

Putnam County School District

C. H. Price Middle School



2015-16 School Improvement Plan

C. H. Price Middle School

140 N COUNTY ROAD 315, Interlachen, FL 32148

price.putnamschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	30%

School Grades History

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

**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 Putnam County School Board on 12/8/2015.

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 statement at C.H. Price Middle School is: As a Razorback community, we will inspire and challenge every student to think, learn, achieve, care, and become a successful and responsible citizen.

Provide the school's vision statement

Our vision at C.H. Price Middle School is to provide a safe, caring, and stimulating learning environment for all students that is nurtured by a clearly communicated professional culture that is based on high expectations for our personal and professional behaviors.

School Environment

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

This year we are sharing demographical data with all of our faculty and staff regarding our students. We will also share research associated with students that fall under the categories discussed. We offer parent nights and open house where we can meet our parents and our students. Some teachers do student interest surveys to gather information to become more familiar with their students. Student cum folders provide a wealth of information to the teachers. We do gather information and learn about students that may be in project praise. Many teachers learn about the students and build those relationships through all the after school clubs and activities we provide. Our guidance counselor will communicate the needs of specific students in a timely manner so teachers can differentiate their instruction to meet the needs of each student. These opportunities offer the chance for teachers and students to build relationships outside of the classroom.

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

Teachers supervise before, during, and after school while students are transitioning. We have a SRO who provides a feeling of security to our students. The SRO is available for students to come to at any time. Teachers are in the hallways between classes to not only supervise but to be available to students. . Students feel that they can come to the office or to any adult and share concerns that will be delivered to the correct person. We do a school wide review of rules and procedures. We practice all of the different procedures for different code drills. Students have a counselor that they can come and talk with and an adult in the clinic if they are sick. Muster stations are set up so if there is a fire during lunches, students and teachers know where to go so that everyone is accounted for that class. There are cameras on buses and on site to help monitor what is happening around the school. We put in gates by the front office that help ensure that all visitors have to come through the front office instead of just walking onto campus. We have also assigned each student a "mentor" he or she meets with daily to discuss any issues or problems.

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

We use the MTSS process
School wide review of norms, rules and procedures.
School wide Behavior intervention form that is used and has steps for each teacher to follow when a student is not adhering to school wide behavior expectations.
We have a school wide list of basic rules that are to be followed campus wide.
Our PBS plan focused on motivation and rewarding positive behavior.
We offer special programs and dances as a reward to those students that are successful academically and behaviorally.

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

Afterschool clubs and activities are offered to allow that social growth that students need. Counseling is provided from our school counselor and outside counselors come when needed. We have a school psychologist that serves our school. Project Praise is a program that helps students that may need additional social/emotional needs.
We have built a "mentoring" session into our daily schedule when students meet with their mentors to learn about conflict resolution and/or character. They can also confide in their mentor when needed.
We have a very active FFA club. This club builds leadership and responsibility in 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

When a student hits 3 days absent from school, we send a parent letter home. Students that are more than 5 days absent are required to bring in a doctor's note. As the days missed increases, we make phone calls and schedule meetings with parents and students to develop a plan to help the students attendance improve. The truancy officer is called to meet with parents when a student has 6 unexcused absences in a nine week period. For students who are having behavior issues, we have instituted a PBS plan in which there are school wide expectations and consequences/rewards attached to specific behaviors. We have an incentive program where students can earn "Razorbucks" to use to buy items and/or buy entrance into school events. Students who failed a course the previous year are provided the opportunity to do academic recovery and some retake a course with a different teacher. We have consulted with our county MTSS coordinator to provide resources for our math teachers who remediate their below grade level math students. Students who have scored below grade level on FAIR, SRI, and/or language arts classes are provided remediation through the Reading 180 program.

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	25	38	33	96
One or more suspensions	44	38	31	113
Course failure in ELA or Math	12	39	2	53
Level 1 on statewide assessment	33	7	8	48

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	9	33	2	44

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

We offer Intensive Reading (READ 180) to all of our below grade level students according to FAIR, SRI, fluency, and classroom assessment data.
 We are offering remediation programs to all students that are not successful in their regular math classes.
 We offer the opportunity for students to use Odyssey, an academic recovery program to re-do a course to earn the credit for that class.
 Students are put on behavior intervention plans to help decrease the amount of referrals and discipline issues students have.
 CH Price Middle School has implemented a Positive Behavior Support program to help students understand their expectations, rewards, and consequences for behaviors exhibited.
 We have created a 15 minute "mentoring" time within the schedule. Students meet with their "mentor" for 15 minutes every day to learn conflict resolution. Mentors are also available to help students with problems and academic progress.
 We meet with parents and determine a plan to encourage/help increase students' attendance.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/173249>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Price Middle School works diligently to work with our business partners. There are many groups that help our school. The Kiwanis provide food for our BUGS dinner. The Interlachen Town Council offers a Student of the Month Program. Interlachen First Baptist Church provides school supplies to needy students. The Health dept. provided flu mist for students whose parents were interested. TD bank offered some supplies to our teachers at the beginning of the year. The University of Florida Master Gardener's donate a large portion of time and labor to our Ag/FFA program. Several other businesses have donated to our school, Wiley's Nursery, ACE hardware, Hitchcock's, Cowart's food market and Walmart. Hitchcock allows our students to sell items in front of the store to raise money for various clubs and organizations.

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
Lundy, Leah	Principal
Stout, Kristen	Guidance Counselor
Williams, Tammie	Dean
Haengel, Ted	Assistant Principal
Hollingsworth, Paula	Instructional Coach

Duties

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

The school leadership team consist of the administration (Principal and Asst. Principal), guidance counselor, dean, and CRT. This team works closely together to address all academic, behavioral, and emotional needs of our students. The team is constantly looking at data to determine the best strategies/plans to ensure success with all of our students. Each person on this team works with teachers and staff to provide all of the help they need. This team also meets regularly with the teachers in small groups to discuss the needs of the students and the school. Decisions are then made based on the information collected from all faculty and staff.

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

Price Middle School will use the following data to gather information for implementation and monitoring of the MTSS and SIP: FSA, Performance Matters, FAIR, SRI, and classroom data. We will also use Read 180 data to monitor our below grade level reading students. Our Math students will use IXL online in order for us to monitor their Math skills. The District MTSS coordinator has provided training to all teachers to help ensure that they understand the MTSS process.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are

made available to school leaders;

(4) All schools participate in an Instructional Review to identify individual school needs and desired support;

(5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;

(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;

(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II, Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI, Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nancy Turner	Teacher
Jan Plym	Teacher
Kristen Stout	Teacher
Irene Koenig	Business/Community
	Student
Christopher Carpenter	Parent
Bonita Coleman	Parent
Leah Lundy	Principal

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

We sat down with the SAC team and they reviewed the plan and made suggestions to the plan. This year we shared last years plan and determined which goals we achieved and did not achieve. We also reviewed the 2014-2015 SIP and made changes and adjustments based on the teams input.

Development of this school improvement plan

The SAC team reviewed the plan and provided input and comments on areas that they felt needed to be addressed. A team of administrators and teachers worked together to develop this year's plan.

Preparation of the school's annual budget and plan

The principal and assistant principal sit down with the school bookkeeper to review the budget and determine the best use of money for the current school year. We also looked at our Title 1 funds to assure that they are used for student achievement.

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

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

At this time, the SAC team does not always meet compliance because many times we do not have enough people in attendance to meet a quorum. We also do not always have the correct members present, although we have the correct people on the SAC team, they are not always in attendance.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hollingsworth, Paula	Instructional Coach
Haengel, Ted	Assistant Principal
	Instructional Technology
Lundy, Leah	Principal
Williams, Tammie	Dean

Duties

Describe how the LLT promotes literacy within the school

Literacy is promoted throughout the school by the following methods:

We offer rewards for students who read all of the Sunshine State books. We also have an end of the year luncheon to honor and recognize all students who have read more than 1 million words (teachers are also honored). Students who reach certain goals on AR are rewarded throughout the year for reaching certain goals. We offer a Bingo for Books night so families can come and play bingo and win books for the whole family. All teachers have classroom libraries so books are readily available to students on a daily basis. We also offer class sets of books to teachers to do book studies in their classes. We also participate in Celebrate Literacy Week (activities are still being planned).

Students that take the SRI set goals and monitor their progress.

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

We have scheduled a common planning time for the faculty and staff at the end of the day. We have also scheduled all of our meetings on Tuesday so that teachers can plan their time effectively. We have weekly and monthly PLC's that are based on data and teacher needs. PLC's are divided by grade level and content. The reading coach offers monthly professional development in areas that are directly linked to issues teachers are having.

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

When positions are available they are posted through Human Resources and then the school goes through a selection process to screen the applicants. The school strives to only interview and consider teachers/staff that are Highly Qualified. In order to retain highly qualified teachers, we provide mentorships with new teachers and offer support to teachers. We provide professional development relevant to the teachers to ensure that they are receiving the development they need in their content areas.

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

New teachers are paired with a Highly Qualified teacher in the same or similar field of education. The mentors work diligently in providing school and academic information to the new teacher. They help with lesson plans, best practices, instructional strategies and classroom management. Although all teachers are not chosen to be a mentor or do not have the training to be a mentor, many teachers work to assist the new teacher in any way he/she can.

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

Textbooks are selected from the statewide list. We are providing standards based instruction and teachers refer to CPalms and use the Florida State Standards to drive the instruction in their classes. Marzano (iobservation) is used to monitor the instruction in classes. An emphasis is being placed on rigorous lessons that are on grade level. We use district pacing guides and monitor lesson plans. Teachers refer to Florida item specs to help create assessments for their students. Teachers are using Engage NY as a resource to instruct the math Florida State Standards. Formative assessments are used to evaluate the effectiveness of the 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

Teachers are beginning to use common formative assessments to determine where students are at and how to differentiate instruction in the classroom. Teachers are using Learning Focused to create lesson plans that are focused on Florida State Standards and the scaffolding of information to meet the needs of the students. Teachers will formatively assess students to see how much background knowledge students have. This will allow teachers to make their lessons more productive and meaningful. Teachers are looking for the mastery of standards. Weekly PLC's are being held that offer teachers a set time to look at their data and their teaching strategies to determine how they should remediate or offer enrichment to their students. Teachers use performance matters as a tool to analyze FSA, SRI, and FAIR data. They are able to analyze content strands, look at student growth, and progress monitor.

Common planning time is used to discuss remediation of students and strategies to help with remediation. Our Math teachers are using MFAS task to help to monitor where their students are and also to determine groups in their classes.

Below grade level students are put in Intensive reading classes to get additional instruction.

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: Summer Program

Minutes added to school year: 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

Strategy Rationale

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lundy, Leah, llundy@my.putnamschools.org

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

FCAT data and Performance Matters data will be used to determine student growth. Classroom grades will also be used as well as mid-term and report card grades. School administrators will monitor the implementation of the Learning Focused Framework using observational data. Student achievement data will also be used to determine effectiveness.

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 provide 5th/6th grade articulation meetings for teachers. All of our incoming 5th graders are provided the opportunity to come and tour the school and learn about the school prior to the end of their 5th grade year. 6th graders are also invited to an Open House before school starts to learn about our school and become familiar with our campus and teachers. We also provide a first parent night in the spring for our incoming 5th graders to learn about the school. Our 8th graders complete the ePep. The high school counselors come and work with the 8th graders on their schedules. Different clubs and coaches come from the high school to share information with the 8th graders. The 8th graders also have the opportunity to attend a parent night at the high school to get information about their new school.

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

Students are able to choose electives when they register for classes based on their interest. The ePep is completed by the students. We encourage 8th graders to participate in classes that will provide a high school credit. Some students take FLVS classes which helps them to advance in their credits. Our standards based instruction follows the plan for college and career readiness.

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

Interest inventories are conducted in business classes to help students determine their high school track. We provide business and Ag. courses that are a high school credit for 8th graders. Although it is not a technical or career class, we also offer Personal Fitness which is a high school credit to some 8th grade students. We also offer keyboarding classes for our sixth graders.

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

Our Read 180 classes include a career spotlight where students learn about real life experiences.

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

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.** If we effectively analyze data from common formative assessments to plan instruction then we will see an increase in differentiated instruction to accelerate learning for all students resulting in an increase in student achievement.

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. If we effectively analyze data from common formative assessments to plan instruction then we will see an increase in differentiated instruction to accelerate learning for all students resulting in an increase in student achievement. 1a

G072529

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	26.0
Algebra I FSA EOC Pass Rate	93.0
FSA English Language Arts - Achievement	31.0
FCAT 2.0 Science Proficiency	47.0
Civics EOC Pass	53.0

Resources Available to Support the Goal 2

- Teachers will formulate formative assessments to monitor the effectiveness of both the curriculum and instruction.

Targeted Barriers to Achieving the Goal 3

- Text is the primary resource. Teachers use the text to teach subject matter rather than using the Florida State Standards and benchmarks to guide their instruction.
- Lack of common assessments. Teachers do not have consistency when giving assessments. Teachers also lack formative assessments that should be used to monitor student comprehension of subject matter taught. The data from formative assessments should also be used to differentiate instruction.

Plan to Monitor Progress Toward G1. 8

Minutes taken from weekly grade level and content area PLC's with an emphasis on differentiation and formative assessment results will show how well standards based planning and instruction is being implemented.

Person Responsible

Leah Lundy

Schedule

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

Evidence of Completion

Planning rubrics and student formative and summative scores will increase. Planning will also show an increase in differentiation of instruction as well as an increase in the scores of low achieving students.

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. If we effectively analyze data from common formative assessments to plan instruction then we will see an increase in differentiated instruction to accelerate learning for all students resulting in an increase in student achievement. **1**

 G072529

G1.B1 Text is the primary resource. Teachers use the text to teach subject matter rather than using the Florida State Standards and benchmarks to guide their instruction. **2**

 B189121

G1.B1.S1 Teachers will attend a Learning Focused training. This will help teachers plan lessons that are based on Florida State Standards. The form of lesson planning also helps teachers scaffold instruction and differentiate instruction. **4**

 S200538

Strategy Rationale

The rationale is when teachers plan with the end in sight they are more focused on the learning goal which is directly related to the Standard rather than just completing the unit in the text.

Action Step 1 **5**

Teachers will use a common planning form that highlights the standard being taught and the rigor of the lesson.

Person Responsible

Leah Lundy

Schedule

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

Evidence of Completion

Marzano method of evaluation will be used to document the effective use of this lesson plan tool.

Action Step 2 5

Our dean, Mrs. Williams is a certified Learning Focused trainer as well as Reading Endorsed. She along with our CRT will conduct professional development throughout the year during faculty meetings and PLC's to help teachers use this process of planning and instruction effectively.

Person Responsible

Leah Lundy

Schedule

Monthly, from 8/18/2015 to 5/27/2016

Evidence of Completion

Mrs. Williams and Mrs. Hollingsworth will document the professional development they conduct throughout the year with the entire faculty and individual groups.

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

Lesson plans will be monitored on a weekly basis.

Person Responsible

Leah Lundy

Schedule

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

Evidence of Completion

Teachers will leave their lesson plans by the door to be checked on a weekly basis. A rubric will be used to rate the lesson plans.

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

The effectiveness of the Learning Focused lesson plans will be determined by the results of formative and summative assessments given to the students. Lessons focused on Florida State Standards that scaffold rigorous activities will increase student achievement on both formative and summative assessments.

Person Responsible

Paula Hollingsworth

Schedule

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

Evidence of Completion

Lesson plans will be monitored as well as results from formative and summative assessments.

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	Teachers will use a common planning form that highlights the standard being taught and the rigor of the lesson.	Lundy, Leah	8/24/2015	Marzano method of evaluation will be used to document the effective use of this lesson plan tool.	6/3/2016 weekly
G1.B1.S1.A2	Our dean, Mrs. Williams is a certified Learning Focused trainer as well as Reading Endorsed. She along with our CRT will conduct professional development throughout the year during faculty meetings and PLC's to help teachers use this process of planning and instruction effectively.	Lundy, Leah	8/18/2015	Mrs. Williams and Mrs. Hollingsworth will document the professional development they conduct throughout the year with the entire faculty and individual groups.	5/27/2016 monthly
G1.MA1	Minutes taken from weekly grade level and content area PLC's with an emphasis on differentiation and formative assessment results will show how well standards based planning and instruction is being implemented.	Lundy, Leah	9/4/2015	Planning rubrics and student formative and summative scores will increase. Planning will also show an increase in differentiation of instruction as well as an increase in the scores of low achieving students.	6/3/2016 monthly
G1.B1.S1.MA1	The effectiveness of the Learning Focused lesson plans will be determined by the results of formative and summative assessments given to the students. Lessons focused on Florida State Standards that scaffold rigorous activities will increase student achievement on both formative and summative assessments.	Hollingsworth, Paula	9/4/2015	Lesson plans will be monitored as well as results from formative and summative assessments.	6/3/2016 weekly
G1.B1.S1.MA1	Lesson plans will be monitored on a weekly basis.	Lundy, Leah	8/24/2015	Teachers will leave their lesson plans by the door to be checked on a weekly basis. A rubric will be used to rate the lesson plans.	6/3/2016 weekly

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. If we effectively analyze data from common formative assessments to plan instruction then we will see an increase in differentiated instruction to accelerate learning for all students resulting in an increase in student achievement.

G1.B1 Text is the primary resource. Teachers use the text to teach subject matter rather than using the Florida State Standards and benchmarks to guide their instruction.

G1.B1.S1 Teachers will attend a Learning Focused training. This will help teachers plan lessons that are based on Florida State Standards. The form of lesson planning also helps teachers scaffold instruction and differentiate instruction.

PD Opportunity 1

Teachers will use a common planning form that highlights the standard being taught and the rigor of the lesson.

Facilitator

Paula Hollingsworth, Tammie Williams

Participants

Classroom teachers

Schedule

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

PD Opportunity 2

Our dean, Mrs. Williams is a certified Learning Focused trainer as well as Reading Endorsed. She along with our CRT will conduct professional development throughout the year during faculty meetings and PLC's to help teachers use this process of planning and instruction effectively.

Facilitator

Mrs. Hollingsworth

Participants

classroom teachers

Schedule

Monthly, from 8/18/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Teachers will use a common planning form that highlights the standard being taught and the rigor of the lesson.	\$0.00
2	G1.B1.S1.A2	Our dean, Mrs. Williams is a certified Learning Focused trainer as well as Reading Endorsed. She along with our CRT will conduct professional development throughout the year during faculty meetings and PLC's to help teachers use this process of planning and instruction effectively.	\$0.00
			Total: \$0.00