Meadowlawn Middle School

2015-16 School Improvement Plan

Meadowlawn Middle School

6050 16TH ST N, St Petersburg, FL 33703

http://www.meadowlawn-ms.pinellas.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	41%

Alternative/ESE Center	Charter School	Minority
No	No	40%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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
Focus	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

MMS create a productive learning environment focused on producing
self-disciplined students who will develop skills to become life-long learners.

Provide the school's vision statement

An academic environment that engages, motivates, and inspires students-
100% student success.

School Environment

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

Preschool trainings focusing on:
Building mutual respect and utilizing behavior managment strategies.
Staff and students will follow the Lancer Way in all areas of campus. Teachers will provide students with interest surveys in order to "Get to Know" their students. These surveys will be used to design collaborative groups based on alike interests.
School processes, procedures and expectations are posted in all hallways and will be followed by staff and students.

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

All teachers are on duty before, during and after school. We have cameras, bully boxes, and offer vairious clubs to encourage students to share their ideas. (PMAC, and student council)
https://www.anonymousalerts.com/pinellascs/default.aspx

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

One of the goals for the 2015-2016 school year is to increase student engagement and appropriate behavior by decreasing the number of referrals for class disruption by 20% as measured by discipline data. The second goal is to increase responsible student behavior by decreasing the number of referrals for disrespect, insubordination, classroom disruption and lack of cooperation by 20%.
We have trained the majoirity of our staff during pre-school through the Professional Crisis Management Team. This training provided various strategies and methods for building relationships and managing classrooms and behavior.
Our community partnerships will assist in addressing disruptive behaviors through group and individual counseling sessions that are afforded in one-time sessions to long term group involvement.
Our campus is committed to narrowing the gap between black and non-black student's suspension rates. We will continue to utilize our 5000 Role Model program and Girlfriends which is active with character development as well as being a forum in which our Black males and females can discuss campus issues.
We will continue to progress monitor our behavior data through the analysis of our tardy data,

suspension rate, attendance rate and academic levels.

We will also:

1. Generate grade reports every grading period to be reviewed by administrators and guidance counselors.

2. Administrators and guidance counselors will meet with all students who receive two or more F's each grading period.

3. The School based Leadership Team will share tardy, discipline and attendance data with staff each month.

4. Attendance reports are reviewed by the Child Study Team bi-monthly and communicated to staff each month by the grade level secretary.

Prevention/Intervention offered at Meadowlawn Middle School :

School wide Positive Behavior System Focus Groups

Peer Mediation MTSS/RtI Team

Principal's Multicultural Committee 5000 Role Models Program Mentors/tutors Girlfriends

Child Study Team Check and Connect

Violence Prevention Spec.

All interventions are progress monitored weekly by our MTSS and Administrative Team.

Discipline Procedures

Discipline is the responsibility of all personnel in the school. Student conduct, in the classroom is the teacher's responsibility. Teachers are expected to use progressive discipline in the classroom to improve student behavior. Progression discipline includes a progression of corrective actions, which includes warning, counseling and conferences with both the student and the parents. After progressive discipline actions are taken and the student continues to be disruptive, he/she may be referred to the appropriate administrator. No disciplinary referral should be made to the administrator unless progressive discipline efforts have been exhausted and parent contact is documented in Focus. If the severity of the infraction warrants an immediate administrative intervention a referral may be written, however a phone call must still be made from the teacher in order to explain the situation in detail. When writing referrals, it is important to remember to simply list facts, avoid hearsay and refrain from making irrational comments on a referral. Remember the referral is a legal document and is considered" a legal report" of a student's misconduct, should the situation end up in litigation.

The School Resource Office is not a school administrator. District policy prevents an SRO from handling disciplinary referrals, unless an administrator requests his involvement. Therefore, no teacher should send referrals to the SRO, or request that he come to their classroom for disciplinary issues. This is the responsibility of the assistant principals.

Teachers will stand outside their classroom between classes to supervise students in their immediate area, and to assist student in getting to class on time. This includes before and after school.

A teacher is never to touch or strike a student. The best rule is to not touch students when you are upset or angry. Keep a "hula hoops" distance from any student(s) when in a confrontational situation. Students are never to be left unattended. This applies to before or after school detentions, make-up sessions, help sessions, sports events, or student activities.

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

We have grade level counselors available for all students. They provide curriculum and support within the classrooms as well as by need. We work with our community to provide mentoring opportunities through Bethel.

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

•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
•Course failure in English Language Arts or mathematics
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Students with 5 or more referrals

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	28	31	39	98
One or more suspensions	75	60	91	226
Course failure in ELA or Math	30	35	19	84
Level 1 on statewide assessment	197	275	283	755
Student with 5 or more Referrals	30	41	44	115
	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	23	27	25	75

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

We have implemented a Saturday Academy for all L1 and L2 students. Students come to school from 9:00-11:00 to receive instruction in reading, writing, and math. They have an opportunity to work on math and Literacy through the use of Achieve, I Ready and Think Through Math which instructs them based on their academic need. We offer before and after school tutoring in all content areas. Our MTSS coach works with groups of students as does Ms. Murray our behavior coach. We have a detailed plan for documentation of students and assignment of interventions. This list and interventions will be progress monitored weekly.

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

Increase School Advisory Council participation
increase Bring Your Parent to School Day from two to three times a year.
Communicate weekly through Connect Ed messages about reading and writing at home daily.
Encourage parental involvement through requirement of reading nightly.

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

1. Develop a comprehensive and interactive Parent Involvement Program comprised of a committee of parents, staff and faculty who will develop, utilize and modify various instruments to effect positive action and change campus-wide; such instruments can include surveys, on-going and consistent regularly scheduled campus activities, special events, fund-raising efforts, campus improvement efforts as well as communication via letters, flyers, phone calls, etc.
2. Using the 2014-2015 school year as a baseline point, increase overall parental involvement which will be measured in the following ways: Pre-school, mid-year and end-of-year surveys, actual number of parents who join the committee, actual number of parents present on campus for events and campus development, campus initiatives as measured by attendance rosters, work completed, expected / actual campus outcomes.

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
Effiom, Claudius	Principal
Therrien, Kristy	Assistant Principal
Russo, Dennis	Assistant Principal
Zitelli, Diane	Assistant Principal
Roberts, Kathia	Instructional Coach
Vandorselaer, Kristen	Instructional Coach
Brachmann, Rebecca	Teacher, K-12
Brannon, Makra	Teacher, K-12
Dyer, Sandra	Teacher, K-12
Brown, Robin	Teacher, K-12
Dolan (Moulton), Diana	Teacher, K-12
Garner, Mara	Teacher, K-12
Martin, Patricia	Teacher, K-12
Scott, Jessica	Teacher, K-12
Sorensen, Shelli	Teacher, K-12

Duties

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

The School Based Leadership Team (SBLT), as members of the MTSS/RtI team, meet once per month, on Wednesday at 8:20 AM, in the media center to discuss Tier 1, school-wide behavior and academic supports. The team reviews data, both academic and behavioral, and makes data based decisions to implement new, or modify existing Tier 1 supports.

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 grade level MTSS teams, consisting of the RtI/MTSS Coach, grade level assistant principal, grade level guidance counselor, school social worker, school psychologist, behavior specialist and VE specialist (when necessary), also meets 3 times per month, one specified day per week, to discuss individual students requiring tier 2 or tier 3 academic or behavioral interventions. Again, the team reviews student data, and makes data driven decisions. The schedule is as follows: First week of the month, the RtI team focuses solely on 6th grade students, the second week of the month, the RtI team focuses solely on 7th grade students and the third week of the month, the RtI team focuses solely on 8th grade students. Progress Monitoring data is discussed and updated at each meeting to meet the needs of each student. The grade level counselor will collaborate with the teachers of each student to provide interventions as necessary. The MTSS Coach and the team also discuss and focus on support of tier 1 classroom instruction through professional development and utilizing the coaching cycle in needed classrooms.
Title I, Part A
Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.
Title I, Part D
The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.
Title II
Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.
Title III
Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I

schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Claud Effiom	Principal
Clara Ocampo	Parent
Olga Montengro	Parent
Myra Aldrich	Parent
Raul Santiago	Teacher
Bradley Thurman	Teacher
	Student

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 conducted a survey to gain insight into the accomplishment of our goals. We are in agreement that we need to continue with our goals of best practices (formative assessment, use of collaborative structures, standards based instruction and GRRM)
We feel we are at varying stages of implementation and fidelity and therefore we do not feel we accomplished these goals.

Development of this school improvement plan

Summer School Improvment Plan Development
Presentation of School Improvement Plan on September 26th, feedback and discussion
Monthly review of School Improvement Plan goals and implementation
School Advisory Council members completed a survey related to the needs of the school. The SIP
was developed based on this feedback. The SIP was then returned to SAC for additional input prior to
submission.

Preparation of the school's annual budget and plan

Professional Development to cover our SIP goals related to use of instructional best practices.

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

Professional development of teachers, curriculum nights, and student recognition.

***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
Effiom, Claudius	Principal
Therrien, Kristy	Assistant Principal
Brachmann, Rebecca	Teacher, K-12
Vandorselaer, Kristen	Teacher, K-12
Garner, Mara	Teacher, K-12
Brannon, Makra	Teacher, K-12
Gilliam, Leslie	Teacher, K-12
Scott, Jessica	Teacher, K-12
Sorensen, Shelli	Teacher, K-12
Tobias, Tracie	Teacher, K-12
Bringas, Regina	Teacher, K-12
Pabalon, Robin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Support for common board configuration for standards based instruction, and the use of scales to
track progress.
Support for use of collaborative structures to increase engagement and rigor.
Support for implementation of formative assessments to plan and guide instruction
Support for the use of complex text and increased time spent reading text.

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

All teachers are required to attend weekly common planning as content/grade level groups. They will document their planning notes and reflect the collaboration in their lesson plans.
All teachers also attend monthly grade level PLCs and content area PLCs to discuss academic and behavioral data.

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

Administrators attend job fairs and interview all candidates. We provide weekly professional development school wide based on research based best practices and school wide initiatives. We assign mentors to all new staff members. Department heads work with all members of their teams. We participate in peer to peer observation allowing teachers to routinely observe and collaborative with one another.

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

Mentors will be paired with mentees in the same content area and preferably the same grade level. Observation of mentee's instruction and providing feedback. Planning lessons with mentee. Connecting lesson activities to content standards. Discussing student progress and analyzing student work. Modeling and co-teaching lessons.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

We are a reading program to be held every day during the first ten minutes of our extended 2nd period. The program is designed to ensure students/teachers are addressing specific Florida Standards each week. We have compiled questions to answer in response to text being read.
All content areas are also responsible for documenting the intended FS on lesson plans and reference these standards throughout their lessons. The CBC is written as a visual of these standards as well. We are training staff on ways to best cover these standards specific to their content areas both during preschool and ongoing during the year.

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

Our focus is on the use of formative assessment data and scales to guide daily instruction. We will offer a training during preschool on standards and scales.
Instruction must include the use of collaborative structures in order for teachers to facilitate/differentiate as needed. We are promoting the rotation model in all content classes in order to allow students to work on "what they need" in order to increase proficiency in all standards. We are at the beginning stages of implementation but will continue with training on differentiation.

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: 18,000

Teachers tutor students in their content area that need extra help in certain areas.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Zitelli, Diane, zitellid@pcsb.org

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

Pre test prior to start of after school tutoring, and post test upon completion.

Strategy: Weekend Program

Minutes added to school year: 2,500

Saturday Academy for Math and Reading

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Zitelli, Diane, zitellid@pcsb.org

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

Use of I Ready to collect data on student achievement and area of need. Use of Think Through Math for math data.

Strategy: Summer Program

Minutes added to school year: 7,200

Summer Bridge for students
Pre school training for staff members

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Students were given a pre and post test in each subject area.
Teachers received PD on our school wide goals of collaborative structures, CCSS, formative assessment, and the use of complex text.

Student Transition and Readiness

PreK-12 Transition

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

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

We have our Honor's College that will transition students to the Northeast HS Honors College program. We are beginning the implementation of a Pinellas Innovates pilot to focus on problem based learning.

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

School Counselors meet with students in their Social Studies classes several times throughout the year providing a college and career readiness curriculum with consists of lessons plans, power point presentations, student activity worksheets and pre-and post-assessments. The curriculum for 6th grade includes course selection, skills needed for post secondary success, career of interests, post secondary investigation, SMART goals, middle school academic planning and academic skills needed for post secondary work. The curriculum for 7th grade includes course selection, growth mindset, learning style inventory, income vs. expenses, build college belief, middle school academic planning and post secondary costs. The curriculum for 8th grade includes course selection, personal strengths, career and post secondary academic planning, careers in the community, high school academic planning and ready financially: post secondary institutions.

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

Incorporating STEM classes that incorporate science and math to offer real work applications through project based learning.

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

We have an introduction to technology class that will prepare our students for their microsoft certification.

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

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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.   Attendance rates will increase by 4% to match the district average.

G2.   The percentage of all students receiving disciplinary action will decrease 10 percent. The percentage of African American students receiving disciplinary action will decrease by 20 percent.

G3.   All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career readiness.

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. Attendance rates will increase by 4% to match the district average. `1a`

G062906

Targets Supported `1b`

Indicator	Annual Target
Instructional Minutes	

Resources Available to Support the Goal `2`

- Parental Involvement Committee

Targeted Barriers to Achieving the Goal `3`

- Parental Involvement

- Lack of motivation to attend school daily.

Plan to Monitor Progress Toward G1. `8`

Monthly attendance data by grade level, classsroom cultures with trusting relationships developed.

Person Responsible
Dennis Russo

Schedule
Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Attendance data, classsroom management and culture building strategies utilized.

G2. The percentage of all students receiving disciplinary action will decrease 10 percent. The percentage of African American students receiving disciplinary action will decrease by 20 percent. `1a`

🔑 G062527

Targets Supported `1b`

Indicator	Annual Target
AMO Math - African American	
AMO Math - All Students	

Resources Available to Support the Goal `2`

- Christina Harvey, SBLT, Claud Effiom, Kristy Therrien, Diane Zitelli, Dennis Russo, Kathia Roberts, Karen Reed, Meagan Hess, Melissa Newman, Antoine Seay, Alfredo Blanco, Behavior Specialist

Targeted Barriers to Achieving the Goal `3`

- Lack of fidelity of implementation of the school wide behavior plan. Lack of relationship building and understanding of cultural differences.

Plan to Monitor Progress Toward G2. `8`

Percent of students engaged in respectful and cooperative behaviors will increase

Person Responsible

Kristy Therrien

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Walk through data Referral data

G3. All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career readiness. `1a`

🔍 G062528

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
Middle School Participation in EOC and Industry Certifications	
AMO Math - All Students	

Resources Available to Support the Goal `2`

- Use of of Thinking Maps to increase true"thinking" and increase rigor. Kathia Roberts Claud Effiom Kristy Therrien Diane Zitelli Dennis Russo LLT

Targeted Barriers to Achieving the Goal `3`

- Lack of a clear understanding of best practices and rigor.

- Lack of time spent reading and writing in content area classes.

Plan to Monitor Progress Toward G3. `8`

Students engaged in rigorous tasks.

Person Responsible
Dennis Russo

Schedule
Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion
Performance Matters Data FCAT 2.0 Data EOC Data Write Score Achieve 3000 READ 180 Think Through Math Student work posted with feedback Rubric/scale posted Lesson Plan Walk-through

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. Attendance rates will increase by 4% to match the district average. `1`

🔑 G062906

G1.B2 Lack of motivation to attend school daily. `2`

🔑 B163431

G1.B2.S1 Promote positive relationships between student and staff members. Provide mentors as needed. `4`

🔑 S182228

Strategy Rationale

Increased sense of belonging and self esteem will increase willingness to attend school.

Action Step 1 `5`

Child Study Team will closely monitor and document student attendance. The team will assign a mentor to the students and possibly seek assistance from our attendace specialist and community resources.

Person Responsible

Diane Zitelli

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Second period teachers will call home for any student missing three or more days and document in Portal. They will also inform the grade level secretary.

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

The Child Study Team

Person Responsible

Diane Zitelli

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Documentation of meeting dates with mentors, calls home to parents and home visits.

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

Increased attendance rate by truant students

Person Responsible

Diane Zitelli

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Daily attendance has increased.

G2. The percentage of all students receiving disciplinary action will decrease 10 percent. The percentage of African American students receiving disciplinary action will decrease by 20 percent. `1`

🔑 G062527

G2.B1 Lack of fidelity of implementation of the school wide behavior plan. Lack of relationship building and understanding of cultural differences. `2`

🔑 B160560

G2.B1.S1 Teachers will consistently plan and implement classroom management structures. Explicitly teaching students social, emotional, behavioral, and self-management skills. `4`

🔑 S172028

Strategy Rationale

Action Step 1 `5`

Tiered support provided to implement classroom management structures.

Person Responsible

Kristy Therrien

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Coaches log Referral Data

Action Step 2 `5`

Professional Crisis Management Training

Person Responsible

Kristy Therrien

Schedule

On 8/11/2015

Evidence of Completion

Daily Use of classroom/behavior management strategies Strategies for deescalating an issue.

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

Students engaged in respectful and cooperative behaviors.

Person Responsible

Claudius Effiom

Schedule

Evidence of Completion

Walk-through data Referral data

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

All teachers implementing the school wide behavior management plan.

Person Responsible

Schedule

Evidence of Completion

Walk through data Referral data

G3. All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career readiness. [1]

G062528

G3.B1 Lack of a clear understanding of best practices and rigor. [2]

B160561

G3.B1.S1 Teachers will deliver standards based instruction in all content areas, and use research based best practices to engage and challenge students. [4]

S172029

Strategy Rationale

Action Step 1 [5]

Provide tiered professional development in collaborative structures, formative assessments, differentiated instruction, GRRM, CIS, lesson planning and CCSS.

Person Responsible

Kristy Therrien

Schedule

On 6/10/2016

Evidence of Completion

Training, walkthrough feedback, and peer to peer coaching Coaches log

Action Step 2 [5]

Instructional coaches will use data to facilitate common planning to develop rigorous tasks aligned with grade level and content area standards with all teachers.

Person Responsible

Schedule

Evidence of Completion

Sign in sheets Lesson plans Coaching logs Common planning meeting minutes

Action Step 3 `5`

The implementation and delivery of standards based instruction with scales will be monitored.

Person Responsible

Schedule

Evidence of Completion

Observation Lesson plans Student work Coaching logs

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

Teachers will be participating in common lesson planning to develop and deliver standards based instruction in all content areas.

Person Responsible

Claudius Effiom

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Common planning meeting calendar Lesson Plans Minutes/Feedback

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

Structured (feedback form includes members in attendance, standards discussed, data, planning and PD that has been addressed) common planning time.

Person Responsible

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Minutes/Feedback Forms Lesson plans Walk-through data District pacing calendar

G3.B2 Lack of time spent reading and writing in content area classes. 2

B160562

G3.B2.S1 Increase time spent reading and writing in all content area classes. 4

S172030

Strategy Rationale

Action Step 1 5

Implementation of a Lancer reading and writing program aligned to ELA CCSS.

Person Responsible

Kristy Therrien

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student writing in response to reading Teacher survey

Action Step 2 5

Provide tiered support with the use of scales and rubrics for writing in all content areas,

Person Responsible

Kristy Therrien

Schedule

Daily, from 8/13/2015 to 6/10/2016

Evidence of Completion

Coaching Logs Student work Rubric/Scale Teacher feedback on exemplar work

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Students reading and writing in all content areas.

Person Responsible

Schedule

Evidence of Completion

Student work posted with feedback Rubric/scale posted Lesson Plan Walk-through

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

More time reading and writing in content areas.

Person Responsible

Schedule

Evidence of Completion

Student work posted with feedback Rubric/scale posted Lesson Plan Walk-through

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
G2.B1.S1.A1	Tiered support provided to implement classroom management structures.	Therrien, Kristy	8/24/2015	Coaches log Referral Data	6/10/2016 weekly
G3.B1.S1.A1	Provide tiered professional development in collaborative structures, formative assessments, differentiated instruction, GRRM, CIS, lesson planning and CCSS.	Therrien, Kristy	8/24/2015	Training, walkthrough feedback, and peer to peer coaching Coaches log	6/10/2016 one-time
G3.B2.S1.A1	Implementation of a Lancer reading and writing program aligned to ELA CCSS.	Therrien, Kristy	8/24/2015	Student writing in response to reading Teacher survey	6/10/2016 daily
G1.B2.S1.A1	Child Study Team will closely monitor and document student attendance. The team will assign a mentor to the students and possibly seek assistance from our attendace specialist and community resources.	Zitelli, Diane	8/24/2015	Second period teachers will call home for any student missing three or more days and document in Portal. They will also inform the grade level secretary.	6/10/2016 weekly
G2.B1.S1.A2	Professional Crisis Management Training	Therrien, Kristy	8/11/2015	Daily Use of classroom/behavior management strategies Strategies for deescalating an issue.	8/11/2015 one-time
G3.B1.S1.A2	Instructional coaches will use data to facilitate common planning to develop rigorous tasks aligned with grade level and content area standards with all teachers.		Sign in sheets Lesson plans Coaching logs Common planning meeting minutes	one-time	
G3.B2.S1.A2	Provide tiered support with the use of scales and rubrics for writing in all content areas,	Therrien, Kristy	8/13/2015	Coaching Logs Student work Rubric/ Scale Teacher feedback on exemplar work	6/10/2016 daily
G3.B1.S1.A3	The implementation and delivery of standards based instruction with scales will be monitored.		Observation Lesson plans Student work Coaching logs	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Monthly attendance data by grade level, classsroom cultures with trusting relationships developed.	Russo, Dennis	8/24/2015	Attendance data, classsroom management and culture building strategies utilized.	6/10/2016 monthly
G1.B2.S1.MA1	Increased attendance rate by truant students	Zitelli, Diane	8/24/2015	Daily attendance has increased.	6/10/2016 weekly
G1.B2.S1.MA1	The Child Study Team	Zitelli, Diane	8/24/2015	Documentation of meeting dates with mentors, calls home to parents and home visits.	6/10/2016 daily
G2.MA1	Percent of students engaged in respectful and cooperative behaviors will increase	Therrien, Kristy	8/24/2015	Walk through data Referral data	6/10/2016 daily
G2.B1.S1.MA1	All teachers implementing the school wide behavior management plan.		Walk through data Referral data	one-time	
G2.B1.S1.MA1	Students engaged in respectful and cooperative behaviors.	Effiom, Claudius	Walk-through data Referral data	daily	
G3.MA1	Students engaged in rigorous tasks.	Russo, Dennis	8/24/2015	Performance Matters Data FCAT 2.0 Data EOC Data Write Score Achieve 3000 READ 180 Think Through Math Student work posted with feedback Rubric/scale posted Lesson Plan Walk-through	6/10/2016 daily
G3.B1.S1.MA1	Structured (feedback form includes members in attendance, standards discussed, data, planning and PD that has been addressed) common planning time.		8/24/2015	Minutes/Feedback Forms Lesson plans Walk-through data District pacing calendar	6/10/2016 daily
G3.B1.S1.MA1	Teachers will be participating in common lesson planning to develop and deliver standards based instruction in all content areas.	Effiom, Claudius	8/24/2015	Common planning meeting calendar Lesson Plans Minutes/Feedback	6/10/2016 daily
G3.B2.S1.MA1	More time reading and writing in content areas.		Student work posted with feedback Rubric/scale posted Lesson Plan Walk-through	once	
G3.B2.S1.MA1	Students reading and writing in all content areas.		Student work posted with feedback Rubric/scale posted Lesson Plan Walk-through	once	

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 Opportuntities

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

G2. The percentage of all students receiving disciplinary action will decrease 10 percent. The percentage of African American students receiving disciplinary action will decrease by 20 percent.

G2.B1 Lack of fidelity of implementation of the school wide behavior plan. Lack of relationship building and understanding of cultural differences.

G2.B1.S1 Teachers will consistently plan and implement classroom management structures. Explicitly teaching students social, emotional, behavioral, and self-management skills.

PD Opportunity 1

Tiered support provided to implement classroom management structures.

Facilitator

Christina Harvey

Participants

All instructional staff

Schedule

Weekly, from 8/24/2015 to 6/10/2016

PD Opportunity 2

Professional Crisis Management Training

Facilitator

Chris Bratton

Participants

All instructional staff

Schedule

On 8/11/2015

G3. All subgroups will increase proficiency to meet identified targets in each FSA and EOC tested subject areas by actively engaging daily in rigorous lessons aligned to Florida Standards to prepare students for college and career readiness.

G3.B1 Lack of a clear understanding of best practices and rigor.

G3.B1.S1 Teachers will deliver standards based instruction in all content areas, and use research based best practices to engage and challenge students.

PD Opportunity 1

Provide tiered professional development in collaborative structures, formative assessments, differentiated instruction, GRRM, CIS, lesson planning and CCSS.

Facilitator

LLT, Claud Effiom, Dennis Russo, Kristy Therrien, Diane Zitelli, Kristen Vandorselaer, Kathia Roberts, Christina Harvey, Shelli Sorrenson, Jessica Scott, Marissa Silkie-Rees

Participants

All instructional staff

Schedule

On 6/10/2016

PD Opportunity 2

Instructional coaches will use data to facilitate common planning to develop rigorous tasks aligned with grade level and content area standards with all teachers.

Facilitator

Kristen Vandorselaer, Kathia Robers, Christina Harvey, Claud Effiom, Kristy Therrien, Diane Zitelli, Dennis Russo, LLT

Participants

All instructional staff

Schedule

PD Opportunity 3

The implementation and delivery of standards based instruction with scales will be monitored.

Facilitator

Kristen Vandorselaer, Kathia Robers, Christina Harvey, Claud Effiom, Kristy Therrien, Diane Zitelli, Dennis Russo

Participants

All instructional staff

Schedule

G3.B2 Lack of time spent reading and writing in content area classes.

G3.B2.S1 Increase time spent reading and writing in all content area classes.

PD Opportunity 1

Implementation of a Lancer reading and writing program aligned to ELA CCSS.

Facilitator

Kristy Therrien

Participants

All 2nd period teachers

Schedule

Daily, from 8/24/2015 to 6/10/2016

PD Opportunity 2

Provide tiered support with the use of scales and rubrics for writing in all content areas,

Facilitator

Ms. Vandorsaeler, Kathia Roberts, Christina Harvey, Claud Effiom, Diane Zitelli, Dennis Russo, Kristy Therrien, , LLT

Participants

All instructional staff

Schedule

Daily, from 8/13/2015 to 6/10/2016