instruction to meet the need of students needing remediation, practice, or enrichment.

Action Step 1 5

Professional development will be provided in Differentiated Instruction. Teachers will use data from computer-based assessments and online math programs to adjust instruction and provide intervention when needed.

Person Responsible

Ernestine Flournoy

Schedule

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

Evidence of Completion

Data-based instruction that provides support for struggling learners.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Implementation of staff development in differentiated instruction will be reflected teacher lesson plans. The administrative team will monitor implementation through classroom walk-throughs, lesson plan reviews and data chats. Lesson plans will also be used to monitor fidelity of the use of CPALMS resources.

Person Responsible

Katherine Munn

Schedule

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

Evidence of Completion

Lesson plans, classroom walk-through data, data chats, Google documents for student data that will show long-term gains.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Monitoring effectiveness of professional development in differentiated instruction will be done through classroom observations and data chats with teachers, and monitoring of lesson plans.

Person Responsible

Katherine Munn

Schedule

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

Evidence of Completion

Data-based instruction that provides support for struggling learners.

G4. Implement strategies in the curriculum that foster student achievement in the higher order thinking skills aligned to the Florida Standards, thus increasing the passing rate of reading FSA. 1

G044506

G4.B1 Creating more rigorous lessons and assessments aligned with the complexity of FSA. 2

B109402

G4.B1.S1 Teachers will incorporate Close Reading lessons in their classrooms to increase student independence as learners' responsibility for their own knowledge. 4

S120917

Strategy Rationale

Students need to be able to interpret text independently in order to experience success on the FSA.

Action Step 1 5

Teachers will incorporate the use of annotation marks as a Close Reading strategy that will increase reading proficiency and prepare students for the onset of Florida Standards.

Person Responsible

KC Rice

Schedule

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

Evidence of Completion

Lesson plans, classroom walk-through data, Infinite Campus gradebook reports, PMRN data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Fidelity of the implementation of incorporating Close Reading strategies will be reflected in teacher lesson plans and classroom walk-throughs. During department meetings throughout the year reading teachers will have professional development opportunities in Close Reads and Florida Standards. Teachers will also meet with district Reading/LA supervisors during each semester.

Person Responsible

Katherine Munn

Schedule

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

Evidence of Completion

Classroom walk-through data, data chats with teachers, student learning gains

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Effectiveness of Close Reading lessons will be monitored through reading benchmark test scores, FAIR-FS data, and FSA results and classroom observations.

Person Responsible

Katherine Munn

Schedule

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

Evidence of Completion

Students will make gains in Reading Comprehension percentile from the first to the second administration and/or the second to the third administration of the PMRN assessment (FAIR-FS).

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The Social Studies Department will be provided staff development on the use of close reads, anticipation guides, the use text-based evidence , and other differentiated instruction strategies to answer higher-order questions.	Jones, Garrett	8/18/2014	Classroom Walk-through Observations, Discussions, and Modeled Lessons	6/4/2015 monthly
G2.B1.S1.A1	Language arts teachers will use the writer's workshop model and provide opportunities to encourage writing on campus through essay contests and student recognition programs. Through the writer's workshop model students will participate in a writing mini-lesson, have an opportunity for independent writing, and conference with the teacher as well as with other students.	Marlowe, Lauren	8/18/2014	Increased student writing in class and increased student participation in essay contests and other student recognition programs.	6/4/2015 weekly
G3.B1.S1.A1	The math department will teach and incorporate the CUBES strategy for problem solving. Students will Circle key numbers, Underline the question, Box math action words, Evaluate and Solve & check in order to complete math problems.	Flournoy, Ernestine	8/18/2014	Lesson plans, classroom walk-through data, Infinite Campus gradebook reports	6/4/2015 daily
G3.B1.S2.A1	Professional development will be provided in Differentiated Instruction. Teachers will use data from computer-based assessments and online math programs to adjust instruction and provide intervention when needed.	Flournoy, Ernestine	8/18/2014	Data-based instruction that provides support for struggling learners.	6/4/2015 weekly
G4.B1.S1.A1	Teachers will incorporate the use of annotation marks as a Close Reading strategy that will increase reading proficiency and prepare students for the onset of Florida Standards.	Rice, KC	8/18/2014	Lesson plans, classroom walk-through data, Infinite Campus gradebook reports, PMRN data	6/4/2015 weekly

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Oak View Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	[no content entered]			one-time	
G3.B1.S1.A2	Teachers will provide opportunities for students to practice math skills and assessments on the computer. Teachers will use data from computer-based assessments and online math programs to adjust instruction and provide intervention when needed.	Flournoy, Ernestine	8/18/2014	Increased student computer use for math skills practice and assessments, online progress reports from, On Track, Reflex Math and online textbook tests.	6/4/2015 monthly
G1.MA1	The staff development team will monitor and attend the staff development sessions and play a major role in their presentation. They will provide the resources that accompany the trainings. This team will monitor progress towards the goal through analyzing data, monitoring grades through an on-line grade reporting system, and detailed, documented discussions that take place with Social Studies teachers.	Armstrong, Kelly	8/18/2014	After implementing the Staff Development Strategies, 70% of students will receive a passing score on the 2014-15 FSA Reading test, and at least 55% of students in the lowest quartile will make gains on the Reading FSA.	6/4/2015 monthly
G1.B1.S1.MA1	The data used to measure effectiveness will include Reading scores from benchmark tests, FAIR FS data, Social Studies scores from benchmark and unit tests, and the FSA results for the 2014-2015 school year. Documented classroom observations will be used to measure the effectiveness of the instruction being provided to those students. Also, monitoring the effectiveness of this staff development will consist of reviewing lesson plans, analyzing classroom-walkthrough data, and documented discussions with the teachers that focus on the use of researched-based best practices in their classrooms.	Armstrong, Kelly	8/18/2014	Student gains on the FAIR FS, Reading benchmark and unit tests, interim grades and nine-weeks grades. Also, evidence will be displayed through examples in teachers' lesson plans and through classroom observations	6/4/2015 quarterly
G1.B1.S1.MA1	The fidelity of implementing the staff development on the new Florida Standards will be reflected in the instructional planning, monitoring of lesson plans, and documented follow-up discussions concerning these Standards. Fidelity will also be displayed by using supervisors and instructional coach as experts in the area of close reads and the use of text based evidence to answer higher-order questions. Scheduled sessions in which best practices are modeled will be provided, discussions will follow, and classroom-walkthrough data will be collected.	Armstrong, Kelly	8/18/2014	The evidence for completion will be included in the Assistant Principal's data review, which is completed every nine-weeks and given to district level administrators for review and also through evidence of student learning gains.	6/4/2015 weekly
G2.MA1	Monitor student scores on Panther Writes assessments and look for students to demonstrate growth from assessment #1 to assessment #4.	Armstrong, Kelly	8/18/2014	70% proficiency rate on the 2015 FSA.	6/4/2015 quarterly
G2.B1.S1.MA1	Classroom observations and review of data from Infinite Campus On Track Writing scores.	Armstrong, Kelly	8/18/2014	Students will demonstrate growth in Panther Writes writing scores from assessment #1 to assessment #4.	6/4/2015 quarterly
G2.B1.S1.MA1	Meet as a department to share student classroom writing and student scores on quarterly Panther Writes writing prompt. Principal and assistant will be involved in data chats with team members and	Armstrong, Kelly	8/18/2014	Student writing samples, data in Infinite Campus.	6/4/2015 quarterly

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Oak View Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	classroom walk-throughs during lessons.				
G3.MA1	Monitoring progress towards the implementation of mathematics strategies that provide ongoing feedback and data to teachers to support differentiated instruction for struggling students will be done by math teachers and administration throughout the school year. Progress will be monitored through math chapter and benchmark tests, September and December On Track, data reports from Reflex Math, and student reports in Infinite Campus. Progress will also be monitored through lesson plans and classroom walk-through data.	Munn, Katherine	8/18/2014	Improved scores on math chapter tests, benchmark tests, and On Track resulting in improved FSA mathematics scores.	6/4/2015 weekly
G3.B1.S1.MA1	Effectiveness of incorporating the CUBES strategy will be monitored by data reviews and classroom observations.	Munn, Katherine	8/18/2014	Improved quiz and test scores, On Track gains from the first to the second administration of the test	6/4/2015 weekly
G3.B1.S1.MA1	Through classroom walk-throughs the principal and assistant principal will have opportunities to observe students using the CUBES strategy to solve math problems. The math department will review test and quiz data and share student work.	Munn, Katherine	8/18/2014	Text marking of math problems, improved quiz and test scores, teacher lesson plans.	6/4/2015 weekly
G3.B1.S2.MA1	Monitoring effectiveness of professional development in differentiated instruction will be done through classroom observations and data chats with teachers, and monitoring of lesson plans.	Munn, Katherine	8/18/2014	Data-based instruction that provides support for struggling learners.	6/4/2015 weekly
G3.B1.S2.MA1	Implementation of staff development in differentiated instruction will be reflected teacher lesson plans. The administrative team will monitor implementation through classroom walk-throughs, lesson plan reviews and data chats. Lesson plans will also be used to monitor fidelity of the use of CPALMS resources.	Munn, Katherine	8/18/2014	Lesson plans, classroom walk-through data, data chats, Google documents for student data that will show long-term gains.	6/4/2015 weekly
G4.MA1	Monitoring progress towards the implementation of strategies that foster student achievement in higher order thinking skills will be done by reading teachers and administration throughout the school year. Progress will be monitored through PMRN assessment data and student reports in Infinite Campus. Progress will also be monitored through lesson plans and classroom walk-through data.	Munn, Katherine	8/18/2014	Gains in Reading Comprehension percentile from the first to the second administration and/or the second to the third administration of the PMRN assessment (FAIR-FS), resulting in a 70% passing rate on the 2015 FSA.	6/4/2015 quarterly
G4.B1.S1.MA1	Effectiveness of Close Reading lessons will be monitored through reading benchmark test scores, FAIR-FS data, and FSA results and classroom observations.	Munn, Katherine	8/18/2014	Students will make gains in Reading Comprehension percentile from the first to the second administration and/or the second to the third administration of the PMRN assessment (FAIR-FS).	6/4/2015 quarterly
G4.B1.S1.MA1	Fidelity of the implementation of incorporating Close Reading strategies will be reflected in teacher lesson plans and classroom walk-throughs. During department meetings throughout the	Munn, Katherine	8/18/2014	Classroom walk-through data, data chats with teachers, student learning gains	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	year reading teachers will have professional development opportunities in Close Reads and Florida Standards. Teachers will also meet with district Reading/LA supervisors during each semester.				

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Implement differentiated instruction strategies in the Social Studies curriculum that foster student achievement by making curriculum “richer” and more meaningful, enhance motivation, and develop higher order thinking skills aligned to the Florida Standards by providing staff development aligned to using data for instructional decision making.

G1.B1 Lack of knowledge of Florida Standards and their integration in the Social Studies classroom

G1.B1.S1 Provide staff development on the History/Social Studies Florida Standards, differentiated instruction, and provide resources that provide detailed examples of the integration of differentiated instruction and the Florida Standards in Social Studies classrooms

PD Opportunity 1

The Social Studies Department will be provided staff development on the use of close reads, anticipation guides, the use text-based evidence , and other differentiated instruction strategies to answer higher-order questions.

Facilitator

District trainers, and Reading/LA department chair

Participants

Teachers

Schedule

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

G2. Implement writer's workshop as an instructional tool to foster student achievement in the higher order thinking skills aligned to the Florida Standards, thus increasing the passing rate of writing FSA.

G2.B1 Lessons and assessments are not aligned with the complexity of FSA.

G2.B1.S1 Make improvements to, and continue using the writer's workshop model.

PD Opportunity 1

Language arts teachers will use the writer's workshop model and provide opportunities to encourage writing on campus through essay contests and student recognition programs. Through the writer's workshop model students will participate in a writing mini-lesson, have an opportunity for independent writing, and conference with the teacher as well as with other students.

Facilitator

LA Dept. head

Participants

Teachers

Schedule

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

G3. Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Florida State standards, thus increasing the passing rate of mathematics FSA.

G3.B1 Students lack skills in interpreting word problems and experience with online testing.

G3.B1.S2 Provide staff development opportunities in differentiated instruction.

PD Opportunity 1

Professional development will be provided in Differentiated Instruction. Teachers will use data from computer-based assessments and online math programs to adjust instruction and provide intervention when needed.

Facilitator

District math supervisor, FDLRS and ESE district staff

Participants

Math teachers

Schedule

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

G4. Implement strategies in the curriculum that foster student achievement in the higher order thinking skills aligned to the Florida Standards, thus increasing the passing rate of reading FSA.

G4.B1 Creating more rigorous lessons and assessments aligned with the complexity of FSA.

G4.B1.S1 Teachers will incorporate Close Reading lessons in their classrooms to increase student independence as learners' responsibility for their own knowledge.

PD Opportunity 1

Teachers will incorporate the use of annotation marks as a Close Reading strategy that will increase reading proficiency and prepare students for the onset of Florida Standards.

Facilitator

District and school Reading / LA department head.

Participants

Reading teachers

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: Implement differentiated instruction strategies in the Social Studies curriculum that foster student achievement by making curriculum “richer” and more meaningful, enhance motivation, and develop higher order thinking skills aligned to the Florida Standards by providing staff development aligned to using data for instructional decision making.	802
Goal 3: Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Florida State standards, thus increasing the passing rate of mathematics FSA.	1,500
Grand Total	2,302

Goal 1: Implement differentiated instruction strategies in the Social Studies curriculum that foster student achievement by making curriculum “richer” and more meaningful, enhance motivation, and develop higher order thinking skills aligned to the Florida Standards by providing staff development aligned to using data for instructional decision making.

Description	Source	Total
B1.S1.A1 - CREATE	Other	802
Total Goal 1		802

Goal 3: Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Florida State standards, thus increasing the passing rate of mathematics FSA.

Description	Source	Total
B1.S2.A1	School Improvement Funds	1,500
Total Goal 3		1,500