

Thurgood Marshall Fundamental



2015-16 School Improvement Plan

Thurgood Marshall Fundamental

3901 22ND AVE S, St Petersburg, FL 33711

<http://www.marshall-ms.pinellas.k12.fl.us>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

37%

Alternative/ESE Center

No

Charter School

No

Minority

48%

School Grades History

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

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
Not In DA	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

The learning community of TMFMS will ensure high student achievement in a safe learning environment to promote citizenship and lifelong learning.

Provide the school's vision statement

Educating students to become globally competitive in the 21st century.

School Environment

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

- 6th grade (and new 7th & 8th) Welcome Orientation
- Grade Level Welcome Assemblies
- AVID School-wide Initiatives (team-building)
- Creating safe learning environments during first few weeks of school
- Creating individual classroom norms
- Creating Mission and Vision statements within individual classrooms
- Multicultural activities (PMAC)
- Jaguar Family Breakfast
- School Picnic
- Student Social and Civic Clubs/Organizations

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

- Teacher, administrative, guidance presence during all transition times throughout the day
- Administrative and guidance presence daily during lunch
- School Mission and Vision statement
- Behavior and concerns are addressed immediately
- Bullying prevention
- PTSA/SAC parent meetings
- Fundamental expectations for behavior and academics
- Tardy sweeps by administration
- Fundamental Essentials

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

- Clear behavior expectations posted in all classrooms
- Regular adherence of fundamental guidelines (detentions, referrals, IAC)
- Positive Behavior Systems
- Incentives for good behavior and academic success
- Collaborative structures/group work

- Engaging lessons
- Fundamental Philosophy and Policies

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

- RtI/MTSS
- Differentiation instruction
- ELP
- Tutoring
- Fundamental Essentials
- Various school clubs (Chess, STEAM, STEM Academies, NJHS, Student Council, Intramural Sports)
- Guidance services
- School Psychologist
- Administrative and guidance presence daily during lunch
- Partnership with Big Brothers, Big Sisters

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

In mid September, an attendance report will be run to identify students who have missed four or more days (unexcused). These students will receive an attendance alert letter. From then, a report will be run every two weeks. Students who have already received a letter will receive the second attendance letter after three additional absences and the third letter after three more. Students who have four or more unexcused absences on any report will receive the first attendance alert and proceed from there utilizing the MTSS process including the Social Worker and Attendance Specialist.

Students who receive suspensions will appear in front of the interventions and appeals committee and will either be placed on probation or dismissed from TMFMS based on fundamental policy. Those on probation will have to follow the stipulations of their probation agreement.

Every report card students who are failing a core academic course will be identified and required to attend Extended Learning Program (ELP). They will also be provided with additional tutoring. In addition, parents will receive a letter home about their student's status and available resources to support bridging the achievement gap.

All level 1 and level 2 students will be offered and strongly encouraged to attend ELP from the beginning of the school year. In addition, these students will participate in the guidance group which offers additional support for struggling students. These students will also be brought up through the MTSS process.

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	2	1	0	3
One or more suspensions	7	1	9	17
Course failure in ELA or Math	1	4	0	5
Level 1 on statewide assessment	39	32	41	112

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

Indicator	Grade Level 8	Total
Students exhibiting two or more indicators	2	2

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

Students exhibiting two or more early warning indicators will be discussed weekly as a part of our MTSS process. Specific interventions will be implementend (e.g. weekly progress monitoring plan) to address the early warning indicators exhibited. Additionally, the student(s) will have an adult responsible for their individualized progress monitoring towards steering them back on track and supporting their academic progress.

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

We are a Fundamental school which requires parent attendance at PTSA or SAC each month. Parents are afforded opportunities to engage in the education process through a variety of opportunities facilitated during the aforementioned monthly meetings. Additionally, Fundamental Policies has mechanisms in place to forge a close Parent, Student, Teacher/School relationship.

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

Our school has developed partnerships with Home Shopping Network and Smokin J's Bar-B-Que. Participation in the Great American Teach-In
 Teachers encourage members of the community who work in STEAM fields to speak to their classes
 AVID classes have college students who tutor once a week and guest speakers are also invited to AVID classes to expose students to various career opportunities.
 Community art activities - City of St. Petersburg Storm Water Run Off Coloring Book
 Works with the Greater Tampa Bay as host to the Future Cities Competition
 Jazz Band and Chorus - Concerts throughout the community
 First Tee of Pinellas County - Golf program to teach students life lessons through Golf.
 Jaguar Family Breakfast - Program aimed to engage parents, students, and our greater community through providing opportunities for families to get engaged in the educational process through attending family breakfast(s), picnic(s), and learning about our school/their child's education through the presentations that takes place during the event(s).

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
Lowery, Solomon	Principal

Duties

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

- Administration - Pull pertinent data reports for review, distribution, and creation of action plans.
- Guidance - Assist with performance data reports, class placement/academic performance review, and progress monitoring
- Dept. Chairs - Align department goals with District and School Vision/Mission/SIP.
- Social Worker - Work with families to provide social services and support.
- Psychologist - Provided necessary testing, review of disabilities (when needed) and alignment of interventions
- Literacy Coach - Provide individualized pull out services, teacher support, and modeling of best practices
- V.E. Liaison - Align wrap around services with students' IEP
- Behavior Specialist - Provides behavior, social skills, and individualized supports to students

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

- Facilitator – generates agenda and leads team discussions
- Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
- Technology Specialist – brokers technology necessary to manage and display data
- Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
- Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

Meeting time:

The School Based Instructional Leadership Team meets on a weekly basis to also include the School Based Response to Intervention Team. The school based Tier I leadership team reviews and screens data to identify struggling students through Performance Matters testing, Pinellas County Progress benchmark assessment, and Florida DOE differentiated accountability assessments. The team reviews progress monitoring data by grade level, teacher and subject areas to identify students who are at moderate to high risk for not meeting benchmarks and learning expectations. The school based MTSS, Child Study, and Leadership Team will collaborate regularly, problem solve, share effective practices, evaluate implementation of initiatives, made decisions and continue to increase the awareness of effective instructional practices through on-going faculty meetings.

The school based MTSS, Child Study, and Leadership Team is involved in the development and implementation of the school improvement plan by providing the SIP writing team with their recommendations of establishing Pinellas County Developed Assessment and FSA reading, Writing,

and Math supports.

-Our Guidance Department works with our struggling to implement wrap around services through participation in Achievement Groups.

-Individualized progress monitoring is prevalent to analyze the data to ensure our minority students are progress monitored towards closing the achievement gap between our black and non-black students.

-Individualized Goals are set for students and ongoing progress monitoring (each grading period) is our instrument utilized to gauge overall effectiveness.

-Fundamental Essentials, ELP, Tutoring, AVID, and academic competitions are an additional support for student academic success.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Phil Celli - SAC Chair	Parent
Dr. Solomon J. Lowery--Principal	Principal
Mrs. Terri Defibaugh--Education Support Employee	Education Support Employee
Bridget Newell --Secretary	Parent
Dennis DeRosier --Vice Chair	Parent

Duties

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

Evaluation of last year's school improvement plan

The 2014-2015 SIP was presented to the SAC in draft form during the summer. The SAC board was provided an opportunity to evaluate the draft towards revisions and continued alignment to the school's Vision/Mission. Monthly discussions were facilitated by the SAC Chair and a final review was conducted during the May 2015 SAC meeting.

Development of this school improvement plan

SAC reviews the SIP draft, provides feedback, determines if the allocated funds are appropriately budgeted to support students' achievement, school VISION/Mission, aligns with District Strategic Plan Goals, and approves the plan.

Preparation of the school's annual budget and plan

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Lowery, Solomon	Principal

Duties

Describe how the LLT promotes literacy within the school

Grammar, Lesson Study, Book Study, Complex informational text, Literacy, and Persuasive writing.

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

Scheduled monthly PLC meetings with specific departments (for example, Thursday evenings prior to PTSA meetings and including disseminating information from the weekly Monday morning Leadership Team Meetings).

The Department PLC's encourage collaborative planning and instruction/assessment.

Scheduled monthly staff meetings. Members of the leadership team participate in the Leading the Learning Cadre (LLC) and develop/implement a lesson study.

School-wide AVID initiatives are implemented and applied in content areas.

There are two "keys to success" passed on at each staff meeting among the staff to recognize teacher accomplishments.

The administration recognizes monthly staff "kuddos" at the beginning of each faculty meeting agenda and in the school newsletter.

Staff members send e-mail recognition to support teacher and staff members achievements with regards to student success (ie. content areas and extra curricular activities).

The PTSA and hospitality committee supports celebrating staff achievements and encourages positive relationships among teachers through staff breakfast, luncheons, etc.

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

The administrators participate in the annual Teacher Job Fair.

There is an ongoing New Teacher mentor program in place to support new staff members.

Staff members are required to obtain appropriate credentialing as a condition of employment.

Specialize attraction programs offered at school (STEAM camp, many extra curricular clubs, and the Fundamental system).

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

Mentors and "Jaguar Buddies" are provided to all new teaching candidates (and new to TMFMS) to ensure a smooth transition to our school.

We participate in our district Transition-to-Teaching program as a means to attain both district and site based support.

Teachers are paired with veteran teachers as a measure taken to reassure the fidelity of the pairings.

There are instances in which we must place new teachers with someone outside their content area.

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

- Teacher created lesson plans aligned to Florida State Standards
- PD to know how to use Standards properly
- Textbooks and instructional materials aligned to Florida Standards
- Administrative and district walk-through/classroom visitations to ensure use of Florida Standards
- District pacing guides by content areas
- Digitally created lesson plans aligned to Florida Standards

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

- Performance Matters testing
- EOC testing
- Standardized testing
- Teacher created assessments
- Formative assessments
- ESE accommodations (504/IEP)
- Differentiated instruction (Leveled reading in Achieve 3000)
- Algebra Nation and Study Island supplemental resources

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: Before School Program

Minutes added to school year: 9,000

Tutoring, remediation (ELP), and course recovery in core content areas.
Content Area PLC's
Student Clubs (Academic & Social)

Strategy Rationale

To give students opportunities to reach their highest potential.
To give staff opportunities to collaborate and become highly effective.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lowery, Solomon, lowerys@pcsb.org

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

Participation in ELP and academic competitions, tutoring, achievement groups, student information sessions, Performance Matters testing, Achieve 3000, teacher created assessments, SRI testing, PCS Benchmark Assessments, etc.

Strategy: Summer Program

Minutes added to school year: 5,760

Summer Bridge, STEAM Camp, and Course Recovery

Strategy Rationale

Assist lower level students to stay on grade level.
Provide enrichment opportunities for higher level students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lowery, Solomon, lowerys@pcsb.org

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

Standardized testing, progress monitoring, EOC's, and final grades

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

6th grade orientation with information and support
Elementary school visits to incoming 6th graders
school wide assemblies for each grade level
grade specific guidance support
high school information shared with 8th graders
counselor connect for 8th grade academic plans
meeting with high school guidance counselors

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 wide AVID awareness and strategies to increase college interest and awareness
guidance facilitated career exploration
AVID field trips to college campuses
Program fairs

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

We have literacy, engineering, and robotics school wide. These initiatives are embedded in cross curricular academia.

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

Our counselors utilize a number of resources to align our efforts with our feeder elementary and high schools. Administration works with pertinent personnel to ensure rigorous curriculum with diverse options are available. We also offer honors and advanced courses to challenge our highest performing students. Academic competitions are an additional arena to reinforce school wide efforts. We have a well designed the Project Lead the Way Middle School Program with a classroom based workshop and a Business Education Technology program that are really popular amongst our students. Additionally, we have added two STEM Academy clubs to reinforce our STEAM initiative and provide access to those students who aren't able to take the elective class during the day.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Writing: Students will engage in the cognitively complex task of producing evidence based writing containing relevant claims and evidence.
- G2.** Foreign Language: Engage students in the decision making process for each chapter of study. Teacher facilitates use of authentic resources. 75% of students will score an A or B on the EOC.
- G3.** Related Arts: Help students improve their levels of performance on the FSA/EOC's by providing a curriculum that will enable them to be successful. - Differentiated Instruction (Marzano Design Questions, Segments and Elements) -Throughout the Related Arts Curriculums - Completed assignments, FSA/EOC results, DPP, Formal and Informal Observations, lesson Plans, iObservation, PLC's, Professional Development
- G4.** Civics: Teachers engage students in activities that include higher order thinking skills and questioning. Utilize data to develop scaffolding for differentiating instruction to assist students in creating hypotheses.
- G5.** Math: Students will generate and test hypotheses about the MAFS standards while completing cognitively complex tasks. 80% of students will pass the Math FSA. Student passing scores on the Algebra EOC will increase by 5%. Students will be engaged in discovery-style learning including higher order thinking to incorporate the 8 Mathematical Practices.
- G6.** Wellness (Physical Education and Health) - Staff will be in the bronze level recognition with the Alliance for a Healthier Generation in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules by the end of the 2015-2016 school year. Opportunities to reach said goal are the Couch to 5 K on campus and at home, Ties for Tennis Shoes 5k at the Trop, Faculty/Staff Breakfast at school as well as a Financial Wellness Seminar on site.
- G7.** Reading: Teachers engage in cognitively complex tasks such as close reading of complex texts along with text-dependent questions and performance tasks aligned to Language Arts Florida Standards (LAFS). Teachers will incorporate challenging reading passages that require students to participate in decision making, problem solving, experimental inquiry, investigation and create and test hypotheses,

- G8.** Science: Students generate and test hypotheses through cognitively complex tasks and project-based learning. Teachers use inquiry-based, differentiated, and data-driven instruction including research, scientific thinking, and writing opportunities. 75% of students will pass the Science 2.0 FCAT with a level 3 or higher. Teachers use close reading of complex text along with text-dependent questions and performance tasks aligned to standards.

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. Writing: Students will engage in the cognitively complex task of producing evidence based writing containing relevant claims and evidence. 1a

G063293

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Writing Proficiency	80.0

Resources Available to Support the Goal 2

- District developed common pacing calendar
- Funding
- Supplemental Materials
- PLC/Dept Meetings
- AVID
- Project Based Learning

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G1. 8

Write Score Progress Monitoring Test

Person Responsible

Solomon Lowery

Schedule

Evidence of Completion

Student work and results form Write Score

Plan to Monitor Progress Toward G1. 8

District Developed mini progress monitoring tasks

Person Responsible

Solomon Lowery

Schedule

Evidence of Completion

Student work and results as scored by teacher using FSA writing rubrics.

G2. Foreign Language: Engage students in the decision making process for each chapter of study. Teacher facilitates use of authentic resources. 75% of students will score an A or B on the EOC. 1a

G063294

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Instructional Minutes

Resources Available to Support the Goal 2

- 1-District developed common pacing calendar 2-Funding 3-Supplemental materials 4-Staff Meetings 5-PLC/Department Meeting 6-AVID 7-Project Based Learning 8- District Wide Training

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G2. 8

/District/Teacher developed assessments

Person Responsible

Solomon Lowery

Schedule

Evidence of Completion

G3. Related Arts: Help students improve their levels of performance on the FSA/EOC's by providing a curriculum that will enable them to be successful. - Differentiated Instruction (Marzano Design Questions, Segments and Elements) -Throughout the Related Arts Curriculums - Completed assignments, FSA/EOC results, DPP, Formal and Informal Observations, lesson Plans, iObservation, PLC's, Professional Development 1a

G063295

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G4. Civics: Teachers engage students in activities that include higher order thinking skills and questioning. Utilize data to develop scaffolding for differentiating instruction to assist students in creating hypotheses.

1a

G063296

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	85.0

Resources Available to Support the Goal 2

- 1-District developed common pacing calendar 2-Funding 3-Supplemental materials 4-Staff Meetings 5-PLC/Department Meeting 6-AVID 7-Project Based Learning 8- District Wide Training

Targeted Barriers to Achieving the Goal 3

- Lack of teacher motivation and or buy in

Plan to Monitor Progress Toward G4. 8

Civics progress monitoring.


Person Responsible

Solomon Lowery

Schedule

Evidence of Completion

G5. Math: Students will generate and test hypotheses about the MAFS standards while completing cognitively complex tasks. 80% of students will pass the Math FSA. Student passing scores on the Algebra EOC will increase by 5%. Students will be engaged in discovery-style learning including higher order thinking to incorporate the 8 Mathematical Practices. **1a**

 G063297

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Reading - All Students	80.0
FCAT 2.0 Science Proficiency	70.0
FAA Writing Proficiency	80.0

Resources Available to Support the Goal **2**

- 1-Florida Standards pacing 2-AIRS style assessment 3-Funding 4-Tutoring 5-ELP 5-Fundamental Essentials 6-Online tutoring KHAN Academy 7-School supplies for those in need 8-Supplemental materials 9-Edx.org-free content PD 10-Staff Meetings 11-PLC/Department Meeting 12-AVID 13-Differentiated Instruction 14-Collaborative Teaching 15-Project Based Learning 16-LLC/LLT 17-Literacy Coach

Targeted Barriers to Achieving the Goal **3**

- 3-Lack of teacher motivation and or buy in

Plan to Monitor Progress Toward G5. **8**

Progress Monitoring

Person Responsible

Solomon Lowery

Schedule

Monthly, from 8/8/2014 to 6/5/2015

Evidence of Completion

data analysis

G6. Wellness (Physical Education and Health) - Staff will be in the bronze level recognition with the Alliance for a Healthier Generation in 5 out of 6 of the HSP Assessment Modules or 83% of HSP Assessment Modules by the end of the 2015-20216 school year. Opportunities to reach said goal are the Couch to 5 K on campus and at home, Ties for Tennis Shoes 5k at the Trop, Faculty/Staff Breakfast at school as well as a Financial Wellness Seminar on site. 1a

G063298

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- 1-CCSS blended pacing 2-PARC style assessment 3-Funding 4-Tutoring 5-ELP 5-Fundamental Essentials 6-Online tutoring KHAN Academy 7-School supplies for those in need 8-Supplemental materials 9-Edx.org-free content PD 10-Staff Meetings 11-PLC/Department Meeting 12-AVID 13-Diffrenciated Instruction 14-Collaborative Teaching 15-Project Based Learning

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G6. 8

Lesson Plan reveiws

Person Responsible

Schedule

Evidence of Completion

plan analysis

G7. Reading: Teachers engage in cognitively complex tasks such as close reading of complex texts along with text-dependent questions and performance tasks aligned to Language Arts Florida Standards (LAFS). Teachers will incorporate challenging reading passages that require students to participate in decision making, problem solving, experimental inquiry, investigation and create and test hypotheses, 1a

Targets Supported 1b

G063299

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal 2

- District developed common pacing calendar
- Referendum Funding
- Supplemental materials
- PLC/Dept. Meetings
- AVID
- Project Based Learning

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G7. 8

FAIR-FS testing for lowest 25%

Person Responsible


Solomon Lowery

Schedule

Evidence of Completion

Student test scores

G8. Science: Students generate and test hypotheses through cognitively complex tasks and project-based learning. Teachers use inquiry-based, differentiated, and data-driven instruction including research, scientific thinking, and writing opportunities. 75% of students will pass the Science 2.0 FCAT with a level 3 or higher. Teachers use close reading of complex text along with text-dependent questions and performance tasks aligned to standards. **1a**

 G063300

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal **2**

- 1-District developed common pacing calendar 2-Funding 3-Supplemental materials 4-Staff Meetings 5-PLC/Department Meeting 6-AVID 7- District Wide Training

Targeted Barriers to Achieving the Goal **3**

- -Funding -Time -Teacher Knowledge -Access to technology -Lack of material resources (labs) - Teacher professional development funding - Lack of teacher motivation and or buy in

Plan to Monitor Progress Toward G8. **8**

Performance Matters Testing

Person Responsible

Solomon Lowery

Schedule

Evidence of Completion

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

G5. Math: Students will generate and test hypotheses about the MAFS standards while completing cognitively complex tasks. 80% of students will pass the Math FSA. Student passing scores on the Algebra EOC will increase by 5%. Students will be engaged in discovery-style learning including higher order thinking to incorporate the 8 Mathematical Practices. **1**

 G063297

G5.B3 3-Lack of teacher motivation and or buy in **2**

 B162858

G5.B3.S1 Increase teacher buy in and teaching the content necessary to adhere to the Florida Standards. Motivate teachers to address all areas of the standards in all content areas. We will do this through department PLC's and the LLC. **4**

 S174285

Strategy Rationale

Properly prepared and motivated teachers will increase student proficiency.

Action Step 1 **5**

Instructional staff will participate in regularly scheduled PLC's and staff meetings led by the LLC and Leadership Team that will address proper implementation of the Florida Standards.

Person Responsible

Solomon Lowery

Schedule

Monthly, from 8/8/2014 to 6/5/2015

Evidence of Completion

Student work samples, lesson plans, sign in sheets, progress monitoring, student proficiency, administrative and district walk throughs

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Regular walkthroughs, monitoring participation, lesson plan review

Person Responsible

Solomon Lowery

Schedule

Monthly, from 8/8/2014 to 6/5/2015

Evidence of Completion

Student proficiency, data collection, observations

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Offering PD opportunities to clarify concerns and eliminate confusion on implementation of the new Florida Standards.

Person Responsible

Solomon Lowery

Schedule

Monthly, from 8/8/2014 to 6/5/2015

Evidence of Completion

Student data collection, teacher attendance at PD, lesson plans for full implementation

G8. Science: Students generate and test hypotheses through cognitively complex tasks and project-based learning. Teachers use inquiry-based, differentiated, and data-driven instruction including research, scientific thinking, and writing opportunities. 75% of students will pass the Science 2.0 FCAT with a level 3 or higher. Teachers use close reading of complex text along with text-dependent questions and performance tasks aligned to standards. **1**

 G063300

G8.B1 -Funding -Time -Teacher Knowledge -Access to technology -Lack of material resources (labs) - Teacher professional development funding - Lack of teacher motivation and or buy in **2**

 B162868

G8.B1.S1 PD Opportunity **4**

 S174286

Strategy Rationale

Action Step 1 **5**

PD Opportunity

Person Responsible

Schedule

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G8.B1.S1 **6**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

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
G5.B3.S1.A1	Instructional staff will participate in regularly scheduled PLC's and staff meetings led by the LLC and Leadership Team that will address proper implementation of the Florida Standards.	Lowery, Solomon	8/8/2014	Student work samples, lesson plans, sign in sheets, progress monitoring, student proficiency, administrative and district walk throughs	6/5/2015 monthly
G8.B1.S1.A1	PD Opportunity		Sign in sheets	once	
G1.MA1	Write Score Progress Monitoring Test	Lowery, Solomon	Student work and results form Write Score	one-time	
G1.MA2	District Developed mini progress monitoring tasks	Lowery, Solomon	Student work and results as scored by teacher using FSA writing rubrics.	one-time	
G2.MA1	/District/Teacher developed assessments	Lowery, Solomon		one-time	
G4.MA1	Civics progress monitoring.	Lowery, Solomon		one-time	
G5.MA1	Progress Monitoring	Lowery, Solomon	8/8/2014	data analysis	6/5/2015 monthly
G5.B3.S1.MA1	Offering PD opportunities to clarify concerns and eliminate confusion on implementation of the new Florida Standards.	Lowery, Solomon	8/8/2014	Student data collection, teacher attendance at PD, lesson plans for full implementation	6/5/2015 monthly
G5.B3.S1.MA1	Regular walkthroughs, monitoring participation, lesson plan review	Lowery, Solomon	8/8/2014	Student proficiency, data collection, observations	6/5/2015 monthly
G6.MA1	Lesson Plan reviews		plan analysis	once	
G7.MA1	FAIR-FS testing for lowest 25%	Lowery, Solomon	Student test scores	one-time	
G8.MA1	Performance Matters Testing	Lowery, Solomon		quarterly	
G8.B1.S1.MA1	[no content entered]			once	
G8.B1.S1.MA1	[no content entered]			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 Opportunities

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

G5. Math: Students will generate and test hypotheses about the MAFS standards while completing cognitively complex tasks. 80% of students will pass the Math FSA. Student passing scores on the Algebra EOC will increase by 5%. Students will be engaged in discovery-style learning including higher order thinking to incorporate the 8 Mathematical Practices.

G5.B3 3-Lack of teacher motivation and or buy in

G5.B3.S1 Increase teacher buy in and teaching the content necessary to adhere to the Florida Standards. Motivate teachers to address all areas of the standards in all content areas. We will do this through department PLC's and the LLC.

PD Opportunity 1

Instructional staff will participate in regularly scheduled PLC's and staff meetings led by the LLC and Leadership Team that will address proper implementation of the Florida Standards.

Facilitator

LLC and School-based Leadership Team

Participants

All instructional staff

Schedule

Monthly, from 8/8/2014 to 6/5/2015

G8. Science: Students generate and test hypotheses through cognitively complex tasks and project-based learning. Teachers use inquiry-based, differentiated, and data-driven instruction including research, scientific thinking, and writing opportunities. 75% of students will pass the Science 2.0 FCAT with a level 3 or higher. Teachers use close reading of complex text along with text-dependent questions and performance tasks aligned to standards.

G8.B1 -Funding -Time -Teacher Knowledge -Access to technology -Lack of material resources (labs) - Teacher professional development funding - Lack of teacher motivation and or buy in

G8.B1.S1 PD Opportunity

PD Opportunity 1

PD Opportunity

Facilitator

Participants

Instructional Staff

Schedule

Technical Assistance Items

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

Budget