

Alachua County Public Schools

Howard W. Bishop Middle School



2015-16 School Improvement Plan

Howard W. Bishop Middle School

1901 NE 9TH ST, Gainesville, FL 32609

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	49%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	67%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	B

**Preliminary 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 was approved by the Alachua County School Board on 12/15/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 Howard Bishop Middle School is to educate all students to achieve their highest level of academic and technical performance, while fostering positive growth in social/emotional behaviors. We commit to a collaborative and comprehensive system of support (teaming, student services, parents, community services, etc.) utilizing all available resources to assure these student outcomes.

Provide the school's vision statement

In order to support our District's mission statement that "We are committed to the success of every student" we accept that it is our job to overcome obstacles and do all we can to ensure our students are prepared to move to the next level. We are creating a caring school that is committed to the success of ALL of our students.

School Environment

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

Mr. Gamble strives to be involved in the community. He attends community sponsored events in the school's service area. Events such as night out in apartment complexes, community forums (Black on Black Crime Task Force, African-American Accountability Alliance), and other activities that take place that will give him and other administrators an opportunity to connect with students and parents. Administrators have also met with community stakeholders to discuss ways to support one another and thus improve awareness of students and communities needs.

We also learn about our students and build relationships through our recognition of a Student of the Week from each team. Teachers nominate a student who has been exemplary in their citizenship to the school community.

We also host Open House and Sixth Grade Orientation which allows us to meet our parents and spend time outside of the school day with our students.

Relationships are also built between teachers and students through our Positive Behavior Support System. Teachers build relationships through positive praise/reward of desired/appropriate behaviors.

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

Before and after school we provide and require that students are in designated areas where adult supervision takes place. A duty schedule was developed that assigns teams to cover duty posts on assigned days. Members of the Student Support Services Team (SSST) also monitor the designated areas and most have been trained on recognizing triggers of disruptions, bullying, etc. The school is also staffed with a full-time school resource officer who is present in high traffic areas to aid in supervision as well.

During the school day teachers are encouraged to be in the hallways between classes engaging with students. Students are encouraged to seek help when needed. Both administrators and deans are assigned a lunch shift which provides an opportunity for them to engage with and provide support to students.

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

School wide participation in PBS. Reinforce/Rewards for positive behaviors. Clear behavioral expectations are set at the beginning of the year when all students attend grade-level assemblies where expectations are explained and discussed. These expectations are reinforced daily and subsequent assemblies are held at the beginning of the second semester as a refresher/reminder of the expectations. There are also protocols for having students serve short time-outs for classroom managed behaviors. Deans attend quickly to referrals submitted by teachers to the office. Deans also attend team and faculty meetings to provide support for staff and share behavior management tips/ suggestions.

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 Howard Bishop Middle School Guidance Program ensures the social and emotional needs of all students are being met through a systematic delivery system. This includes a classroom guidance program using the Second Step curriculum addressing communication skills, interpersonal skills, health, wellness and safety. Students are also supported through individual response services addressing more immediate needs. The guidance program includes numerous supports including but not limited to small group counseling, referral to outside agencies, the Motiv8 mentoring program, peer mediation, high school and academic planning, consultation and collaboration services. We also partner with CDS Family and Behavioral Services who provide a full time counselor and program titled "Project Success", which provides mentoring, counseling, and small group pull-outs for students.

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

All early warning indicators data can be assessed through the district data site Infinite Campus. Teacher teams meet once a week to discuss student progress. Students of concern are often identified in these meetings. The student's name along with concerns are forwarded by team leaders to the SSST. Student data is discussed monthly by the SSST. The SSST then makes recommendations or initiates interventions for students of concern. The SSST also recommends students to the Educational Planning Team (EPT) to request meetings and further implementation of interventions. Priority is given to students who exhibit two or more of the following early warning indicators:

- i. Five or more absences in a month.
- ii. One or more suspensions
- iii. Failing one or more core courses (Math, Language Arts, Science, or Social Studies)
- iv. Level 1 on statewide assessment. (Reading/math)

Through EPT meetings interventions are discussed and implemented. Student progress towards improvement is monitored by teachers and the EPT.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	9	10	20	39
One or more suspensions	1	34	32	67
Course failure in ELA or Math	20	44	84	148
Level 1 on statewide assessment	54	63	99	216
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	24	43	82	149

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

Students exhibiting two or more early warning indicators will be scheduled for Educational Planning Team meetings to discuss progress and interventions appropriate to address areas of concern.

Attendance:

Student attendance is monitored daily by homeroom teachers. Homeroom teachers are expected to make parent contact if the students attendance becomes a concern. They are also asked to forward attendance concerns to the attendance clerk. Attendance reports are review monthly to identify students who may be truant. EPT meetings are scheduled for students with 5 or more unexcused absences. As part of the EPT meeting an Attendance Plan is developed and agreed upon by the participants. These students are also reported the districts truancy officer for further intervention.

Suspensions:

Students with a history of discipline are identified at the beginning of the school term. These students are monitored by a member of the SSST who offers support and encouragement. Students with a history of behavior are often times monitored through the use of a daily behavior/point sheet.

Students who need further tier 2 and/or tier 3 interventions are recommended for participation in Project Success. Students who do not seem to respond to school level intervention, may be referred to the district's System of Care program for assistance.

Course Failures:

School counselors identify students who have failed courses (failed to receive credit) and provide them with options and opportunities to make up the course. Student may participate in the after school CROP program, Alachua eSchool, or Florida virtual school in lieu of participating in their elective classes. Proactively counselors and school staff communicate credit and grade expectations with parents during 6th grade orientation, meet the teacher, and by providing credit/course expectations on our school website.

FCAT Level 1:

Lowest performing students are identified and information is provided to teachers.

Reading students are scheduled into READ 180.

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

The Howard Bishop school website is up to date with current and pertinent information for families. Four parent teacher conference nights have been scheduled for the school year after regular school hours to promote greater communication between parents and teachers. Frequent phone homes are sent out to parents informing them of special events, activities, and opportunities. The principal also works closely with the PTA and SAC committees to keep parents informed and collaborate on the school's efforts, mission, vision, and initiatives.

Teachers are encouraged to use the district gradebook and parent portal to keep parents informed of student progress. Many of the teachers have also created classroom webpages to further engage and communicate with parents.

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 work with neighborhood resources such as the Library Partnership and faith-based organizations such as Upper Room Ministries to support off-campus and after-hours assistance for our students. We are fortunate to have representatives from these organizations serve on our SAC both to let us know what services they can provide to students and how we can support them.

Howard Bishop is fortunate to partner with Satchel's restaurant and be the recipient of a generous grant that is used for the student Positive Behavior Support System.

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:

Name	Title
Gamble, Mike	Principal
Stokes, Anyana	Assistant Principal
Beachy, Elisa	Teacher, K-12
Morris, James	Teacher, K-12
Pearson, James	Teacher, K-12
Rhodes, Lewis	Teacher, K-12
Milinkovic, Michele	Teacher, K-12
Cornelison, Teresa	
Clark, Elizabeth	Teacher, K-12
Ogle, Shravana	Teacher, K-12
Masuda, Judith	Teacher, K-12
Brugger, Kathleen	Teacher, K-12
McCabe, Ashley	Teacher, ESE

Duties

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

The school's leadership team meets weekly on Mondays after school. The school's leadership team is comprised of the Principal, assistant principal, six team leaders (2 from each grade level), department chairs, and teacher leaders. Leadership team members share progress data with their teams and departments.

The leadership team is chaired by the Principal who is responsible for implementing, supporting and evaluating the data and ensuring the process is working in conjunction with the goals of the school improvement plan. Information is shared with the leadership team, who are then responsible for sharing the information with all members of their team. All teachers are assigned to a team. Often times team leaders are asked to discuss school wide initiatives, concerns and bring feedback from their teams to the leadership meeting. Thus all members of the school community have an opportunity to participate in the process.

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 school Leadership Team, Student Services Team, and/or Individual Grade Level Teams identify students who are not making adequate progress. Key players directly involved with the students of concern, define the problem, develop an intervention plan, implement the plan, chart progress and use data to evaluate the plan. The Principal and Assistant Principal provide curricular and behavioral support. Both administrators assist in training teachers. Both help to develop either behavior or academic interventions based on the student's needs and supported by the data.

School counselors provide training and support in the RTI process, work with teachers through the problem solving cycle; and facilitate the communication with the team leaders and /or parent(s). Team leaders, counselors, and deans assist in training, assessment support, reviewing students rate of progress, data collection, and student records.

Although 100% of Howard Bishop's students receive free breakfast and lunch through federal

funding, we are not a Title 1 school. State & local funds are provided to our School Advisory Council to spend. This year we have earmarked a percentage of those funds to be spent on teacher classroom initiatives. These funds are also used to provide for substitute teachers so that teachers may participate in professional development opportunities. Local CREATE funds are also available to the school for professional development.

Our guidance department teams with the local Catholic Charities to provide the "Backpacks for Needy Families" program. Catholic Charities provide the backpacks that are filled with non-perishable food items. Needy families are identified at the school level and the food-filled backpacks are sent home with students on Friday afternoons to ensure the students will have something to eat over the weekend as well as school holidays.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Karl Anderson	Parent
Alicia Laboy	Education Support Employee
Carressa Hutchinson	Business/Community
Darry Lloyd	Business/Community
Michael Gamble	Principal
Elisa Beachy	Teacher
Elizabeth Clark	Teacher
	Business/Community
	Business/Community
Angela Petralia	Parent

Duties

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

Evaluation of last year's school improvement plan

Last year's plan/goals are reviewed by the council. The council discusses implementation and effectiveness of strategies and action plan. Based on evaluation of outcomes recommendations are made for the next year's plan and goals.

Development of this school improvement plan

Desired outcomes and goals will be reviewed and discussed. All stakeholders are given the opportunity to provide input related to instruction strategies, implementation, and monitoring of the plan. SAC members will discuss the plan before submission.

Preparation of the school's annual budget and plan

After receiving input from all stakeholders, school administration prepares the school plan for approval of the council.

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

SAC funds were used to support the school's learning goals and initiatives. Funds are used for staff development, teacher project requests, climate surveys, parent involvement incentives, Positive Behavior support rewards, and student recognition.

Staff Development 30%, Teacher Projects 50%, Other 20%

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:

Name	Title
Gamble, Mike	Principal
Stokes, Anyana	Assistant Principal
Cornelison, Teresa	Teacher, K-12
Brugger, Kathleen	Teacher, K-12
Beachy, Elisa	Teacher, K-12
Masuda, Judith	Teacher, K-12
Morris, James	Teacher, K-12
Pearson, James	Teacher, K-12
Rhodes, Lewis	Teacher, K-12
Clark, Elizabeth	Teacher, K-12
Ogle, Shravana	Teacher, K-12
Milinkovic, Michele	Teacher, K-12
McCabe, Ashley	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The literacy team meets weekly. Literacy strategies will be shared at monthly faculty meetings. Members of the literacy team are also responsible for sharing additional strategies and promoting their use within their teams and/or departments.

Florida Standards training will be provided across all content areas through monthly meetings with departments. District personnel will be asked for assistance in understanding and aligning item specifications and standards with instruction delivered.

The faculty will have a yearlong focus on formative assessments. Departments developed content specific strategies to implement throughout the school year.

Administrators as members of the literacy team will conduct walkthroughs to monitor integration of literacy strategies. Administrators will also assure that staff are afforded opportunities to participate in professional development as well as designate time for collaboration with colleagues. These activities will further support the the use of research based instructional strategies.

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

To encourage positive working relationships between teachers we have developed a duty and meeting calendar that provides teachers with the time needed to collaborate planning and instruction. The meeting calendar designates a time for team meetings each week, department meetings once each month, and faculty meetings twice each month. These times are guarded and protected meeting times. Teams participate twice monthly in discussions centered around school culture, teacher behaviors, and student achievement.

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

Mr. Gamble works collaboratively with the district to attract and retain teachers. Bishop teachers frequently coach intern students from the University of Florida and St. Leo University. Interns see the best we have to offer and benefit from their experience here in the hopes that they would apply when positions become available. New teachers are provided a district mentor.

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

We have established a professional learning community with our first year teachers and teachers that are new to Howard Bishop. The group meets once a month with the assistant principal to cover procedures, county forms, behavior management, assessing student performance, managing parent conferences and to encourage collaboration and provide professional development. Each new teacher is also a part of a grade level team in which the team leader serves as a 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

Howard Bishop uses state adopted textbooks in all subject areas. Teachers also follow and align instruction to the district scope and sequence and curriculum maps. District Content Area Supervisors also meet with Department Chairs to provide up to date information on Florida standards and requirements. That information is then shared with all teachers in the school department. Administrators frequent classrooms not only conducting formal observations but snapshots as well. A snapshot calendar has been developed to insure that instructional programs are monitored. Quarterly district assessments which are aligned to state standards, help to monitor student progress. Data from these assessments is used to drive instruction.

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

The data from state, district, and teacher developed assessments drive our decisions for differentiated instruction. Department Chairs lead monthly meetings to review data in academic departments. They provide the collaborative forum for monitoring, analyzing, identifying specific needs and problem solving. District personnel will be invited to assist in those meetings providing solutions and support. Next, teachers within those departments will monitor their own students'

progress implementing solutions and interventions, such as small group instruction for reteaching and reassessing or coordinating individual mentor tutoring.

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: 20,000

Extended Day Enrichment Program (EDEP) is a fee based after school program in its second year here at Howard Bishop. Some examples of enrichment activities include: Cooking lessons, track and field, gardening, emerging engineering, digital technology, drama, computer skills, sports, foreign language, Girl Scouting, 4H clubs, astronomy and chess.

Strategy Rationale

EDEP supports student's academic success by offering assistance-based homework time. Students are provided a quiet place to work and activity leaders are available to help with any homework questions. By working cooperatively with parents and teachers, EDEP can help children master accountable homework performance. Enrichment activities provide students with background knowledge and real world experiences to enhance their learning and comprehension.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stokes, Anyana, stokesay@gm.sbac.edu

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

EDEP coordinator will provide attendance data to Assistant Principal. Report card data will also be analyzed each semester for progress of participants.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Incoming 6th graders:

Assistant Principal, Dean, and Counselors visit the feeder elementary schools to provide 5th graders an overview of what they can expect in 6th grade. We also participate in a question and answer period to address the specific needs of the students. Sixth grade orientation is also held on site. We invite 5th graders from our feeder schools to join us on an evening in May to provide information to them and their parents on the expectations and requirements for middle school. We also host an additional 6th grade orientation during the week prior to the start of school in August.

Fifth graders interested in our magnet program are provided several opportunities to attend school here at Bishop for a day. They are given the opportunity to select classes that they would like to participate and they get to follow a custom made schedule for the day. They also eat lunch in our cafeteria with the current class of 6th graders. The Academy of Technology and Gifted Studies also hosts an Open House which showcases the programs teachers, curriculum, and activities.. Incoming

Academy students also are invited to attend "Titans in Training" Camp during the summer to even further support their transition.

Exiting 8th Graders:

Counselors provide instruction to 8th graders in career exploration and high school planning. Each student will develop a personal high school academic plan and participate in a career planning course as a requirement for promotion to 9th grade. Eight grade parent night is also held as an opportunity for parents and students to hear from school based and district personnel on the programs and requirements needed for high school. Students are also encouraged to attend the 9th grade orientations held by the high schools.

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

N/A

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

Workforce development company The Whetstone Group established IT programs in 25 Florida middle schools two years ago through a grant from CareerSource Florida. Locally, companies like Grooveshark, InfoTech and GRU supported Howard Bishop's program. Students work toward industry certifications in Microsoft Word, Excel and PowerPoint as well as Adobe Photoshop, InDesign, Illustrator, Flash and Dreamweaver. Certifications are recognized in workplaces worldwide. Through an agreement with Santa Fe College, students who have earned the Microsoft Office Specialist certification can earn three college credits towards the Microsoft Office Applications course.

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Improve the percentage of students achieving proficiency in reading.
- G2.** Improve the percentage of students achieving proficiency in math.
- G3.** Improve the percentage of students who demonstrate proficiency in writing.

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. Improve the percentage of students achieving proficiency in reading. 1a

G073550

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	76.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- School literacy Team Curriculum Scheduling Instructional Coach Teacher Collaboration School Culture

Targeted Barriers to Achieving the Goal 3

- 43% of students have not met or exceeded proficiency in reading.

Plan to Monitor Progress Toward G1. 8

District and Teacher created standards assessments

Person Responsible

Mike Gamble

Schedule

Monthly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Students will demonstrate mastery or growth on assessments. Reduction in student course failure rate.

G2. Improve the percentage of students achieving proficiency in math. 1a

G073551

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
Math Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Scheduling Curriculum After school program District Personnel Tutoring District Pacing Guides Computer Programs

Targeted Barriers to Achieving the Goal 3

- 45% of students did not achieve proficiency (Level 3) on 2014 FCAT. Students lack experience with application of math skills.

Plan to Monitor Progress Toward G2. 8

Teacher standards assessment data

Person Responsible

Anyana Stokes

Schedule

Monthly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Students demonstrating mastery or growth on standards assessments.

G3. Improve the percentage of students who demonstrate proficiency in writing. 1a

G073552

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	73.0

Resources Available to Support the Goal 2

- Computer software District Personnel Practice Assessments

Targeted Barriers to Achieving the Goal 3

- 46% of students failed to achieve level 3.5 or higher on 2014 FCAT Writes.

Plan to Monitor Progress Toward G3. 8

District Quarterly standards assessment data

Person Responsible

Mike Gamble

Schedule

Monthly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Students should demonstrate mastery or growth on standards assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Improve the percentage of students achieving proficiency in reading. **1**

 G073550

G1.B1 43% of students have not met or exceeded proficiency in reading. **2**

 B192094

G1.B1.S1 Department specific initiatives to increase reading proficiency. **4**

 S203534

Strategy Rationale

Each department developed content specific goals that all members of the department commit to implementing in their classrooms.

Action Step 1 **5**

Each department will implement content specific strategies and Initiatives.

Person Responsible

Anyana Stokes

Schedule

Quarterly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Administrator walkthroughs. Progress Monitoring Teacher Reflection Collaboration Logs

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

Observe implementation of strategies. Obtain department feedback.

Person Responsible

Anyana Stokes

Schedule

Monthly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Classroom walkthroughs Meeting notes and agendas. Survey

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

Teachers will submit student progress data to administration, share and discuss in department meetings.

Person Responsible

Anyana Stokes

Schedule

Monthly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Increased department collaboration Increased student mastery on assessments.

G1.B1.S2 Implement research based instructional and literacy strategies 4

S203535

Strategy Rationale

Use of research based strategies improve student engagement and increase likelihood that students will attain mastery and knowledge of the content.

Action Step 1 5

Teachers will use instructional strategies across all content areas.

Person Responsible

Mike Gamble

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Classroom Snapshots and Observations.

Action Step 2 5

Teachers will increase use of formative assessments that align to state standards.

Person Responsible

Anyana Stokes

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Collaborative planning of assessments Progress Monitoring of assessments

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

Classroom Snapshots and Observations

Person Responsible

Mike Gamble

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Observation of strategies used during instruction. Teachers will be provided consistent, meaningful, and concise feedback.

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

Administrators will attend and participate in department meetings.

Person Responsible

Mike Gamble

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Teacher will submit data of student progress on standards assessments.

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

Classroom instruction observed

Person Responsible

Mike Gamble

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Snapshot data

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

Administrators will monitor data submitted by teachers of student progression on standards assessments.

Person Responsible

Mike Gamble

Schedule

Monthly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Students will demonstrate mastery or growth on standards assessments.

G1.B1.S3 Promote school culture of high expectations and teacher collaboration. 4

 S203536

Strategy Rationale

The majority of students will only aim as high as we set the target, so it is our responsibility to set high standards from the start and to maintain and promote a culture where that is the norm.

Action Step 1 5

School wide initiative to increase collaboration among departments and teams.

Person Responsible

Mike Gamble

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Meeting agendas and collaboration logs

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

Weekly administrative planning meetings. Administrators participate in department and team meetings.

Person Responsible

Mike Gamble

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Meeting Notes, Agendas, and collaboration logs.

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

Observation of teacher engagement in collaboration activities
Monitor behavior and assessment data.
Leadership team feedback

Person Responsible

Mike Gamble

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Discipline, Academic, and Progress Data

G2. Improve the percentage of students achieving proficiency in math. 1

 G073551

G2.B1 45% of students did not achieve proficiency (Level 3) on 2014 FCAT. Students lack experience with application of math skills. 2

 B192095

G2.B1.S1 Implement research based, math specific instructional and literacy strategies 4

 S203537

Strategy Rationale

Use of research based strategies improve student engagement and increase likelihood that students will attain mastery and knowledge of the content.

Action Step 1 5

Teachers will use math department specific instructional strategies .

Person Responsible

Mike Gamble

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Classroom snapshots and observations.

Action Step 2 5

Teachers will increase use of formative assessments and align assessments to state standards.

Person Responsible

Anyana Stokes

Schedule

Monthly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Student Progress Monitoring Teacher reflection log

Action Step 3 5

Increase the use of manipulatives and computer-based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

Person Responsible

Schedule

Monthly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Classroom walkthroughs and observations

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

Classroom observations

Person Responsible

Mike Gamble

Schedule

Daily, from 10/2/2015 to 6/3/2016

Evidence of Completion

Observation of strategies used during instruction.

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

Administrators will attend and participate in department meetings.

Person Responsible

Anyana Stokes

Schedule

Monthly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Teacher will submit data of student progress on standards assessments.

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

Observe classroom instruction.

Person Responsible

Mike Gamble

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Snapshot data, Teacher Feedback

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

Administrators will monitor data submitted by teachers of student progression on standards assessments.

Person Responsible

Mike Gamble

Schedule

Quarterly, from 10/2/2015 to 6/3/2016

Evidence of Completion

Students will demonstrate mastery or growth on standards assessments.

G2.B1.S2 Promote school culture of high expectations and teacher collaboration. 4

S203538

Strategy Rationale

The majority of students will only aim as high as we set the target, so it is our responsibility to set high standards from the start and to maintain and promote a culture where that is the norm.

Action Step 1 5

School wide initiative to increase collaboration among departments and teams.

Person Responsible

Anyana Stokes

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Meeting agendas and collaboration logs

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

Weekly administrative planning meetings. Administrators participate in department and team meetings.

Person Responsible

Anyana Stokes

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Meeting Notes, Agendas, and collaboration logs.

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

Observation of teacher engagement in collaboration activities
Monitor behavior and assessment data.
Leadership team feedback

Person Responsible

Anyana Stokes

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Discipline, Academic, and Progress Data

G3. Improve the percentage of students who demonstrate proficiency in writing. 1

 G073552

G3.B1 46% of students failed to achieve level 3.5 or higher on 2014 FCAT Writes. 2

 B192096

G3.B1.S1 Writing process, strategies, and techniques employed in all content area classes. 4

 S203539

Strategy Rationale

Writing is an essential skill needed in all content area.

Action Step 1 5

Assure all content area teachers are familiar with and incorporating proper writing techniques and strategies within lessons.

Person Responsible

Mike Gamble

Schedule

On 6/3/2016

Evidence of Completion

CWT documentation Monthly department meeting discussions and data chats

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

Writing process, strategies, and techniques employed in all content area classes.
Revisions and editing process taught explicitly based on results of formative assessments.
Monthly Review of student progress data.

Person Responsible

Mike Gamble

Schedule

Monthly, from 9/4/2015 to 6/3/2016

Evidence of Completion

CWT documentation Monthly Department meeting discussions and data chats

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

Writing process, strategies, and techniques employed in all content area classes.

Revisions and editing process taught explicitly based on results of the quarterly formative assessments.

Increased teacher collaboration.

Person Responsible

Mike Gamble

Schedule

Monthly, from 9/4/2015 to 6/3/2016

Evidence of Completion

District quarterly assessments Classroom assessments In

G3.B1.S2 Increase teacher collaboration among teams with focus on student writing. 4

S203540

Strategy Rationale

School- wide support of writing initiatives. Increase opportunities for students to be exposed to text based writing. Cross curricular support of Language Arts Department.

Action Step 1 5

School wide content opportunities to support writing.

Person Responsible

Mike Gamble

Schedule

Weekly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Administrator walk throughs. Department discussions. Teacher feedback.

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

Observe implementation during snapshots and observations.

Person Responsible

Mike Gamble

Schedule

Daily, from 9/4/2015 to 6/3/2016

Evidence of Completion

Classroom walkthroughs Administrator feedback.

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

Department and team data chats

Person Responsible

Mike Gamble

Schedule

Weekly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Teacher collaboration. Team Notes and Agendas Teacher feedback of student performance on writing tasks

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	Each department will implement content specific strategies and Initiatives.	Stokes, Anyana	10/2/2015	Administrator walkthroughs. Progress Monitoring Teacher Reflection Collaboration Logs	6/3/2016 quarterly
G1.B1.S2.A1	Teachers will use instructional strategies across all content areas.	Gamble, Mike	8/31/2015	Classroom Snapshots and Observations.	6/3/2016 monthly
G1.B1.S3.A1	School wide initiative to increase collaboration among departments and teams.	Gamble, Mike	8/31/2015	Meeting agendas and collaboration logs	6/3/2016 weekly
G2.B1.S1.A1	Teachers will use math department specific instructional strategies .	Gamble, Mike	8/31/2015	Classroom snapshots and observations.	6/3/2016 monthly
G2.B1.S2.A1	School wide initiative to increase collaboration among departments and teams.	Stokes, Anyana	8/31/2015	Meeting agendas and collaboration logs	6/3/2016 weekly
G3.B1.S1.A1	Assure all content area teachers are familiar with and incorporating proper writing techniques and strategies within lessons.	Gamble, Mike	10/2/2015	CWT documentation Monthly department meeting discussions and data chats	6/3/2016 one-time
G3.B1.S2.A1	School wide content opportunities to support writing.	Gamble, Mike	9/4/2015	Administrator walk throughs. Department discussions. Teacher feedback.	6/3/2016 weekly
G1.B1.S2.A2	Teachers will increase use of formative assessments that align to state standards.	Stokes, Anyana	8/31/2015	Collaborative planning of assessments Progress Monitoring of assessments	6/3/2016 monthly
G2.B1.S1.A2	Teachers will increase use of formative assessments and align assessments to state standards.	Stokes, Anyana	10/2/2015	Student Progress Monitoring Teacher reflection log	6/3/2016 monthly
G2.B1.S1.A3	Increase the use of manipulatives and computer-based learning to teach/ reteach math concepts to encourage differentiated instruction and skill mastery.		10/2/2015	Classroom walkthroughs and observations	6/3/2016 monthly
G1.MA1	District and Teacher created standards assessments	Gamble, Mike	10/2/2015	Students will demonstrate mastery or growth on assessments. Reduction in student course failure rate.	6/3/2016 monthly

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Howard W. Bishop 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.MA1	Teachers will submit student progress data to administration, share and discuss in department meetings.	Stokes, Anyana	10/2/2015	Increased department collaboration Increased student mastery on assessments.	6/3/2016 monthly
G1.B1.S1.MA1	Observe implementation of strategies. Obtain department feedback.	Stokes, Anyana	10/2/2015	Classroom walkthroughs Meeting notes and agendas. Survey	6/3/2016 monthly
G1.B1.S2.MA1	Classroom instruction observed	Gamble, Mike	8/31/2015	Snapshot data	6/3/2016 daily
G1.B1.S2.MA4	Administrators will monitor data submitted by teachers of student progression on standards assessments.	Gamble, Mike	10/2/2015	Students will demonstrate mastery or growth on standards assessments.	6/3/2016 monthly
G1.B1.S2.MA1	Classroom Snapshots and Observations	Gamble, Mike	8/31/2015	Observation of strategies used during instruction. Teachers will be provided consistent, meaningful, and concise feedback.	6/3/2016 daily
G1.B1.S2.MA3	Administrators will attend and participate in department meetings.	Gamble, Mike	8/31/2015	Teacher will submit data of student progress on standards assessments.	6/3/2016 monthly
G1.B1.S3.MA1	Observation of teacher engagement in collaboration activities Monitor behavior and assessment data. Leadership team feedback	Gamble, Mike	8/31/2015	Discipline, Academic, and Progress Data	6/3/2016 biweekly
G1.B1.S3.MA1	Weekly administrative planning meetings. Administrators participate in department and team meetings.	Gamble, Mike	8/31/2015	Meeting Notes, Agendas, and collaboration logs.	6/3/2016 weekly
G2.MA1	Teacher standards assessment data	Stokes, Anyana	10/2/2015	Students demonstrating mastery or growth on standards assessments.	6/3/2016 monthly
G2.B1.S1.MA1	Observe classroom instruction.	Gamble, Mike	8/24/2015	Snapshot data, Teacher Feedback	6/3/2016 daily
G2.B1.S1.MA4	Administrators will monitor data submitted by teachers of student progression on standards assessments.	Gamble, Mike	10/2/2015	Students will demonstrate mastery or growth on standards assessments.	6/3/2016 quarterly
G2.B1.S1.MA1	Classroom observations	Gamble, Mike	10/2/2015	Observation of strategies used during instruction.	6/3/2016 daily
G2.B1.S1.MA3	Administrators will attend and participate in department meetings.	Stokes, Anyana	10/2/2015	Teacher will submit data of student progress on standards assessments.	6/3/2016 monthly
G2.B1.S2.MA1	Observation of teacher engagement in collaboration activities Monitor behavior and assessment data. Leadership team feedback	Stokes, Anyana	8/31/2015	Discipline, Academic, and Progress Data	6/3/2016 biweekly
G2.B1.S2.MA1	Weekly administrative planning meetings. Administrators participate in department and team meetings.	Stokes, Anyana	8/31/2015	Meeting Notes, Agendas, and collaboration logs.	6/3/2016 weekly
G3.MA1	District Quarterly standards assessment data	Gamble, Mike	10/2/2015	Students should demonstrate mastery or growth on standards assessments.	6/3/2016 monthly
G3.B1.S1.MA1	Writing process, strategies, and techniques employed in all content area classes. Revisions and editing process taught explicitly based on results of the quarterly formative assessments. Increased teacher collaboration.	Gamble, Mike	9/4/2015	District quarterly assessments Classroom assessments In	6/3/2016 monthly
G3.B1.S1.MA1	Writing process, strategies, and techniques employed in all content area classes. Revisions and editing process taught explicitly based on results of formative assessments. Monthly Review of student progress data.	Gamble, Mike	9/4/2015	CWT documentation Monthly Department meeting discussions and data chats	6/3/2016 monthly
G3.B1.S2.MA1	Department and team data chats	Gamble, Mike	9/4/2015	Teacher collaboration. Team Notes and Agendas Teacher feedback of student performance on writing tasks	6/3/2016 weekly
G3.B1.S2.MA1	Observe implementation during snapshots and observations.	Gamble, Mike	9/4/2015	Classroom walkthroughs Administrator feedback.	6/3/2016 daily

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. Improve the percentage of students achieving proficiency in reading.

G1.B1 43% of students have not met or exceeded proficiency in reading.

G1.B1.S1 Department specific initiatives to increase reading proficiency.

PD Opportunity 1

Each department will implement content specific strategies and Initiatives.

Facilitator

Department Chairs, All instructional staff

Participants

All instructional staff

Schedule

Quarterly, from 10/2/2015 to 6/3/2016

G1.B1.S2 Implement research based instructional and literacy strategies

PD Opportunity 1

Teachers will use instructional strategies across all content areas.

Facilitator

Varies- Administration, District Personnel, Department Chairs, Teacher and Team Leaders,

Participants

All instructional staff

Schedule

Monthly, from 8/31/2015 to 6/3/2016

PD Opportunity 2

Teachers will increase use of formative assessments that align to state standards.

Facilitator

District Personnel, Teacher Leaders, Department Chairs, Administration

Participants

Instructional Staff

Schedule

Monthly, from 8/31/2015 to 6/3/2016

G1.B1.S3 Promote school culture of high expectations and teacher collaboration.

PD Opportunity 1

School wide initiative to increase collaboration among departments and teams.

Facilitator

Administration along with school leadership team

Participants

All staff

Schedule

Weekly, from 8/31/2015 to 6/3/2016

G2. Improve the percentage of students achieving proficiency in math.

G2.B1 45% of students did not achieve proficiency (Level 3) on 2014 FCAT. Students lack experience with application of math skills.

G2.B1.S1 Implement research based, math specific instructional and literacy strategies

PD Opportunity 1

Teachers will use math department specific instructional strategies .

Facilitator

Varies- Administration, District Personnel, Department Chair, Teacher Leader

Participants

Math Teachers; Other instructional staff when appropriate

Schedule

Monthly, from 8/31/2015 to 6/3/2016

PD Opportunity 2

Teachers will increase use of formative assessments and align assessments to state standards.

Facilitator

AP, Department Chair, District Personnel

Participants

Math Teachers; Other instructional staff when appropriate

Schedule

Monthly, from 10/2/2015 to 6/3/2016

G2.B1.S2 Promote school culture of high expectations and teacher collaboration.

PD Opportunity 1

School wide initiative to increase collaboration among departments and teams.

Facilitator

Administration along with school leadership team

Participants

All staff

Schedule

Weekly, from 8/31/2015 to 6/3/2016

G3. Improve the percentage of students who demonstrate proficiency in writing.

G3.B1 46% of students failed to achieve level 3.5 or higher on 2014 FCAT Writes.

G3.B1.S1 Writing process, strategies, and techniques employed in all content area classes.

PD Opportunity 1

Assure all content area teachers are familiar with and incorporating proper writing techniques and strategies within lessons.

Facilitator

Department Chairs Literacy Team Administrators

Participants

All instructional staff

Schedule

On 6/3/2016

Technical Assistance Items

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

G2. Improve the percentage of students achieving proficiency in math.

G2.B1 45% of students did not achieve proficiency (Level 3) on 2014 FCAT. Students lack experience with application of math skills.

G2.B1.S1 Implement research based, math specific instructional and literacy strategies

PD Opportunity 1

Increase the use of manipulatives and computer-based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

Facilitator

Department Chairs, School based and District Personnel

Participants

Instructional Staff

Schedule

Monthly, from 10/2/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S1.A1	Each department will implement content specific strategies and Initiatives.				\$0.00
2	G1.B1.S2.A1	Teachers will use instructional strategies across all content areas.				\$0.00
3	G1.B1.S2.A2	Teachers will increase use of formative assessments that align to state standards.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0121 - Howard W. Bishop Middle School	School Improvement Funds		\$2,000.00
			<i>Notes: Cover cost of substitute teachers Purchase Formative Assessments Books for teachers.</i>			
4	G1.B1.S3.A1	School wide initiative to increase collaboration among departments and teams.				\$0.00
5	G2.B1.S1.A1	Teachers will use math department specific instructional strategies .				\$0.00
6	G2.B1.S1.A2	Teachers will increase use of formative assessments and align assessments to state standards.				\$0.00

Budget Data			
7	G2.B1.S1.A3	Increase the use of manipulatives and computer-based learning to teach/ reteach math concepts to encourage differentiated instruction and skill mastery.	\$0.00
8	G2.B1.S2.A1	School wide initiative to increase collaboration among departments and teams.	\$0.00
9	G3.B1.S1.A1	Assure all content area teachers are familiar with and incorporating proper writing techniques and strategies within lessons.	\$0.00
10	G3.B1.S2.A1	School wide content opportunities to support writing.	\$0.00
Total:			\$2,000.00