

# 2018-19

## Continuous Improvement Plan Mayport Middle School



**Every School**  
**Every Classroom**  
**Every Student**  
**Every Day**



# About the School

## 2541 Mayport Middle School

School Type: Regular School

School Level: M - Middle

Grade Levels: 6 - 8

### Principal

Katrina E. McCray

### SAC Chair

<SAC Chair Name>

### Region Leader

<Region Leader>Dr. Michael Henry

### Board Member

Scott Shine

### School Vision

The vision of Mayport Coastal Sciences Middle School is to enable all students to reach their full potential as creative, inquiring learners who respect our Florida Marine Ecosystems.

### School Mission

Our mission is to teach through an interdisciplinary focus on rigorous, interrelated core academic subjects and electives, which prepare learners for the stringent requirements of high school Advanced Placement courses. Our methodology will be inquiry-based, differentiated, and aligned with preparing our students to enter any high school acceleration program. Our students will become self-directed researchers, analytical thinkers, problem-solvers, prolific readers and writers, and lifelong stewards of the coastal environment.

### School Core Values

Building a culture where academic success is celebrated.

### Demographics

Total Enrollment	African American	Asian	Hispanic	Native American	Multi-Racial	Pacific Islander	White
	22.1%	1.6%	11.7%	.6%	6.8%	.6%	56.5%
	Economically Disadvantaged		Students with Disabilities		English Language Learners		
	31.68%		23.35%		1.24%		

### School Programming

Please list any special programs your school offers here.

### School Leadership team

Position	Name	Years at Current School
Principal	Katrina E. McCray	12
Assistant Principal	Chris Koek	13
Assistant Principal	Brooke Hitzeman	5
ELA Department Chair	Donyale Garvey	3

Social Studies Department Chair	Miranda Romano	8
Science Department Chair	Jill Sullivan	8
Math Department Chair	Lora'Vie Howell	2
CTE Department Chair	Jessica Fernandez	6
Elective Department Chair	Cynthia Duncan	4
School Counselor Department Chair	Kimberly Taylor	4
Dean of Students	Naomi Ronek	5
FRVE	Soraya Orr	2
AVID Lead	Jeffrey Rose	9
Team Up Director	Elmytra Welch	8



# Effective Leaders

Performance: n/a

## Strategic Plan Alignment:

Intentional Focus on Student Achievement & Well-being  
 Develop & Retain High Performing Team Members  
 Ensure Effective, Equitable, and Efficient Use of Resources Aligned to  
 Improved Student Outcomes

### About

In schools with effective leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- Practice shared leadership
- Set high goals for quality instruction
- Maintain mutually trusting and respectful relationships
- Support professional advancement for faculty and staff
- Manage resources for sustained program improvement

### Needs Assessment

#### Data Indicators

Data Source	Variable	2015-2016	2016-2017	2017-2018
TNTP Insight Survey	Instructional Planning for Student Growth Domain	8.40 out of 10	8.51 out of 10	7.77 out of 10
TNTP Insight Survey	Career Progression Domain	n/a	n/a	7.35 out of 10
TNTP Insight Survey	Leadership Domain	8.41 out of 10	8.62 out of 10	8.23 out of 10

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date
Book Study: Teaching With the Connection Factor	1. Develop strategies for making connections with every student in order to help them perform successfully. 2. Determine how each of the of the Five Jewels for effective classroom instruction can be an important focus in your educational setting.	August Pre-planning
<a href="#">AVID Overview</a>	<a href="#">Incorporate AVID Strategies Through All content areas.</a>	<a href="#">August Early Release</a>
<a href="#">Growth Mindset</a>	<a href="#">In a growth mindset, students understand that their talents and abilities can be developed through effort, good teaching and persistence.</a>  <a href="#">Read more: <a href="http://bemycareercoach.com/soft-skills/growth-mindset-definition.html#ixzz5RCatjMEK">http://bemycareercoach.com/soft-skills/growth-mindset-definition.html#ixzz5RCatjMEK</a></a>	<a href="#">September Early Release</a>
<a href="#">Framework for Co-teaching</a>	ESE and Core co-teachers will learn effective methods for writing lesson plans and delivering instructions.	<a href="#">October Faculty Meeting</a>

# Alignment

## AdvancED

### School Performance Standards

- Domain 1: Leadership Capacity
  - Standard 1.1
  - Standard 1.3
  - Standard 1.6
  - Standard 1.7
  - Standard 1.9
  - Standard 1.10
- Domain 2: Learning Capacity
  - Standard 2.6
- Domain 3: Resource Capacity
  - Standard 3.2
  - Standard 3.3
  - Standard 3.6
  - Standard 3.7
  - Standard 3.8

### School Quality Factors

- Clear Direction
- Healthy Culture
- High Expectations
- Resource Management
- Implementation Capacity

## Evaluation Tools

### CAST

- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

### Florida Principal Leadership Standards

- Domain 2: Instructional Leadership
  - Standard 3
  - Standard 4
  - Standard 5
- Domain 3: Organizational Leadership
  - Standard 6
  - Standard 7
  - Standard 8
  - Standard 9



# Collaborative Teachers

Performance: n/a

## Strategic Plan Alignment:

Develop & Retain High Performing Team Members

### About

In schools with strong collaborative teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- Active partners in school improvement
- Committed to the school
- Focused on the professional development

### Needs Assessment

#### Data Indicators

Data Source	Variable	2015-2016	2016-2017	2017-2018
TNTP Insight Survey	Peer Culture Domain	8.72 out of 10	8.85 out of 10	8.62 out of 10
TNTP Insight Survey	Professional Development Domain	n/a	n/a	8.0399999999999991 out of 10
Gallup Q12	Q05. My supervisor, or someone at work, seems to care about me as a person.	4.13 out of 5	4.15 out of 5	4.21 out of 5
Gallup Q12	Q06. There is someone at work who encourages my development.	4.25 out of 5	4.36 out of 5	4.18 out of 5
Gallup Q12	Q09. My associates or fellow employees are committed to doing quality work.	4.39 out of 5	4.33 out of 5	4.26 out of 5
Gallup Q12	Q10. I have a best friend at work.	3.20 out of 5	3.45 out of 5	3.58 out of 5

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date
Kayak EcoTour/Plankton study North trail toward Nassau Sound	Build understanding of coastal sciences across content areas.	August 7, 2018

## Alignment

### AdvancED

#### School Performance Standards

- Domain 1: Leadership Capacity
  - Standard 1.2
  - Standard 1.3
  - Standard 1.8
  - Standard 1.9
- Domain 2: Learning Capacity
  - Standard 2.6
  - Standard 2.7
  - Standard 2.8
  - Standard 2.9
  - Standard 2.11
- Domain 3: Resource Capacity
  - Standard 3.1
  - Standard 3.2
  - Standard 3.3
  - Standard 3.6

#### School Quality Factors

- Healthy Culture
- High Expectations
- Resource Management
- Efficacy of Engagement
- Implementation Capacity

### Evaluation Tools

#### CAST

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

#### Florida Principal Leadership Standards

- Domain 2: Instructional Leadership
  - Standard 4
  - Standard 5
- Domain 3: Organizational Leadership
  - Standard 7
  - Standard 8



# Involved Families

Performance: n/a

## Strategic Plan Alignment:

Sustain Engagement of Parents, Caregivers, & Community

### About

In schools with involved families, the entire staff builds strong external relationships. Such schools:

- See parents as partners in helping students learn
- Value parents' input and participation in advancing the school's mission
- Support efforts to strengthen its students' community resources

### Needs Assessment

#### Data Indicators

Data Source	Variable	2015-2016	2016-2017	2017-2018
DCPS Parent Survey	My child's school is good about staying in touch with me.	3.52 out of 5	3.26 out of 5	3.52 out of 5
DCPS Parent Survey	I receive regular updates from the teacher(s) on my child's progress.	3.01 out of 5	2.59 out of 5	2.82 out of 5
DCPS Parent Survey	I receive information on what I can do at home to help my child with learning and/or behavior needs.	2.95 out of 5	2.63 out of 5	2.87 out of 5
DCPS Parent Survey	There are different ways I can be involved with the school, either at the school building, at home, or in the community.	3.64 out of 5	3.76 out of 5	3.58 out of 5
DCPS Parent Survey	I am invited to meetings so I can learn about what is going on in the school.	3.48 out of 5	3.62 out of 5	3.18 out of 5
DCPS Parent Survey	My child's teacher(s) hold high expectations for my child.	3.76 out of 5	3.65 out of 5	3.72 out of 5
DCPS Parent Survey	My child receives the academic support needed to meet his/her individual needs	3.41 out of 5	3.39 out of 5	3.47 out of 5
DCPS Parent Survey	My child receives high-quality instruction from his or her teacher(s)	3.53 out of 5	3.33 out of 5	3.56out of 5
DCPS Parent Survey	My child's school is a safe place to learn.	3.59 out of 5	3.52 out of 5	3.91 out of 5
DCPS Parent Survey	My child's school respects all cultures & diversity.	3.78 out of 5	3.75 out of 5	3.95 out of 5
DCPS Parent Survey	My child's school is a friendly environment for students, parents, and families.	3.64 out of 5	3.58 out of 5	3.69 out of 5

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date
<a href="#">Growth Mindset</a>	<p><a href="#">In a growth mindset, students understand that their talents and abilities can be developed through effort, good teaching and persistence.</a></p> <p>Read more: <a href="http://bemycareercoach.com/soft-skills/growth-mindset-">http://bemycareercoach.com/soft-skills/growth-mindset-</a></p>	<a href="#">September Early Release</a>



[definition.html#ixzz5RCatjMEK](#)



## Barriers to Parental Involvement

Using previous year financial and programmatic and financial outcomes; district and school climate data; parent perception data; data from SAC meetings, parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; and other forms of needs assessment data; carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

Prioritize the Top 3 barriers (it may be possible to combine some) and describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers.

*REQUIRED: include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)*

	Barrier	Priority	Steps/Strategies to eliminate/reduce the barrier:
<b>Barrier 1</b>			
<b>Barrier 2</b>			
<b>Barrier 3</b>			
<b>Barrier 4</b>			
<b>Barrier 5</b>			
What are the overarching outcomes/goals for the current school year for parent engagement?			

## Communication & Accessibility

Communication trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, parents with various educational backgrounds, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education.

Describe how the school will share information related to school, parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand.

Select all of the different languages spoken by students, parents and families at your school.

Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. Include the tools and resources that will be used for communication.

How will the school describe and explain (1) the curriculum at the school and (2) the forms of assessment used to measure student progress and (3) the achievement levels students are expected to obtain?

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision-making?

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

## Flexible Parent & Family Meetings

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]

### Involvement of Parents and Families

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

Transportation:

Childcare:

Home Visits:

Additional services to remove barriers to encourage event attendance:

### Flexible Family Meetings

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

How flexible meeting be offered to accommodate parents? Check all that apply.

### Required Annual Meeting

Title I schools are required to hold an annual meeting, at a convenient time, where ALL parents are invited and encouraged to attend. The Annual Meeting is held at the beginning of the year. This section will ensure all required components of the meeting are addressed.

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

**Step 1**

**Step 2**

**Step 3**

**Step 4**

**Step 5**

<b>Step 6</b>	
<b>Step 7</b>	
<b>Step 8</b>	
<b>Step 9</b>	
<b>Step 10</b>	

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Beginning of Year Annual Meeting.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

**Required Developmental Meeting**

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your schools is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

## Building Capacity

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child’s academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child’s progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I School-wide plan by engaging parents and families. [ESEA Section 1116 (e)]

### Building the Capacity of Parents & Family Members

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

How will the school implement activities that will build relationship with the community (business partners, faith based partners, community leaders, community organizations, local colleges, etc.) to improve student achievement?

(1)How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

### Parent & Family Engagement Events

If Parent and Family engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I School-wide Plan.

	<b>Name of Activity</b>	<b>Person Responsible</b>	<b>MEASURABLE Anticipated Impact on Student Achievement</b>	<b>Month Activity will Take Place</b>	<b>Evidence of Effectiveness</b>	<b>Budget (if applicable)</b>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

### Building the Capacity of Teachers & Staff Members

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build

ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

...the assistance of parents and families and in the value of their contributions.

...how to reach out to, communicate with, and work with parents and families as equal partners.

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

--



## Collaboration of Funds

Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/> <b>IDEA/ IDEIA</b> - The Individuals with Disabilities Education Improvement Act	
<input type="checkbox"/> <b>VPK</b> - Voluntary Pre-Kindergarten	
<input type="checkbox"/> <b>Title I, Part D</b> – Prevention & intervention programs for children & youth who are Neglected, Delinquent, or At Risk	
<input type="checkbox"/> <b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/> <b>Supplemental Academic Instruction (SAI)</b> - Supplemental Academic Instruction – Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/> <b>Title II, Part A</b> – Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/> <b>Parent Academy</b>	

## Alignment

### AdvancED

#### School Performance Standards

- Domain 1: Leadership Capacity
  - Standard 1.2
  - Standard 1.3
  - Standard 1.8
  - Standard 1.10
- Domain 2: Learning Capacity
  - Standard 2.10

#### School Quality Factors

- Healthy Culture
- Resource Management
- Efficacy of Engagement
- Implementation Capacity

### Evaluation Tools

#### CAST

- 1b: How we support rigorous & differentiated instruction
- 1c: How we support students
- 2a: How we recruit & retain
- 3a: How we invite all to participate
- 3b: How we promote welcoming environments
- 3c: How we collaborate on decisions
- 4c: How we are fiscally responsible

#### Florida Principal Leadership Standards

- Domain 3: Organizational Leadership
  - Standard 9



# Supportive Environment

Performance: n/a

## Strategic Plan Alignment:

Intentional Focus on Student Achievement & Well-being

### About

In schools with a supportive environment, the school is safe, demanding, and supportive. In such schools:

- Students feel safe in and around the school
- Students find teachers trust-worthy and responsive to their academic needs
- Students are well supported in planning for college and other post-high school experiences

### PBIS Team

Team Member Name	Team Member Role	Team Member Title
Katrina McCray	Administrator	Principal
Brooke Hitzeman	Administrator	A. Principal
Naomi Ronek	Team Lead/Facilitator	Dean of Students
Heather Wakefield		School Counselor
Cynthia Duncan	Recorder	PE Teacher
Glenn Gallagher		Teacher
Susie Somday		Teacher
Joanne Wallace		Youth Empowerment Summit

### Needs Assessment

#### Data Indicators

Data Source	Variable	2015-2016	2016-2017	2017-2018
TNTP Insight Survey	Learning Environment Domain	8.29 out of 10	8.05 out of 10	7.66 out of 10
Gallup Student Poll	I feel safe in this school	3.55 out of 10	3.21 out of 10	3.53 out of 10
Gallup Student Poll	The adults at my school care about me	3.70 out of 5	3.39 out of 5	3.69 out of 5
Gallup Student Poll	I have at least one teacher who makes me excited about the future	4.12 out of 5	3.99 out of 5	4.00 out of 5

## Data Entry & Analysis Plan

Use the Climate Dashboard & FOCUS to provide baseline data and targets for your PBIS Goals for 2018-19.

Data Point	2016-17 Total #	2017-18 Total #	2018-19 Target #
<b>Class I ODRs</b>	359	498	450
<b>Class II ODRs</b>	485	463	417
<b>Class III ODRs</b>	38	45	38
<b>Total OSS Events</b>	176	69	60
<b>Total RJ Events</b>	203	116	300

What were your TOP FIVE infractions from 2017-18?

1. 1.01 (ZZZ) Disruption in Class
2. 2.08 (ZZZ) Lower Level Confrontation or Dispute
3. 1.08 (ZZZ) Unauthorized Absence from Class or school day activity but remaining on campus (Skipping)
4. 2.28 (ZZZ) Failure to Adhere to Safety Considerations on School Bus
5. 2.01 (ZZZ) Failure to Adhere to Safety Considerations

### PBIS Goals

Based on your data, what are your PBIS goals? How will you know you are progressing toward your goals? What PBIS team member(s) will monitor your progress and follow up to refine your goals throughout the year?

Goal	Action Steps	Responsible	Progress Monitoring
<b>Goal 1: Decrease Level 1</b>	PD	Ronek	Data
<b>Goal 2: Increase RJ</b>	Documentation	Ronek/Wakefield	Data
<b>Goal 3: Strengthen Reward/Recognition</b>	Pre-Schedule, PD for teachers, more collaboration, modeling	Gallagher	

## Equitable Outcomes

In using your Equity Profile generated by the USF PBIS Project, how will you identify bias, respond to it?

- **Identify:** Utilize the Equity Profile to list evidence of disparities.  
*(ex. The average number of referrals per student for African Americans/Black students is 2 times that for all other students)*
- **Respond:** What strategies do you plan on implementing to address the evidence above?  
*(ex. We will use professional development and district resources to implement cultural competence training with all staff members.)*

	Identify	Respond
<b>Evidence #1</b>	The average number of referrals per student for African Americans/Black students is almost 2 1/2 times that for all other students.	We will use professional development and district resources to implement cultural competence training with all staff members.
<b>Evidence #2</b>	The average number of OSS per student for IEP students is almost 3 1/2 times that for all other students.	Complete FBA upon 3rd referral for any student with an IEP.

## Restorative Justice Practices

**Identify the restorative practices you have in place at your school.**

**Adult Led Mediation, Letter of Apology, Restitution, Restorative Justice, Restorative Justice Peer Med, Restorative Justice SAB, Restorative Justice Sup Cir, Social Skills Lessons, Teacher Student Mediation**

## Reward & Recognition Programs

Identify and explain your school-wide rewards and recognition program. Be sure to include a plan to reward both students and staff for following the GFS and the school-wide rules/expectations.

	Students	Faculty
<b>Daily</b>	VIP tickets,	Shout Out Board, PD Selfies
<b>Weekly</b>	Principal Treasure Box, VIP Lounge	Principal Shout Out
<b>Monthly</b>	Outside Lunch	Lunch/Gift Card, Shout Out Board Prize
<b>Quarterly</b>	Honor Roll luncheon	
<b>Yearly</b>	25 book standard	

## Lesson Plan for Teaching Expectations/Rules

Please explain your plan for teaching your Guidelines for Success and when will they be taught?

	Plan for Teaching	When will it be taught?
<b>Guidelines for Success</b>	School-wide Lessons	Beginning of school, January, PRN in class

## Faculty Commitment

Explain/identify to what extent your faculty is involved in your PBIS implementation and follow through. Answer the questions below using information specific to your way of work.

**How** and **how often** do you make your faculty aware of behavior concerns across campus through data sharing?

Newsletters	Weekly
Email Blast	Weekly
PLC's	Weekly
SAC	Monthly
Early Release/Faculty Meetings	Monthly
Announcements	Weekly
Website	
Other	

**How** often do you elicit input and feedback from students and staff about discipline/behavior concerns?

Monthly

What are your procedures for acclimating new students, staff, and parents to your behavior management procedures?

Orientation and Shark Bites camp for new 6th grade students and parents.  
Monthly for new teachers and students through the year.

## Classroom Systems

What professional development do you provide for teachers? Consider the following: Novice teachers? What is your plan of support for teachers that may be struggling in classroom management? How are teachers trained in classroom-based, proactive strategies and effective classroom-based corrective strategies? Do you suggest that teachers have a classroom management plan?

	<b>Training Opportunities</b>	<b>Additional Support</b>
<b>Administrators</b>	District PBIS trainings	
<b>Clerical Staff</b>	NIPS PLC	
<b>Experienced Teachers</b>	Coaching Cycle	
<b>Novice Teachers</b>	CHAMPS training, mentorship, Coaching Cycle	
<b>Paraprofessionals</b>	District ISSP training	
<b>Support (Custodians, Cafeteria, Security)</b>		



## Alignment

### AdvancED

#### School Performance Standards

- Domain 2: Learning Capacity
  - Standard 2.1
  - Standard 2.2
  - Standard 2.3
  - Standard 2.4
  - Standard 2.7
  - Standard 2.9
  - Standard 2.10
- Domain 3: Resource Capacity
  - Standard 3.8

#### School Quality Factors

- Healthy Culture
- High Expectations
- Resource Management
- Efficacy of Engagement

### Evaluation Tools

#### CAST

- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources
- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for learning
- 2c: Managing classroom procedures
- 2d: Managing Student Behavior
- 2e: Organizing physical space
- 3a: Communicating with students
- 3c: Engaging students in learning
- 3e: Demonstrating flexibility and responsiveness

#### Florida Principal Leadership Standards

- Domain 1: Student Achievement
  - Standard 1
  - Standard 2



# Ambitious Instruction

Performance: n/a

**Strategic Plan Alignment:**  
Intentional Focus on Student Achievement & Well-being

## About

In schools with strong ambitious instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, ambitious instruction has the most direct effect on student learning. It is:

- Well-defined with clear expectations for student success
- Interactive and encourages students to build and apply knowledge
- Well-paced
- Aligned across grades

## Assurances

### PreK-12 Transition

*The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).*

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

6<sup>th</sup> Grade summer transition camp.

### College and Career Readiness

*All non-charter high schools in the district have a school improvement plan that includes strategies to improve student readiness for the public postsecondary level based on annual analysis of the postsecondary feedback report data, pursuant to s. 1008.37(4), F.S.*

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

## Early Warning System

All non-charter schools in the district that includes grades Kindergarten - grades 8 have a school improvement plan that includes information and data on the school's early warning system, pursuant to s. 1001.42(18)(a)2., F.S., including a list of the early warning indicators used in the system, the number of students by grade level that exhibit each indicator, the number of students identified by the system as exhibiting two or more indicators, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system. The plan also includes a description of the strategies used by the school to implement the instructional practices for middle grades emphasized by the district's professional development system, pursuant to s. 1012.98(4)(b)9., F.S

Describe the school's early warning system and provide a list of the early warning indicators used in the system

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:

	Attendance below 90 percent	One or more suspensions	ELA Course Failure	FSA ELA Achievement Level 1 OR "Below" on EOY score for Achieve and/or iReady	Math Course Failure	FSA Math Achievement Level 1 OR "Below" on EOY score for Achieve and/or iReady	Overall Students exhibiting two or more indicators
<b>KG</b>							
<b>1<sup>st</sup></b>							
<b>2<sup>nd</sup></b>							
<b>3<sup>rd</sup></b>							
<b>4<sup>th</sup></b>							
<b>5<sup>th</sup></b>							
<b>6<sup>th</sup></b>	13%(41/321)	13%(43/321)	1%(3/321)	11%(35/321)	15%(49/321)	42%(135/321)	26%(85/321)
<b>7<sup>th</sup></b>	20%(58/286)	16%(46/286)	1%(4/286)	8%(24/286)	6%(17/286)	52%(149/286)	31%(89/286)
<b>8<sup>th</sup></b>	22%(64/286)	12%(33/286)	10%(28/286)	7%(19/286)	18%(52/286)	57%(162/286)	35%(101/286)
<b>9<sup>th</sup></b>							
<b>10<sup>th</sup></b>							
<b>11<sup>th</sup></b>							
<b>12<sup>th</sup></b>							
<b>TOTAL</b>	18%(163/893)	14%(122/893)	4%(35/893)	9%(78/893)	13%(118/893)	50%(446/893)	31%(275/893)

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

## School wide Checklist

Please select the practices you have incorporated in your school for each indicator below.

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards.

Improved Student Skills Outside of the Academic Subject Areas	Postsecondary Education and Workforce Preparation	Tiered Systems of Support	Professional Development	Transition Strategies for Preschool Children
<input checked="" type="checkbox"/> Counseling <input type="checkbox"/> School Based Mental Health <input checked="" type="checkbox"/> Instructional Support Services <input type="checkbox"/> Mentoring <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Career & Technical Programs <input type="checkbox"/> College Readiness Programs <input type="checkbox"/> Dual Enrollment <input type="checkbox"/> Early College <input type="checkbox"/> AICE/IB	<input checked="" type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Support Systems <input checked="" type="checkbox"/> IEPs <input checked="" type="checkbox"/> 504's	<input checked="" type="checkbox"/> PD Opportunities for Improving Instruction <input checked="" type="checkbox"/> PD Opportunities for Improving Data Literacy	<input type="checkbox"/> Transition programs

## Needs Assessment

What type of professional development opportunities will you use to address the areas of need within this domain?

Session Title	Session Objective	Date
Framework For Collaborative Planning		

## School Grade Accountability Measures

	2014-15	2015-16	2016-17	2017-18 PREDICTED
<b>FLDOE School Grade</b>	B	C	C	
<b>Achievement Components</b>				
ELA	53	50	46	55
Mathematics	46	55	46	48
Science	56	57	57	60
Social Studies	63	69	60	87
<b>Learning Gains Components</b>				
ELA		47	46	65
Mathematics		60	42	47
ELA Bottom Quartile	n/a	36	36	40
Math Bottom Quartile	n/a	53	34	29
<b>Middle School Acceleration</b>				
Middle School Acceleration	68	52	81	81
<b>High School Acceleration</b>				
Graduation Rate				
College & Career Acceleration				

**Population Proficiency by Subject Area**

	<b>PREDICTED</b>	<b>Target</b>	<b>Difference</b>
<b>ELA</b>	55	54	1
<b>Math</b>	48	59	-11
<b>Science</b>	60	48	12
<b>Social Studies</b>	87	93	-6

**Population Proficiency in English Language Arts by Grade Level**

	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>
<b>Actual</b>				50	44	55		
<b>Target</b>				60	51	51		
<b>Difference</b>				-10	-7	4		

**Population Proficiency in Math by Grade Level**

	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>Algebra 1</b>	<b>Geometry</b>
<b>Actual</b>				40	42	58	98	
<b>Target</b>				72	31	51	98	
<b>Difference</b>				-32	11	7	0	

**Population Proficiency in Science  
by Grade Level**

	<b>5<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>Biology</b>
<b>Actual</b>		34	99
<b>Target</b>		24	90
<b>Difference</b>		10	9

**Population Proficiency in Social Studies  
by Grade Level**

	<b>Civics</b>	<b>US History</b>
<b>Actual</b>	92	
<b>Target</b>	94	
<b>Difference</b>	-2	

**Population Gains in English Language Arts by Grade Level**

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
<b>Actual</b>				51	64	79		
<b>Target</b>				53	53	53		
<b>Difference</b>				-2	11	26		

**Bottom Quartile Population Gains in English Language Arts by Grade Level**

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
<b>Actual</b>				27	33	59		
<b>Target</b>				46	46	46		
<b>Difference</b>				-19	-13	13		

**Population Gains in Math by Grade Level**

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Algebra 1	Geometry
<b>Actual</b>				4	46	68	91	
<b>Target</b>				56	56	56	56	
<b>Difference</b>				-52	-10	12	35	

**Bottom Quartile Population Gains in Math by Grade Level**

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Algebra 1	Geometry
<b>Actual</b>				2	29	65		
<b>Target</b>				50	50	50	50	
<b>Difference</b>				-48	-21	15		

**ELA Proficiency for Grades K-2**

	KG	1 <sup>st</sup>	2 <sup>nd</sup>
<b>Actual</b>	n/a		
<b>Target</b>	n/a		
<b>Difference</b>	n/a		

**ELA Gains for Grades K-2**

	KG	1 <sup>st</sup>	2 <sup>nd</sup>
<b>Actual</b>	n/a		
<b>Target</b>	n/a		
<b>Difference</b>	n/a		

**Math Proficiency for Grades K-2**

	KG	1 <sup>st</sup>	2 <sup>nd</sup>
<b>Actual</b>	n/a		
<b>Target</b>	n/a		
<b>Difference</b>	n/a		

**Math Gains for Grades K-2**

	KG	1 <sup>st</sup>	2 <sup>nd</sup>
<b>Actual</b>	n/a		
<b>Target</b>	n/a		
<b>Difference</b>	n/a		

Data Source: SAS Data Warehouse

School Grade Measures: Data Pulled on 6/6/2018

Early Warning System Indicators: Data Pulled on 6/7/2018

Accountability Measures by Population: Data Pulled on 6/25/2018

## Alignment

### Advanced

#### School Performance Standards

- Domain 2: Learning Capacity
  - Standard 2.1
  - Standard 2.2
  - Standard 2.3
  - Standard 2.5
  - Standard 2.7
  - Standard 2.10

#### School Quality Factors

- Healthy Culture
- High Expectations
- Impact of Instruction

### School Walk Through/Observation Tool

#### Vision of Excellent Instruction

- Culture of Learning
- Rigorous Content
- Academic Ownership
- Demonstration of Learning

### Evaluation Tools

#### CAST

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for learning
- 2c: Managing classroom procedures
- 2d: Managing Student Behavior
- 3a: Communicating with students
- 3b: Using questioning/ prompts and discussion
- 3c: Engaging students in learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating flexibility and responsiveness

#### Florida Principal Leadership Standards

- Domain 1: Student Achievement
  - Standard 1
  - Standard 2
- Domain 2: Instructional Leadership
  - Standard 3
  - Standard 5

## Goal #1: Behavior

Action Plan for Improvement		
IMPROVEMENT PLAN		PERFORMANCE MANAGEMENT
<p><b>Needs Assessment Summary Leading to Goal:</b> (Step 0)</p> <ul style="list-style-type: none"> <li>High number of referrals for BQ students.</li> <li>An average 68% of African American students have been non-proficient on the ELA FSA for the 2016 through 2018 academic years</li> </ul> <p><b>Root Causes:</b> (Bulleted List)</p> <ul style="list-style-type: none"> <li>Teachers need to be prescriptive when developing differentiated lessons.</li> <li>Need to increase scheduling of African American students into rigorous courses and the AVID program.</li> <li>In the 2017-2018 school year 66% of Class Disruption referrals were given to African Americans</li> </ul>		<p><b>Data Sets Used:</b> (Step 0)</p> <ul style="list-style-type: none"> <li>FSA Math and Reading</li> <li>iReady Summative</li> <li>Focus referrals in class disruptions and failure to comply</li> <li>Quarterly progress reports</li> <li>Gallup Student Survey</li> </ul>
<p><b>Goal</b> (Step 1)</p>	<p>If the school organizational leadership team members take an active role with monitoring instructional practices throughout their specific content areas of need, there will be an improvement of academic goals.</p>	<p><b>Summative Targets:</b> (Step 1b)</p> <ul style="list-style-type: none"> <li>FSA ELA Proficiency 54.0</li> <li>ELA/Reading Gains 55.0</li> <li>ELA/Reading Lowest 25% Gains 50.0</li> <li>FSA Mathematics Proficiency 55.0</li> <li>Math Gains 60.0</li> <li>Math Lowest 25% Gains 54.0</li> <li>FCAT 2.0 Science Proficiency 65.0</li> <li>Civics EOC Pass 85.0</li> <li>Algebra 1 EOC Pass 98%</li> <li>Biology Honors Pass 98%</li> </ul> <p><b>Progress Monitoring:</b> (Step 8)</p> <ul style="list-style-type: none"> <li>Achieve 3000</li> <li>iReady</li> <li>Common Lit</li> <li>Teacher Data Target Sets</li> <li>Focus Discipline Report</li> </ul>
<p><b>Brainstormed Barriers (-)</b> (Step 2)</p> <ul style="list-style-type: none"> <li>Progress monitoring data must be consistently updated and prepared for presentation prior to each meeting.</li> <li>Teacher leaders must be trained in observation and look-fors practices.</li> <li>All teachers will engage in instructional practices based on making connections with students.</li> </ul>		
<p><b>Brainstormed Resources (+)</b> (Step 2)</p> <ul style="list-style-type: none"> <li>PD OneNote Training Leadership team</li> <li>PD Co-Teacher Training for Core/ESE</li> <li>Book Study for Teaching with Connection Factor</li> <li>Department PLC during Early Release</li> <li>Common Planning by grade level dept during planning period</li> <li>Science PD for Learn Smart and new text book</li> </ul>		
<p><b>Selected Barrier</b> (Step 3)</p> <p>Progress monitoring data must be consistently updated and prepared for presentation prior to each meeting.</p>		
<p><b>Strategy</b> (Step 4)</p>	<p>Principal will prepare an organizational chart which outlines the specific duties and areas of responsibilities for each</p>	<p><b>Effectiveness:</b> (Step 7)</p> <p>Book Study on School Culture and</p>



	Instructional Admin/Teacher Leader.		Diversity: Teaching with the Connection Factor: By Joy Straner and Beth Bloodworth-Threlkeld
<b>Action Steps</b> (Step 5)	Action Step:	Date:	<b>Fidelity:</b> (Step 6) <ul style="list-style-type: none"> <li>• Quarterly Student progress reports from Focus.</li> <li>• Teacher data charts and lesson plans. <ul style="list-style-type: none"> <li>- Agendas and minutes will be posted in OneDrive</li> </ul> </li> <li>• Meeting notices will be posted in Outlook</li> <li>• Admin weekly monitor OneNote lesson plans</li> </ul>
	1. Progress monitoring data must be consistently updated and prepared for presentation prior to each meeting.	08/13/2018	
	2. Positive Behavior Intervention Supports (PBIS) Team will monitor the students identified in the Early Warning Systems.	08/13/2018	
	3. Focus on student demographics when scheduling students into rigorous courses and the AVID elective.	08/13/2018	
	4. Insure teacher leaders are proficient with providing frequent and constructive feedback.	08/13/2018	
	5. Book Study on School Culture and Diversity: Teaching with the Connection Factor: By Joy Straner and Beth Bloodworth-Threlkeld	08/13/2018	
<b>Strategy</b> (Step 4)	Develop a quarterly Teacher Leader observation schedule		<b>Effectiveness:</b> (Step 7) Team meetings will give time for teachers to discuss student cohorts they share. Students are able to articulate the instructional goals and respond with an understanding of their academic needs. Implementation will be determined through a decrease in co
<b>Action Steps</b> (Step 5)	Action Step:	Date:	<b>Fidelity:</b> (Step 6) <ul style="list-style-type: none"> <li>• Scheduled professional development</li> <li>• Student progress reports from Focus</li> <li>• Perform TalentEd Analysis report</li> <li>• Admin weekly monitor OneNote lesson plans</li> </ul>
	1. Insure teacher leaders are proficient with providing frequent and constructive feedback.	08/23/2018	
	2.		
	3.		
	4.		
	5.		

## Goal #2: Cultural

Action Plan for Improvement										
IMPROVEMENT PLAN		PERFORMANCE MANAGEMENT								
<p><b>Needs Assessment Summary Leading to Goal:</b> (Step 0) Out of 156 African American students, 60 scored level 3 and above in FSA math and 47 scored level 3 and above in ELA.</p> <p><b>Root Causes:</b> (Bulleted List)</p> <ul style="list-style-type: none"> <li>• Need to increase scheduling of African American students into rigorous courses and the AVID program.</li> <li>• African American are scheduled at a higher percentage rate to standard courses due to their behavior record.</li> <li>• In the 2017-2018 school year 66% of Class Disruption referrals were given to African Americans</li> </ul>		<p><b>Data Sets Used:</b> (Step 0) Achieve 3000 iReady Common Assessments reviewed by Coach Classroom Observation OneNote Lesson Plans Shared OneDrive Files</p>								
<p><b>Goal</b> (Step 1)</p>	<p>If specific differentiating instructional practices for strengthening teacher connection with students are utilized, there will be a significant increase in student academic and behavioral performance.</p>	<p><b>Summative Targets:</b> (Step 1b)</p> <ul style="list-style-type: none"> <li>• Math Lowest 25% Gains 54.0</li> <li>• ELA/Reading Lowest 25% Gains 50.0</li> </ul> <p><b>Progress Monitoring:</b> (Step 8)</p> <ul style="list-style-type: none"> <li>• Achieve 3000 Level Set</li> <li>• iReady</li> <li>• Common Lit Assessments</li> <li>• Focus Discipline Report</li> </ul>								
<p><b>Brainstormed Barriers (-)</b> (Step 2)</p> <ul style="list-style-type: none"> <li>• Progress monitoring data must be consistently updated and prepared for presentation prior to each meeting.</li> <li>• Teacher leaders must be trained in observation and look-fors practices.</li> </ul>										
<p><b>Brainstormed Resources (+)</b> (Step 2)</p> <p>Planned professional development, Early Release Trainings, Professional Learning Communities</p> <ul style="list-style-type: none"> <li>- PD OneNote Training Leadership team</li> <li>- PD Co-Teacher Training for Core/ESE</li> <li>- Book Study for Teaching with Connection Factor</li> </ul>										
<p><b>Selected Barrier</b> (Step 3)</p> <p>All teachers will engage in instructional practices based on making connections with students.</p>										
<p><b>Strategy</b> (Step 4)</p>	<p>Collaborate with ILT on the development of PD plan to increase communication with a diverse population.</p>	<p><b>Effectiveness:</b> (Step 7)</p> <ul style="list-style-type: none"> <li>• Team meetings will give time for teachers to discuss student cohorts they share.</li> <li>• Students are able to articulate the instructional goals and respond with an understanding of their academic needs.</li> </ul>								
<p><b>Action Steps</b> (Step 5)</p>	<table border="1"> <thead> <tr> <th>Action Step:</th> <th>Date:</th> </tr> </thead> <tbody> <tr> <td>1. Book Study on School Culture and Diversity: Teaching with the Connection Factor: By Joy Straner and Beth Bloodworth-Threlkeld</td> <td>08/13/2018</td> </tr> <tr> <td>2. Integrate AVID strategies and four goals including WICOR</td> <td>08/13/2018</td> </tr> <tr> <td>3. Develop an MTSS Progress Plan that is aligned with the district and state assessment calendar. The plan will provide a timeline to monitor at-</td> <td>08/13/2018</td> </tr> </tbody> </table>	Action Step:	Date:	1. Book Study on School Culture and Diversity: Teaching with the Connection Factor: By Joy Straner and Beth Bloodworth-Threlkeld	08/13/2018	2. Integrate AVID strategies and four goals including WICOR	08/13/2018	3. Develop an MTSS Progress Plan that is aligned with the district and state assessment calendar. The plan will provide a timeline to monitor at-	08/13/2018	<p><b>Fidelity:</b> (Step 6)</p> <ul style="list-style-type: none"> <li>• MTSS agenda and minutes.</li> <li>• Team meetings agenda and minutes.</li> <li>• Lesson plans</li> </ul>
Action Step:	Date:									
1. Book Study on School Culture and Diversity: Teaching with the Connection Factor: By Joy Straner and Beth Bloodworth-Threlkeld	08/13/2018									
2. Integrate AVID strategies and four goals including WICOR	08/13/2018									
3. Develop an MTSS Progress Plan that is aligned with the district and state assessment calendar. The plan will provide a timeline to monitor at-	08/13/2018									

	risk students.		
	4.		
	5.		
<b>Strategy</b> (Step 4)			<b>Effectiveness:</b> (Step 7)

### Goal #3: Academic

Action Plan for Improvement		
IMPROVEMENT PLAN		PERFORMANCE MANAGEMENT
<p><b>Needs Assessment Summary Leading to Goal:</b> (Step 0) 182 students have scored in the FSA Math bottom quartile. 187 students have scored in the FSA ELA bottom quartile.</p> <p><b>Root Causes:</b> (Bulleted List)</p> <ul style="list-style-type: none"> <li>• Low lexile scores</li> </ul>		<p><b>Data Sets Used:</b> (Step 0)</p> <ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• iReady</li> <li>• Common Lit</li> <li>• Teacher Data Target Sets</li> </ul>
<p><b>Goal</b> (Step 1)</p>	<p>If students requiring both math and reading enrichment are intentionally scheduled into the one course they are within a specified range for success, they will thrive emotionally, behaviorally, and academically.</p>	<p><b>Summative Targets:</b> (</p> <ul style="list-style-type: none"> <li>• FSA ELA Proficiency 54.0</li> <li>• ELA/Reading Gains 55.0</li> <li>• ELA/Reading Lowest 25% Gains 50.0</li> <li>• FSA Mathematics Proficiency 55.0</li> <li>• Math Gains 60.0</li> <li>• Math Lowest 25% Gains 54.0</li> </ul> <p><b>Progress Monitoring:</b> (Step 8)</p>
<p><b>Brainstormed Barriers (-)</b> 7 period scheduling model limits the availability of elective courses when students are target for both math and reading enrichment courses.</p>		
<p><b>Brainstormed Resources (+)</b> (Step 2) Develop a plan and schedule for students to receive the needed supports in other courses.</p>		
<p><b>Selected Barrier</b> (Step 3)</p>		
<p><b>Strategy</b> (Step 4)</p>	<p>Determine the math and or reading priorities and schedule students into enrichment courses. Allow time in the students schedule for an elective course.</p>	<p><b>Effectiveness:</b></p> <ul style="list-style-type: none"> <li>• Administrators will be in attendance to all leadership and common planning meetings</li> <li>• Administrators will see evidence of consistent data monitoring.</li> <li>• Consistent use of Gradual Release lesson plans.</li> </ul>
<p><b>Action Steps</b> (Step 5)</p>	<p>Action Step:</p> <p>Administrative team will prepare a Quarterly Progress Monitoring calendar that is aligned with the District/State Assessment Calendar.</p> <p>Positive Behavior Intervention Supports (PBIS) Team will monitor the students identified in the Early Warning Systems.</p>	<p>Date:</p> <p>Quarterly</p> <p>Monthly</p> <p><b>Fidelity:</b> (Step 6)</p> <ul style="list-style-type: none"> <li>• Student progress reports from Focus</li> <li>• Teacher data charts and lesson plans</li> <li>• Agendas and minutes will be posted in OneDrive.</li> <li>• Meeting notices will be posted in Outlook.</li> <li>• Admin weekly monitor OneNote lesson plans</li> </ul>

## Goal #4: Academic

Action Plan for Improvement														
IMPROVEMENT PLAN		PERFORMANCE MANAGEMENT												
<p><b>Needs Assessment Summary Leading to Goal:</b> Need to increase math and science proficiency scores.</p> <p><b>Root Causes:</b> High performing students not contributing to FSA and FCAT proficiency are traditionally scheduled into acceleration courses.</p>		<p><b>Data Sets Used:</b> (Step 0)</p> <ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• iReady</li> <li>• Common Lit</li> <li>• Teacher Data Target Sets</li> </ul>												
<p><b>Goal</b> (Step 1)</p>	<p>If high achieving students are intentionally scheduled into rigorous accountability courses, there will be an improvement in student proficiency.</p>	<p><b>Summative Targets:</b> (Step 1b)</p> <ul style="list-style-type: none"> <li>• FSA Mathematics Proficiency 55.0</li> <li>• FCAT 2.0 Science Proficiency 65.0</li> </ul> <p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• District Mid-year assessments</li> <li>• Common Assessments reviewed by Instructional Leader</li> <li>• Classroom Observation</li> <li>• OneNote Lesson Plans</li> </ul>												
<p><b>Brainstormed Barriers (-)</b> Develop a plan and schedule for students to receive the needed supports in other courses.</p>														
<p><b>Brainstormed Resources (+)</b> (Step 2)</p> <p>Utilize SAS data to identify students with consistent evidence of growth and proficiency.</p>														
<p><b>Selected Barrier</b> (Step 3)</p>														
<p><b>Strategy</b> (Step 4)</p>	<p>Administrators will monitor teacher created focus calendars and Data Tracking Forms.</p>	<p><b>Effectiveness:</b> (Step 7)</p> <ul style="list-style-type: none"> <li>• Administrators will be in attendance to all leadership and common planning meetings</li> <li>• Administrators will see evidence of consistent data monitoring.</li> <li>• Consistent use of Gradual Release lesson plans.</li> </ul>												
<p><b>Action Steps</b> (Step 5)</p>	<table border="1"> <thead> <tr> <th>Action Step:</th> <th>Date:</th> </tr> </thead> <tbody> <tr> <td>1. Develop a Master Schedule with cohorts of high achieving students who have the greatest potential for success in a rigorous course.</td> <td></td> </tr> <tr> <td>2. Administrative team will prepare a Quarterly Progress Monitoring calendar that is aligned with the District/State Assessment Calendar.</td> <td></td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>4.</td> <td></td> </tr> <tr> <td>5.</td> <td></td> </tr> </tbody> </table>	Action Step:	Date:	1. Develop a Master Schedule with cohorts of high achieving students who have the greatest potential for success in a rigorous course.		2. Administrative team will prepare a Quarterly Progress Monitoring calendar that is aligned with the District/State Assessment Calendar.		3.		4.		5.		<p><b>Fidelity:</b> (Step 6)</p> <ul style="list-style-type: none"> <li>• Student progress reports from Focus</li> <li>• Teacher data charts and focus calendars are consistently updated.</li> <li>• Agendas and minutes will be posted in OneDrive.</li> <li>• Meeting notices will be posted in Outlook.</li> <li>• Admin weekly monitor OneNote lesson plans</li> </ul>
Action Step:	Date:													
1. Develop a Master Schedule with cohorts of high achieving students who have the greatest potential for success in a rigorous course.														
2. Administrative team will prepare a Quarterly Progress Monitoring calendar that is aligned with the District/State Assessment Calendar.														
3.														
4.														
5.														