

Leon County Schools

Griffin Middle School



2017-18 School Improvement Plan

Griffin Middle School

800 ALABAMA ST, Tallahassee, FL 32304

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	I	C	D*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Leon 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Griffin Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission at Griffin Middle School is to facilitate learning opportunities on a dual technology platform by teaching rigorous and relevant skills that will equip students to compete in a global society.

b. Provide the school's vision statement

All Griffin Middle School students will utilize various forms of technology to apply and expand skills, explore careers, and successfully transition to high school as life long digital learners in a competitive global society.

2. School Environment

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

Griffin Middle School learns about students' cultures and builds relationships between teachers and students through our before school orientation, open house, distribution of teacher syllabi, written correspondence, informal visitation at sporting events, club events, parent/teacher conferences, progress reports, and report cards. Griffin Middle School supports Hispanic culture activities and recognizes Black History month, which encourages conversation and curriculum activities among students and teachers. Social Studies, Band, and Art classes, along with our foreign language classes conduct hands-on team building and sharing, which help teachers learn more about each student so relationships can be built and strengthened. ESE, 504, and ESOL accommodations are shared with teachers to meet individual student needs through differentiated instruction. During the summer, upcoming sixth graders have the opportunity to participate in the Griffin Orientation Day to meet sixth grade teachers and form relationships with fellow sixth graders, facilitating the transition to middle school.

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

At Griffin Middle School, the administration, faculty, and staff create an environment where students feel safe and respected before, during, and after school. Before school, students congregate in the amphitheater (a common space for social opportunities). Teachers are visible in all areas and attentive to student needs. During the school day, teachers are present during transitions to monitor the hallways to ensure safety and observe behavior. At the end of the school day, students are dismissed with teachers being visibly on duty at their doors, at parent pick up, and at the bus loading area. In addition, behavioral expectations are taught at the beginning of the school year and enforced to ensure safety and respect throughout the school year. Griffin ensures that all students undergo training in Bullying, Conflict Mediation, and Problem Solving. Griffin is a Positive Behavior Intervention Support (PBIS) school, which celebrates positive behavior. Griffin also has a Restorative Justice program which focuses on providing interventions for students who have made poor decisions, which allows them to gain accountability and good standing within the school community. In addition, incident forms are available for students who have concerns. Incident forms are submitted to the assistant principal of administration, principal, dean of students, SRD, guidance counselor or

assistant principal of curriculum. An administrator will contact the student and work to resolve issues proactively, before serious problems arise.

c. 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

In order to minimize distractions and keep students engaged during instructional time, Griffin Middle School implements behavior guidelines and consistently enforces them. At the beginning of the year, students receive handbooks which outline the school-wide and district-wide expectations. Teachers post individual behavior rules in their classrooms. Students are then informed, in advance, of procedures if they are disruptive in the classroom. If students are continually disruptive, parents will be notified. If the behavior continues after the parent has been contacted, either a detention or referral will be issued. In addition, the "Griffin Tigers Show P.R.I.D.E." posters are displayed in each classroom, which outlines the P.R.I.D.E. expectations: Prepared, Responsible and Respectful, Integrity, Demonstrate Safety, Engage in Learning. To accompany the P.R.I.D.E. poster, each classroom has a common Progressive Discipline Action Step poster which outlines the Offences (Class I - II) and Consequences. Students are trained on these two posters. The common information is specifically outlined in the student handbook and the Student Code of Conduct. Griffin is proud to be a Positive Behavior Intervention Support (PBIS) which incorporates positive behavior support to recognize students who show integrity and good citizenship. Students who earn the necessary "stamps" per week, have an opportunity to "Spend the PBS Wheel" for a student incentive and "Excellabration" to celebrate student academic and behavioral success.

d. 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

Griffin Middle School ensures the social/emotional needs of all students are being met in several ways. We introduce and advertise our guidance services on our school's website and school brochure. Both are made available to parents and students in the school office. Each July (during our annual summer orientation for incoming 6th graders), we offer a several workshop opportunities for parents and students to acclimate them to the procedures, expectations and social/emotional changes of their children during their middle school years. In addition, we introduce our guidance staff and services available to students via grade level assemblies that are held on the first Friday of school each year. We also receive continuous referrals from teachers, administration, school nurse, and other staff at the school who discover students who are in need of our services as they are working and/or talking with them. Students who do need and/or use the guidance services, are offered individual counseling for students regarding academic and social/emotional concerns. This also sometimes involves group counseling, especially if the concern is a social one. This offers a prime opportunity to teach conflict mediation and communication skills. We hold morning parent teacher conferences for parents of students who have concerns about their child's academic and/or social/emotional progress. Mentoring services are offered to students who may benefit and express an interest. For students who need short-term and/or long-term personal counseling, we offer various community referral services to them from which to choose. Griffin is fortunate to offer New Horizons which is a grant funded program through Disc Village. Students who are identified for services are assessed by the MSW (Social Worker) who gains parental consent for these targeted students to receive services. Our guidance counselor also serves as a liaison for the special population students at Griffin Middle. These special populations include ESOL/ELL, ESE, and 504 Plan students. This involves communicating with teachers, parents, administration, district personnel, and community personnel as well as coordinating meetings and services for these students. These students often need additional social/emotional support due to their disabilities or language barriers. The Positive Behavior Intervention Support Program is incorporated throughout our school which involves promoting values such as safety, respect, and responsibility.

3. Early Warning Systems

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

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

The EWS implementation process is aligned with the academic calendar and is implemented during the course of the school year. Specific steps are taken during defined periods, many recurring or continuously, so the process of reviewing early warning data and identifying appropriate support strategies and interventions is timely and responsive to individual student needs.

Early Warning Indicators:

- Attendance below 90%
- One or more suspensions, in school or out of school
- Course failure in ELA or Math
- Level 1 results not known at time of SIP
- Behavior

Number of students identified in the system as exhibiting two or more early warning indicators:

Grade 6: List the number of students exhibiting each early warning indicator. (6- 6th graders)

Attendance: -- Attendance below 90%:

Suspensions: -- One or more suspensions, in school or out of school:

Failures: -- Course failure in ELA or Math:

Level 1: -- results not known at time of SIP

Grade 7: List the number of students exhibiting each early warning indicator. (10-7th graders)

Attendance: -- Attendance below 90%:

Suspensions:-- One or more suspensions, in school or out of school.

Failures: -- Course failure in ELA or Math:

Level 1: -- results not known at time of SIP

Grade 8: List the number of students exhibiting each early warning indicator. (20-8th graders)

Level 1: -- Level 1 on statewide, standardized assessments in ELA or Math:

Grade 8: List the number of students exhibiting each early warning indicator. (20-8th graders)

Attendance: -- Attendance below 90%:

Suspensions: -- One or more suspensions, in school or out of school:

Failures-- Course failure in ELA or Math:

Level 1: -- results not known at time of SIP

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	45	42	38	0	0	0	0	125
Course failure in ELA or Math	0	0	0	0	0	0	3	6	4	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Intervention Strategies:

Strategy-- Which Indicator does this remediate?

A • Attendance Response Team-- Attendance

B • Behavior--Suspensions

C • Dual Remediation in Intensive Classes

1. Prior to the start of the school year

- Review and interpret student needs on the basis of data from the previous year.
- Identify interventions for incoming students on the basis of the identified needs.

2. At the beginning of the school year

- Reconvene the EWS team.
- Verify student information, especially enrollment status, and update the student roster to reflect new students enrolled in school, transfers in and out, and other classifications.
- Review incoming risk indicators or previous year data, including any additional information to interpret student needs.
- Identify and implement student interventions or supports on the basis of incoming risk indicator information if available.

3. After the first 20 to 30 days of the school year

- Update the student roster to reflect new students enrolled in school, transfers in and out, and other classifications.
- Import students' absences.
- Review and interpret student and school level reports.
- Identify and implement student interventions.
- Monitor students' initial responses to interventions in which they are participating.
- Revise students' intervention assignments, as needed.

4. Each Grading Period

- Update the student roster to reflect new students enrolled in school, transfers in and out, and other classifications.
- Import or enter students' absences, course failures, and behavior information.
- Review and interpret student and school level reports.
- Identify and implement student interventions.
- Monitor students' responses to interventions in which they are participating.
- Revise students' intervention assignments, as needed.

5. At the end of the school year

- Update the student roster to reflect new students enrolled in school, transfers in and out, and other classifications.
- Import or enter students' absences, course failures, and behavior information.
- Review and interpret student and school-level data.
- Monitor students' responses to existing interventions in which they are participating.
- Revise students' intervention assignments for summer and for the next academic year.
- Evaluate the EWS process, using student and school-level reports, and revise as necessary.
- Export student data for the next school year.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

As a Title One school, parental involvement is based on the Epstein Model - Measure of school, family, and community partnerships. The seven targets of focus for Griffin Middle School are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, Collaborating with Community, and Student Achievement.

Based upon the 2013 School Climate Survey, 69% of parents feel that the school communicates regularly with parents or guardians about students' needs. Griffin's target is to improve regular communication with parents and guardians about student achievement needs by providing one parent involvement workshop per semester.

2. 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

Each year we invite parents, guardians, local businesses and community members to join our Griffin family. We invite them to attend the annual Partner Breakfast and Volunteer and Mentor Luncheon. Throughout the year, we showcase our course and program offerings and extend invitations for businesses and community to view and partake in some of the great things we have to offer. Once partners have been secured, we invite them to our monthly Parent Teacher Organization and School Advisory Council meetings. At those meetings, we share the progress and efforts that are being put forth to make Griffin a positive learning environment and to increase student achievement. Constant communication, allowing input, and responding to feedback strengthens our relationships with our local partners and the community that we serve. When business partners and community members see that we are transparent, they offer resources to assist and support us in our efforts.

Griffin's Mentorship Program, and Volunteer Program provides a valuable resource for our students, parents, and teachers. Mentors are recruited from the Florida State University College of Law, the Boys and Girls Club, Florida A&M University, local government, 100 Black Men of Tallahassee, and a number of other organizations. Parents and community members are updated with the most current school information via the weekly school listserv, website, and newsletters. We also provide parent workshops, orientation, and open house to help parents understand the process of teaching and learning on our campus.

Based on the Parent Survey, 95% of parents agreed with the statement that the school communicates regularly with parents or guardians about students' needs. Our goal is to improve home communication to impact parental involvement for students in the lower 25% by providing opportunities for parents to volunteer in numerous capacities of student achievement and assist with ideas/information for learning at home.

We rely on ensuring the friendship and making a connection, which is a key as well to sustaining partnership. Also, we are always extending an invitation to community and business partners to get involved in student achievement, school activities, and events. Most of all, having an attitude of genuinely enjoying people in our presence with a welcoming smile will always ensure a positive relationship and encourage people to extend their helping hand toward our campus.

C. Effective Leadership**1. School Leadership Team**

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Thomas, Gwendolyn	Principal
Gautney, Christopher	Teacher, K-12
Bentley-Carter, Marilyn	Teacher, K-12
Marshall, Joy	Teacher, K-12
Speight, Demarco	Teacher, K-12
Taylor, Adrienne	Teacher, K-12
Tyson, Angel	Teacher, K-12
Wallace, Darren	Assistant Principal
Drayton, Bob	Teacher, ESE
O'Banner, Zelena	Assistant Principal
Brunner, Brooke	Assistant Principal
Williams, Iris	Teacher, K-12
Sanders, Susie	Dean

b. Duties

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

The role of the leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions.

- The leadership team meets once per month in order to review data reports from all subject areas. After finding weaknesses based on the data reports and create an action plan to improve the area of weakness. The team also creates and implement plans to solve other school related issues as they arise.
- The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Also, it provides vision, ensures the school-based team is implementing MTSS, implementation of intervention support, adequate professional development to support MTSS, and communication with outside stakeholders regarding school-based MTSS.
- Select General Education Teachers provide information about core instruction, participate in student data collection, and collaborate with other staff to ensure implementation of Tier 1, 2, and 3 instruction and support.
- Select ESE Teachers (varying exceptionalities, speech, gifted) provide information about intervention instruction, participate in student data collection, and collaborate with general education teachers.
- The Reading Coach participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies, and assists with design and delivery of professional development relative to implementation of effective reading strategies.
- The Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students.
- The School Social Worker conducts social assessments and follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and

appropriate way to accomplish the objective, and if the parent agrees, the social worker can also assist parents in finding appropriate community resources.

- The ESE Program Specialist is a resource for interventions and strategies in working with all students and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences.
- The Attendance Officer is on call to join the intervention team to discuss students who have been deemed chronically absent. The attendance officer reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues.
- The Referral Coordinator or (Guidance Counselor) drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services.
- The Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of students need with respect to language skills.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The role of the Griffin Middle School leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. These students are often not meeting proficiency on the state assessments. Once specific strategies are identified and determined to be effective, the departments use these strategies to meet the goals of the School Improvement Plan.

Our school and district funds are used to support the goals of the School Improvement Plan and to meet the needs of all students as well as professional development for teachers and staff. Collaboration and cooperation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Chris Gautney	Teacher
Gwendolyn Thomas	Principal
Demarco Speight	Teacher
Adrienne Taylor	Teacher
Angel Tyson	Teacher
Bob Drayton	Teacher
Joy Marshall	Teacher
Marilyn Carter	Teacher
Jocelyn Nelson	Teacher
Nancy Wallace	Parent
Carolyn Hector-Hall	Parent
Veronica Rios	Education Support Employee
Derek Hall	Parent
Coutney Ratcliff	Parent
Liyvonne Whitehead	Parent
Tikita Brown	Parent
Rodney Carey	Parent
Reginlad Slay	Parent
Carol Gordon	Business/Community
Katy HeveBrand	Business/Community
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council and the School Improvement Team meet during the summer after the data from the state assessments have been processed and sent to the district and schools. Once the data arrives the teams review the results and with the goals and strategies from the previous year. The team looks for success and areas needing improvement. Next the team discusses what barriers prevented the school from reaching the goals in identify areas for improvement areas and what led to successes in other area. The team then looks at the students for the next year and focuses on what changes can be made with the resources we will have the next year and create changes to the SIP for the next year.

b. Development of this school improvement plan

The School Advisory Council develops and prepares the School Improvement Plan which includes: goals for improvement, professional development, possible barriers to the attainment of those goals, funding of necessary resources, technology, and staff. The chair leads the team to review school data throughout the school year. End of year school data is reviewed by members of this council to determine if the established goals were met and to what degree the goals were met. Considerations are also given to the effectiveness of strategies and programs used and potential adjustments

necessary for the advancement in the upcoming school year. With assistance from the district school improvement advisers, the SAC develops strategies, tools, and programs to use for the new years' target goals. Following several working sessions, a public hearing is offered to receive input and offer opportunities for the parents and community to help structure the improvement of the school.

c. Preparation of the school's annual budget and plan

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan.
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

School Improvement funds were not available last year, however, the school will use allocated funds to accomplish the goals stated in this plan. Such funding sources include: School and District funds, Title One and TEC

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The school strives monthly to recruit more parents to serve on this council. Information is sent home via backpack, flyers are distributed at the parent pick up before and after school, and parents who have signed up to volunteer are asked to join the SAC - School Advisory Council. Also recruit parents during lunch and learns and other parent nights.

Information from SAC is shared via list serv and available in the front office for parent review.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Thomas, Gwendolyn	Principal
Bentley-Carter, Marilyn	Teacher, K-12
Taylor, Adrienne	Teacher, K-12
Wallace, Darren	Assistant Principal
Casto, Laura	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional /student resources, materials, and other initiatives. This will result in a decreased percentage of students not reaching the proficiency level in all subgroups. The team provides opportunities for additional instructional practice and remediation. Students performing at the proficient or advanced proficiency level will be provided with enrichment reading to maintain or advance higher. Other incentives for students making progress and showing proficiency include:

1. Literacy Week
2. Accelerated Reader
3. Student Book Club

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative learning affords students enormous advantages not available from more traditional instruction because a group--whether it be the whole class or a learning group within the class--can accomplish meaningful learning and solve problems better than any individual can alone. (Tinzemann, Jones, and Finnemore, 1990)

One strategy the school uses is to allow opportunities each month for teachers to meet with their department members for support and team building. Teachers meet to discuss the needs of all students. Using pacing guides, teachers collaboratively plan their lessons to meet state and district assessment recommendations. In addition, teachers are encouraged to share and communicate effective learning strategies for best practices to help students understand and do daily learning goals.

Across grade level planning is another strategy the school uses through monthly grade level team meetings. This opportunity allows teachers to meet and discuss grade level events and activities to address the curriculum areas. Examples include educational field trips, celebration assemblies, and field day activities. All ideas and concerns are addressed to the grade level team leader for review during the monthly meeting.

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

Griffin Middle School aggressively recruits highly qualified, certified-in-field, effective teachers. Gwendolyn Lynn Thomas, principal, determines vacancies to be advertised via the Leon County Schools PATS (Paperless Application Tracking System). Vacancies are advertised from 7 - 14 days online via PATS and via WLCSC. The district further holds recruiting fairs locally and participates in national employment fairs. Additionally, the district has a recruiting team who participates in university recruiting fairs for graduating education majors. The Griffin leadership team and other teacher leaders participate in interviews of HQ applicants as determined by personnel Leon County Schools, state, and national policies. The team holds first round interviews, recommends the top three applicants to the principal, who makes the final hiring decision. Teacher retention is very important, therefore a professional learning community and a mentor is set up for new teachers. This community and mentor serve as an available resource for the new teachers. The success of the new member of the faculty is important to the success of the school. Key persons included in this process are: principal, department chairs, team leaders, mentor teachers, National Board Certified Teachers, and assistant principals.

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

Mentoring new instructional staff is important to the success of the educational program at Griffin Middle School. New instructional staff is included in professional learning communities which support the understanding of school protocols, initiatives and culture. Additional mentoring opportunities include:

1. New instructional staff in math, science, social studies, and language arts/reading are paired with a veteran high performing teacher who serves as a peer to peer coach. The academic coach/mentor meets with the new teacher, observes using a peer to peer observation, assists in developing lesson plans and serves as a go to colleague to assist them make the necessary transitions to a new school community;
2. New instructional staff are paired with a grade level learning community where data is reviewed and school-wide initiatives are implemented for positive behavior support. This professional learning community has a different focus for the new instructional staff which supports team building, community partnerships, and relationship building.
3. PLCs meet monthly before school, after school, and during teacher planning periods; whichever is most convenient. Flexible scheduling is provided to fully support the PLC.
4. New instructional staff are observed frequently by school administrators including classroom walk-throughs, informal and formal observations with pre and post conferences. The initial walk-throughs are noted as comments, however, as the new staff member becomes acclimated to procedural and instructional protocols, these observations are rated and used toward the teacher's end of year observation for instructional practices.
5. Beginning teachers who are new to the profession are registered in the Beginning Teacher Program and assigned a mentor teacher who assists them in successful completion of the BTP with the necessary portfolio documentation and all applicable observations and workshop training.
6. Site administrators have an open door policy for all new teachers who need the additional support of the lead administrator. New team members are paired in an effort to support collegial conversations about curriculum support and school initiatives/grade level protocols.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Curriculum pacing guides and rubrics are in place that clearly define student levels of growth and performance on essential elements of state and district standards. Information is available in Performance Models for examining the extent to which assessments accurately measure the written and taught

curriculum. Each department or grade level team regularly analyzes the relationship between the written curriculum, taught curriculum, assessments, and for rigor and cultural relevance. The school Leadership Team ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to provide and differentiate instruction to meet the diverse needs of students by using "Progress Monitoring" for their initial standards assessment. These assessments are used to accurately measure their students' academic strengths, weaknesses, and provide a roadmap for the next steps in instruction. Informal and formal classroom-based assessments can be conducted

throughout the year to track learning objectives and skills achievements. Assessment results are used to design instructional strategies tailored for the individual student. Data-driven curriculum and instruction are the norm for our school. The leadership team makes sure teachers are familiar with interpreting data to drive their planning and instruction. One of the indicators on our Deliberate Practice Plan for Leadership is to ensure that all faculty members understand the curriculum standards such as the Next Generation Sunshine State Standards for Science, The Florida State Standards, and The Florida Standards Assessment, along with effective feedback skills to benefit their students. Progressing monitoring data will be reviewed and discussed with students and sent home for parents to review. The progressing monitoring data will be then be used to drive future instruction and remediation.

Examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments are as follows:

- Presentation accommodations make it possible for students to gain access to information for instruction and assessments presented in text, graphic, or spoken formats
- Specialized presentation formats such as visual, tactile, audio, and multi-sensory formats for presentation display(visual-large print text, sign language interpreters, video recordings; tactilebraille, tactile graphic images, real objects students can touch; auditory- read text aloud; recorded/ audio books/text; screen readers)
- Audio and visual enhancement in the classrooms
- Assistive typing device such as laptops or word processors; portable scanning devices such as translators or electronic dictionaries; digital texts.
- Use of study guide notes; highlighting or summaries
- Voice recordings or video lessons
- Graphic organizers; use of wait time; use of visuals; task adaptations to use alternate ways of presenting
- Lessons presented in small, digestible bites for content knowledge
- Modified tests, lessons, or homework assignments

2. 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: After School Program

Minutes added to school year: 21,600

After school teachers monitor student performance data and hold data chats with the students. Data chats include use of student Parent Portal grades, SM9 data, AR, and other data as available.

Persons responsible include: before school teacher, after school teachers, school administrators. Students will be placed in pullout recovery reading and math programs during school day as well as before and after school based on their needs.

Strategy Rationale

To decrease the percentage of students' reading and math level (s) not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Nelson, Jocelyn, nelsonj@leonschools.net

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

Data is collected periodically depending on the area being reviewed by running and printing program reports from SM9, Performance Models, and teacher made assessments. This data will be reviewed by the teacher(s) to inform instruction and reteaching/reassessing needs.

Administrators will also review the data to determine student growth and assess if targets are being met. Once data is reviewed, teachers and administrators will monitor the extent to which student progress is being made. Attendance data will be reviewed and gains noted are anticipated to increase with the amount of time the student spends in the program, specifically outside the school day.

Strategy: Before School Program

Minutes added to school year: 10,200

Before school teachers monitor student performance data and hold data chats with the students. Data chats include use of student Parent Portal grades, SM9 data, AR, and other data as available.

Persons responsible include: before school teacher, after school teachers, school administrators. Students will be placed in pullout recovery reading and math programs during school day as well as before and after school based on their needs.

Strategy Rationale

To decrease the percentage of students' reading and math level (s) not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected periodically depending on the area being reviewed by running and printing program reports from SM9, Performance Models, and teacher made assessments. This data will be reviewed by the teacher(s) to inform instruction and reteaching/reassessing needs. Administrators will also review the data to determine student growth and assess if targets are being met. Once data is reviewed, teachers and administrators will monitor the extent to which student progress is being made. Attendance data will be reviewed and gains noted are anticipated to increase with the amount of time the student spends in the program, specifically outside the school day.

Strategy: Before School Program

Minutes added to school year: 3,600

The Reach Center is a two part program. The first week teachers collaborate within a particular department to determine which students need additional instruction in order to be successful on assessments or understand key concepts. The second week of the program every morning from 9:00-9:25 the teacher and students meet in order for students to receive additional help from teachers in the areas of Math, Language Arts, Science, and Social Studies. Students are retaught a lesson about the concept that was misunderstood and then can be reassessed to determine whether they now understand the concept.

Strategy Rationale

To decrease the percentage of students not earning promotional requirements in their core classes; Math, Language Arts, Science, and Social Studies by providing opportunities for additional instructional practice and remediation.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Wallace, Darren, wallaced@leonschools.net

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

Report card data and the potential failure reports

2. Student Transition and Readiness

a. 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).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

A Pupil Progression Guide is provided for all students and parents which helps communicate requisites for promotion. Through the curriculum office, teachers guide students to course selections that are meaningful to their career interests. We aim to provide a highly engaging and rigorous program which prepares students for their career/college path. Based upon student performance data

and teacher recommendations, students may take up to seven high school credits. When applicable, students may opt to take virtual courses. Also important to our students is the opportunity for them to earn entrance in the Amos P. Godby IT Academy, if they complete the middle school Information Technology course of study at Griffin Middle School. We promote career ready for all, college ready for some. Additionally, Our students and parents are given a course request guide which is also located on the school's website to guide parents and students with their course selections for the next school year. Each year our staff carefully reviews this material so we can provide our families with meaningful and accurate registration information with the support and cooperation of staff, students, and parents, we are confident that a personal, challenging, and enriching academic program will be developed to teach and guide students so they will attain their maximum potential, including opportunities to take high school credit courses. The registration process is an important step in preparing our youth to lead productive, fulfilling, and successful lives in a rapidly changing world.

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

Griffin Middle School is an Information Technology Magnet/Model School. Our students have an opportunity to take high school/rigorous courses in Information Technology and earn MicroSoft Industry Certification. Earning at least 3 certifications certifies a student as a MicroSoft Specialist. Additionally students have the opportunity earn certifications in Adobe Photoshop. These certifications, along with other high school credit options helps to prepare students to transfer this knowledge into real-world experiences/tasks.

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

Griffin Middle School provides a CAPE Academy - Information Technology where students can earn industry standard certification in Microsoft Office and Adobe Photoshop. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

4. 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

- Provides PUSH (Tutoring Center for students needing additional help beyond the classroom)
- Distribution of frequent progress monitoring and reporting to students, guardians, and parents
- Offers rigorous and relevant curriculum
- Mentor Program (paired with struggling students)
- Use of student support groups i.e. Restorative Justice, New Horizons, 100 Successful Black Men, Turn About
- Promotes participation in student organizations and leadership development

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Griffin Middle Information Technology Prep School continues to pursue academic excellence. We celebrate the hard work of our teachers, students, parents, and community in earning the 2017 school grade for Griffin (I). Griffin continues to pursue student growth, more importantly, proficiency for all of our students. 37% of our students made learning gains in reading and 36% of students made learning gains in math. The school earned points in Middle School Acceleration and 63% of the students taking the Civics EOC earned proficiency.

B. 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.

Griffin Middle School has a high number of over aged students, economically disadvantaged students, and students with disabilities. Data indicates that students struggle with decoding and reading comprehension. This struggle impacts math and EOC performance. Achieve3000 is now implemented in science, social studies, and support reading classes. The target is for students to earn 80% or higher proficiency on all classroom assessments and Teen Biz Assessments.

C. Strategic Goals

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.** 70% of all matched standard curriculum students will score proficiency in Civics on the 2017-18 administration of the Civics End of Course Exam.
- G2.** 50% of all matched standard curriculum students who meet the attendance requirement will show proficiency on the 2017-2018 English-Language Arts Florida Standards Assessment.
- G3.** All matched standard curriculum students will show 50% proficiency in Math on the 2017-2018 administration of the Florida Standards Assessment.
- G4.** All matched standard curriculum students, who meet attendance requirements, will show 50% proficiency in Science on the 2017-18 administration of the Florida Statewide Science Assessment (SSA).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. 70% of all matched standard curriculum students will score proficiency in Civics on the 2017-18 administration of the Civics End of Course Exam. 1a

G090567

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Students lack of background knowledge for completing assignments.
- Lack of student motivation to engage in learning.
- Instructional time lost due to students lack of background knowledge.
- Instructional time lost due to time out of class with regard to behavior related offenses resulting in In School Suspension or Out of School Suspension.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Acheive3000 Afterschool Civics Challenge PUSH Center tutorial sessions Restorative Justice Diversion Program Reading classes for all level 1 students

Plan to Monitor Progress Toward G1. 8

Teachers will submit lesson plans to administration for review. The team will meet weekly in order to collaborate the implementation of the Achieve 3000 program, the Civics Skills Challenge, academic games, providing remediation and review through the PUSH Center, common assessments, evaluate district Civics progress monitoring data, and lesson plan creation. Teachers then will meet to discuss assessments to improve instruction for future lessons.

Person Responsible

Darren Wallace

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Achieve Growth Chart, Student Activities Report (Achieve 3000).

G2. 50% of all matched standard curriculum students who meet the attendance requirement will show proficiency on the 2017-2018 English-Language Arts Florida Standards Assessment. 1a

G090568

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- There is a lack of student exposure to effective close reading strategies in the classroom.
- There is a lack of additional support to enhance reading comprehension in classrooms.
- There is a significant reading gap between students current grade level and their current reading levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- REWARDS Plus Social Studies (Reading Classes)
- Readworks (Reading Classes)
- Read 180 (ESE Classes)
- Achieve 3000 (Social Studies, Science, and Reading)
- Accelerated Reader
- REWARDS Plus Science (Reading Classes)

Plan to Monitor Progress Toward G2. 8

Administrators and the Reading Coach will review content area progress monitoring reports to assess if there is increased student comprehension in reading complex texts.

Person Responsible

Brooke Brunner

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring will include: HMH End of Collections Assessments Achieve 3000 How has Lexile Changed over Time Report STAR Test- 3 times per year Scholastic Reading Inventory (ESE classes)- 4 times per year Teacher Grade Book - Pin Point Reports

G3. All matched standard curriculum students will show 50% proficiency in Math on the 2017-2018 administration of the Florida Standards Assessment. 1a

G090569

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Time restrictions in teaching basic mathematical skills. A great deal of time is needed to remediate students in the basic skills.
- Lack of vocabulary decoding skills inhibits understanding of math word problems.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Professional Development – Technology: promethean board, ActivExpressions, iPad cart, gizmos, MathNation, flipcharts 2. GO MATH Online Textbook & Ready Florida MAFS Book 3. Sm10 for levels 1 students 4. MobyMax for all students 4. Professional Development - Kagan strategies 5. Basic skills and content related activities 6. PUSH/REACH center 7. Department Head Walkthroughs

Plan to Monitor Progress Toward G3. 8

Weekly reports will be provided for administrators - progress will be assessed as to student progress toward making adequate progress, time spent on program, % of exercises attempted and completed for accuracy. Student growth will be monitored closely.

Person Responsible

Zelena O'Banner

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Class performance, weekly assessments, Performance Matters (District Assessment) and last session SM10 weekly report

G4. All matched standard curriculum students, who meet attendance requirements, will show 50% proficiency in Science on the 2017-18 administration of the Florida Statewide Science Assessment (SSA).

1a

G090570

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	39.0

Targeted Barriers to Achieving the Goal 3

- Students lack the ability to use empirical evidence and reasoning to support a scientific claim.
- Students lack reading comprehension of science texts.
- Lack of effective reading and writing strategies in science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology (Promethean, ActivExpressions, Laptop Carts, iPad/Chromebook Carts, Gizmo (www.explorelearning.com), BrainPop, online textbook, StudyJams, LabQuest, 3D Projector Science software, STEMScopes, MobyMax, and Proeware)
- PUSH Center Before-School Enrichment and Help Sessions for Science and 21st CCLC After-School Program
- Book Study on "5 Practices for Orchestrating Productive Task-Based Discussions in Science" by Cartier, Smith, Stein, and Ross)
- Traditional Lab Equipment
- District K-12 Science Developer
- Challenger Learning Center Field Trips and Outreach
- Science Outreach programs such as High Touch High Tech and Florida State University Outreach programs (Science on the Move, Saturday at the Sea, and National High Magnetic Lab)
- Participation in Earth Day - Tallahassee
- Adrienne Taylor, Reading Coach
- Science Fair Project requirement for all 6th and 7th Grade students enrolled in Comprehensive Science and Earth Space Science
- 8th Grade Reading and ELA Teachers

Plan to Monitor Progress Toward G4. 8

Decrease in the number of students scoring non-proficiency on the 2017-2018 administration of the Florida Statewide Science Assessment (SSA) as evidenced by predictors such as mini benchmark assessments either formal or informal.

Person Responsible

Gwendolyn Thomas

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased proficiency on classroom assessments and district-developed assessments (Baseline Progress Monitoring Test, Mid-Year Progress Monitoring Test, Spring Diagnostic Progress Monitoring Test, and Statewide Science Assessment - SSA).

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. 70% of all matched standard curriculum students will score proficiency in Civics on the 2017-18 administration of the Civics End of Course Exam. **1**

 G090567

G1.B1 Students lack of background knowledge for completing assignments. **2**

 B241972

G1.B1.S1 Students will participate in a remediation session once per week with a social studies teacher in order to complete assignments. **4**

 S255008

Strategy Rationale

In providing remediation and instructional support there will be an increase in number of assignments completed by students.

Action Step 1 **5**

Student with missing assignments will be referred by a teacher to attend the PUSH for remediation of assignments. The PUSH center teacher will assist students with missing assignments. Students will be offered after school remediation sessions.

Person Responsible

Darren Wallace

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign in attendance forms from the PUSH Center. Increased number of the assignments completed in Pinpoint grade book. Sign in sheets from after school sessions.

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

Weekly check of attendance sheet and completed assignments

Person Responsible

Darren Wallace

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Pinpoint Grades Report Attendance Sheets PUSH Center Sign In Sheets

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

Teachers will conduct data chats with students providing information about their remediation progress. Students will be reassessed for knowledge based on content standards. Students grades will increase in pinpoint grade book.

Person Responsible

Darren Wallace

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

District Progress Monitoring Assessments Pinpoint Gradebook

G1.B2 Lack of student motivation to engage in learning. 2

B241973

G1.B2.S1 Academic games will be used for review and formative assessments. 4

S255009

Strategy Rationale

Increase of retention of content for assessment of state standards through fun activities that increase students interest and participation.

Action Step 1 5

Students will participate in academic games individually and in small groups.

Person Responsible

Darren Wallace

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans Assessment Data

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

Students will sign in an attendance log for afterschool civics challenge. Increase of student performance on progress monitoring civics data.

Person Responsible

Darren Wallace

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Civic Progress Monitoring

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

Student will increase scores on district progress monitoring test.

Person Responsible

Darren Wallace

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Civics Progress Monitoring Data Director

G1.B3 Instructional time lost due to students lack of background knowledge. 2

 B241974

G1.B3.S1 Students will use Acheive3000 to provide real life examples of Civics concepts in order to establish background knowledge and complete complex tasks. 4

 S255010

Strategy Rationale

By providing opportunities for life application of civics concepts through Acheive3000 there will be increased retention and proficiency on the civics EOC.

Action Step 1 5

By providing opportunities for life application of civics concepts through Achieve3000 there will be increased retention and proficiency on the Civics EOC.

Person Responsible

Darren Wallace

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Pinpoint Grades Achieve3000 Student Activities Report

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teacher will submit lesson plans with Achieve3000 articles information. Students will track progress of completed articles on chart. Teachers will monitor students activities reports.

Person Responsible

Darren Wallace

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Achieve3000 Progress Monitoring Chart & Paper Achieve3000 Student activity report

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student Lexile Score will increase over time.

Person Responsible

Darren Wallace


Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

How Lexile changed over time report

G1.B4 Instructional time lost due to time out of class with regard to behavior related offenses resulting in In School Suspension or Out of School Suspension. **2**

 B243151

G1.B4.S1 Reduce the instructional cost in days for in school suspension and out of school suspension.

4

 S256321

Strategy Rationale

Students are missing instructional time.

Action Step 1 **5**

Decrease the number of instructional days students are out of class for Class I offenses.

Person Responsible

Darren Wallace

Schedule

Quarterly, from 8/14/2017 to 6/1/2018


Evidence of Completion

Discipline data for Class I offenses will decline as other interventions are implemented.

G2. 50% of all matched standard curriculum students who meet the attendance requirement will show proficiency on the 2017-2018 English-Language Arts Florida Standards Assessment. **1**

 G090568

G2.B1 There is a lack of student exposure to effective close reading strategies in the classroom. **2**

 B241975

G2.B1.S1 All Language Arts, Reading, Social Studies and Science classes will incorporate grade-appropriate complex texts and effective close reading strategies in the classroom. **4**

 S255011

Strategy Rationale

Using close reading strategies will be useful in monitoring and improving students' reading comprehension and application of content-specific informational and literary texts.

Action Step 1 **5**

All teachers will receive training on various text-dependent reading and writing strategies to facilitate cross curricular reading of complex texts.

Person Responsible

Brooke Brunner

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

All ELA/Reading, Social Studies, and Science teachers will provide a completed text-evidence based product which will include student samples of close reading and writing strategies. Additionally, lesson plans and student samples will reflect the use of reading strategies that address comprehending and analysis of complex texts.

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

Language Arts, Reading, Science and Social Studies teachers will engage in collegial conversations, data chats, and Professional Development focused on the implementation of close reading strategies during department meetings.

Person Responsible

Brooke Brunner

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Department Meeting Agendas, Meeting Minutes, Lesson Plans, and Student Samples will be used as evidence of effective implementation.

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

The reading coach, assistant principal for curriculum, and district language arts support staff will conduct walk-throughs, peer-to-peer observation, and informal/formal observations to determine whether best practices are used when implementing close reading and text dependent writing strategies in the content areas. Pretest and Post-Test data, progress monitoring results, and Achieve3000 growth reports will also be analyzed to evaluate student growth.

Person Responsible

Brooke Brunner

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

During classroom walk-throughs, informal/formal classroom observations, and peer-to-peer observations it will be evident that teachers are implementing close reading and text-dependent writing strategies with fidelity. As a result, student scores should increase on benchmark assessments and district progress monitoring assessments.

G2.B1.S2 All teachers will receive training on how to incorporate grade-appropriate complex texts and effective close reading strategies in the classroom. Training will be provided by county secondary English/Language Arts developer. 4

S255012

Strategy Rationale

This training will help to inform how to create a student-centered, and highly engaged classroom that motivates student learning.

Action Step 1 5

All teachers will be trained in close reading strategies of incorporating complex texts for individual students and in group settings.

Person Responsible

Brooke Brunner

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Upon completion of the training, teachers will develop a reflection log and lesson plan to demonstrate usage of newly gained information.

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

Lesson plans will be monitored through Performance Matters and Reflection logs will be monitored through the DPP process.

Person Responsible

Brooke Brunner

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Archived plans and reflection logs will be used to demonstrate that this plan is monitored and implemented with fidelity.

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

Required documents will be reviewed monthly.

Person Responsible

Brooke Brunner

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Archived documents from True North Logic, lesson plans, DPP, and reflection logs will be used as evidence.

G2.B2 There is a lack of additional support to enhance reading comprehension in classrooms. 2

 B241976

G2.B2.S1 All students enrolled in Social Studies, Reading, and Science will use the Acheive3000 program to enhance reading comprehension skills using informational text. 4

 S255013

Strategy Rationale

Using Achieve3000 will increase the Lexile Level for students which will improve comprehension of rigorous informational text.

Action Step 1 5

All new reading, social studies, and science teachers will attend the Achieve3000 trainings throughout the year. A pre and post level set test will be administered to assess students' Lexile and learning gains.

Person Responsible

Brooke Brunner

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Achieve 3000 data charts

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Data chats in Department Meetings

Person Responsible

Brooke Brunner

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

During classroom walkthroughs, informal/formal classroom observation, and peer to peer observations it will be evident that teachers are implementing with fidelity the Achieve3000 program. As a result student scores should increase on the Lexile change over time report.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The reading coach, assistant principal for curriculum, and district language arts support staff will conduct walk-throughs, peer-to-peer observation, and informal/formal observations to determine whether best practices are used when implementing Achieve 3000. Pre and Post-test data will also be analyzed to evaluate student growth.

Person Responsible

Brooke Brunner

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

During classroom walkthroughs, informal/formal classroom observations, and peer to peer observations it will be evident that teachers are implementing Achieve 3000 reading and text-dependent writing strategies with fidelity. As a result student scores should increase on mini benchmark assessments, benchmark assessments, and district progress monitoring assessments.

G2.B2.S2 The reading coach will provide monthly mini workshops with Language Arts, Social Studies, Math, and Science teachers focused on cross-curricular reading strategies. 4

S255014

Strategy Rationale

To monitor and improve student reading ability and improve comprehension of content-specific texts.

Action Step 1 5

Teachers will be trained on reading and text-dependent writing strategies that can be incorporated into their content areas. Language Arts and Social Studies teachers will incorporate close reading strategies to enhance text-dependent questioning and writing. Math and Science teachers will incorporate vocabulary acquisition strategies and text-dependent questioning into their content areas.

Person Responsible

Brooke Brunner

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student products, lesson plans, teacher products, and discussion

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

A monthly calendar of workshops will be e-mailed to all teachers to remind them of upcoming workshops.

Person Responsible

Brooke Brunner

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Workshop agenda, student samples, teacher products

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The reading coach will conduct peer-to-peer observations and conduct data chats in department meetings to discuss the effectiveness of incorporating cross-curricular reading and writing strategies within Language Arts, Social Studies, Math, and Science classrooms

Person Responsible

Brooke Brunner


Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student products, student data, lesson plans

G2.B3 There is a significant reading gap between students current grade level and their current reading levels. 2

 B241977

G2.B3.S1 Teachers will incorporate English-Language Arts question stems during warm-up and reading-focused activities in all classes. 4

 S258419

Strategy Rationale

To monitor and improve student reading ability and improve comprehension of content-specific texts.

Action Step 1 5

Reading Coach will provide vocabulary and comprehension stems for all teachers to incorporate into content-area reading tasks.

Person Responsible

Brooke Brunner

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Weekly Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Walkthroughs will be completed by the Reading Coach to monitor progress.

Person Responsible

Brooke Brunner

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Reading Coach will provide feedback using peer-to-peer observation in Performance Matters.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

During walkthrough and peer-to-peer observations, it will be evident that teachers are incorporating ELA question stems that focused on text-dependent questioning. This, in turn, may lead to an increase in scores on benchmark assessments.

Person Responsible

Brooke Brunner

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

STAR and HMH Collections Progress Monitoring Data

G3. All matched standard curriculum students will show 50% proficiency in Math on the 2017-2018 administration of the Florida Standards Assessment. 1

G090569

G3.B1 Time restrictions in teaching basic mathematical skills. A great deal of time is needed to remediate students in the basic skills. 2

B241978

G3.B1.S1 Level 1 students will be placed in Intensive Math classes using Successmaker and small group instruction daily. 4

S255015

Strategy Rationale

To ensure remediation of math skills concepts and provide interventions so that students can perform at the appropriate academic level for success

Action Step 1 5

Level 1 students in intensive math classes will rotate between sessions of Successmaker and small group instruction.

Person Responsible

Zelena O'Banner

Schedule

Biweekly, from 8/14/2017 to 2/16/2018

Evidence of Completion

Classroom walkthroughs, planning with intensive math teachers, collegial conversations, and SM10 student reports.

Action Step 2 5

All intensive math teachers will participate in a Successmaker math training at the start up of the year and will have follow up trainings during department meetings.

Person Responsible

Zelena O'Banner

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs, planning with intensive math teachers, collegial conversations, and SM10 student reports.

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

The lead intensive math teacher will run biweekly usage reports and consult with the county math developer and administrator

Person Responsible

Zelena O'Banner

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs, formal and informal classroom observations by administration, and biweekly Successmaker student usage reports.

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

The intensive math teachers will run last session reports and discuss individual results.

Person Responsible

Zelena O'Banner

Schedule

Daily, from 8/14/2017 to 2/16/2018

Evidence of Completion

Students will score 70% and above on Successmaker reports (last session report, adequate progress report, and cumulative reports).

G3.B1.S2 Implementation of basic skills and content skills problem activities in all regular math classes.

4

 S255016

Strategy Rationale

To ensure review of math skills concepts and provide interventions so that students can perform at the appropriate academic level for success

Action Step 1 5

Students will complete basic skills and content skills problem activities using MobyMax and Ready Florida MAFS book in all regular math classes.

Person Responsible

Zelena O'Banner

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Completed students' problem activity worksheet and MobyMax snapshot reports.

Action Step 2 5

All math teachers will participate in math trainings that involve ways of incorporating basic math skills in with specific content related skills with the use of different mathematics manipulatives.

Person Responsible

Zelena O'Banner

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Completed students' problem activity worksheet.

Action Step 3 5

Teachers will utilize the Go Math Differentiated Instruction Level D Worksheets to reinforce the use of word problems and math in context at the students ability.

Person Responsible

Zelena O'Banner

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Completed students' problem activity Level D worksheet.

Action Step 4 5

Teachers will utilize the Go Math Digital Instruction in small group centers using Personal Tutor and customized assignments for students to work at their levels and progression while maintaining pace of instruction

Person Responsible

Zelena O'Banner

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Go Math Digital data

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

Math department head will monitor student lesson quizzes tracking data.

Person Responsible

Zelena O'Banner

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Teacher lesson quizzes data spreadsheet.

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

75% of regular math students will show proficiency on the weekly Lesson quizzes.

Person Responsible

Zelena O'Banner

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

75% and above on the GO Math weekly lesson quizzes.

G3.B1.S3 3. The math lead teacher will collaborate with the district math developer to: • Develop benchmark flipcharts. • Model lessons. • Analyze data. • Hold departmental data chats, meetings. • Design workshops • Conduct peer-to-peer walkthroughs/observations. • Facilitate common planning meetings and the use of common pacing guides and common assessments. • Facilitate the development of common pacing guides. • Develop progress monitoring assessments. • Model lessons. • Design district level workshops. 4

 S255017

Strategy Rationale

To ensure consistent pacing and training for teachers in an effort to provide effective planning for rigorous and deep instruction

Action Step 1 5

The math department head will train teachers monthly on new strategies and ways of work from meetings with the district math developer.

Person Responsible

Zelena O'Banner

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Department meetings, data chats, inservice participation, collegial conversations, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Lesson plans, observations, walkthroughs, and discussions will occur to assure the use of developed benchmark flip charts, and modeled lessons.

Person Responsible

Zelena O'Banner

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Periodic modeling of lessons for mathematics teachers. Observations of teacher replicating the same lesson with immediate feedback provided to the teacher on how well the lesson was taught and the level of student understanding. The use of peer-to-peer observations with feedback and review of teacher lesson plans and focus calendar.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Math lead teacher and district math developer will provide resources to assist in development of strategies to differentiate mathematics instruction.

Person Responsible

Zelena O'Banner

Schedule

Biweekly, from 8/14/2017 to 8/25/2017

Evidence of Completion

Classroom walkthroughs, peer-to-peer observations, true north logic, collegial conversations

G3.B2 Lack of vocabulary decoding skills inhibits understanding of math word problems. 2

B241979

G3.B2.S1 Implementation of gradual release word problems (I do, we do, you do). 4

S255018

Strategy Rationale

To ensure the vocabulary of decoding skills and provide guidance so that students will become more independent.

Action Step 1 5

Students will practice decoding math vocabulary, with teacher guidance giving the students the opportunity while teachers facilitate, then discuss the answer together, finally giving the students a word problem to work on independently through the gradual release process.

Person Responsible

Zelena O'Banner

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student samples and work

Action Step 2 5

Teachers will be provided reading and text-dependent writing strategies that can be incorporated into their content areas. Language and Social Studies teachers will incorporate close reading strategies to enhance text-dependent questioning and writing. Math and Science teachers will incorporate vocabulary acquisition strategies and text-dependent questioning into their content areas.

Person Responsible

Zelena O'Banner

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student products, lesson plan, teacher products, and data chats within department meetings.

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

Teachers will display students' sample of word problems and work.

Person Responsible

Zelena O'Banner

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Walkthroughs, evidence of student work posted.

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

50% of students will pass the end of chapter assessment with 75% proficiency.

Person Responsible

Zelena O'Banner

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

End of chapter assessment scores.

G4. All matched standard curriculum students, who meet attendance requirements, will show 50% proficiency in Science on the 2017-18 administration of the Florida Statewide Science Assessment (SSA). 1

G090570

G4.B1 Students lack the ability to use empirical evidence and reasoning to support a scientific claim. 2

B241980

G4.B1.S1 All 8th Grade students will participate in at least 1 full or partial Argument Driven Inquiry (ADI) lab per 9 weeks and multiple claims, evidence, and reasoning (CER) type inquiry labs. 4

S255019

Strategy Rationale

To ensure that students can effectively support a scientific claim using empirical evidence and reasoning.

Action Step 1 5

Teachers will implement district approved ADI curriculum and STEMScopes curriculum as appropriate for specific grade level content.

Person Responsible

Gwendolyn Thomas

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, ADI lab reports, and STEMScopes lab reports and assessments.

Action Step 2 5

Teachers will participate in District and school ADI and STEMScopes trainings and follow-up trainings as offered.

Person Responsible

Gwendolyn Thomas

Schedule

Annually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Attendance and participation in district and school ADI and STEMScopes trainings.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Teachers will submit lesson plans to the designated Administrator and copy the Science Department Chair weekly or biweekly. Additionally, the Science Department Chair will conduct peer to peer classroom walkthroughs periodically throughout the year.

Person Responsible

Gwendolyn Thomas

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Submitted and approved 5E Lesson plans and feedback from peer to peer classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Track student performance and mastery on Benchmark Mini Assessments and Benchmark Chapter/Unit assessments using Pawgress Charts.

Person Responsible

Gwendolyn Thomas

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increase in student performance and mastery of annually assessed benchmarks as evidenced by formal and informal assessments as tracked by Student Pawgress (Progress) Charts.

G4.B2 Students lack reading comprehension of science texts. 2

B241981

G4.B2.S1 All 8th grade level 1 students will receive science support in a reading class and level 2 students will receive content area reading support through their science class. 4

S255020

Strategy Rationale

Effective science content area reading and writing strategies will improve student comprehension and standards proficiency.

Action Step 1 5

The Reading Coach will provide training for science teachers on creating cross-curricular lessons based on science content and allow for collaboration.

Person Responsible

Gwendolyn Thomas

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, student work, and results from progress monitoring

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

The 8th Grade science and reading teachers will meet monthly with the science department chair to provide lesson plans and review student work.

Person Responsible

Gwendolyn Thomas

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teacher attendance at weekly Science Department meetings to create aligned lesson plans and review student work.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Teachers will analyze student data during monthly reading & science meetings to determine student mastery of science benchmarks.

Person Responsible

Gwendolyn Thomas

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring Data (Baseline, Mid-Year, and Spring Diagnostic) and Mini Benchmark and Chapter assessments.

G4.B2.S2 Students will use interactive science notebooks and the MobyMax online program to enhance understanding of key vocabulary terms and concepts. 4

 S255021

Strategy Rationale

When students reflect on their learning and level of understanding, the student can not only identify their current performance level but take necessary steps to improve.

Action Step 1 5

Teachers will teach 7th and 8th Grade students how to develop and use interactive science notebooks to include reflections of their learning and level of comprehension of annually assessed benchmarks. Additionally, all students will use the MobyMax program at least once a week to provide guided practice with science vocabulary, comprehension, and key concepts.

Person Responsible

Gwendolyn Thomas

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Individual teachers will periodically check MobyMax Snapshot reports, interactive science notebooks and the student comprehension charts and have regular data chats with students. Science department chair can monitor this for other classes via classroom walk-throughs, formal/informal observations, and peer-to-peer observations.

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Teachers will review MobyMax Snapshot reports and interactive science notebooks with students during routine data chats to determine if notebooks are set up properly and being used appropriately to achieve increased benchmark proficiency.

Person Responsible

Gwendolyn Thomas

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Mini benchmark assessments that are related to information contained within the science notebook. Science department chair's evidence will be results from peer to peer observations.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Teachers will administer either formal or informal assessments on annually assessed benchmarks to determine the effectiveness of the use of interactive science notebooks and MobyMax online program.

Person Responsible

Gwendolyn Thomas

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Students' assessments scores will increase as a result of them reflecting on their learning and level of understanding of key vocabulary terms and concepts as evidenced by mini benchmark assessments, benchmark assessments, chapter test, and district progress monitoring assessments.

G4.B3 Lack of effective reading and writing strategies in science. 2

B241982

G4.B3.S1 The Reading Coach will provide monthly mini workshops with Science teachers focused on cross curricular reading strategies. 4

S255022

Strategy Rationale

To monitor & improve student reading ability and improve comprehension of content specific text.

Action Step 1 5

Teachers will be provided reading and text-dependent writing strategies by the reading coach that can be incorporated into their content areas. Science teachers will incorporate vocabulary acquisition strategies and text-dependent questioning into the content area.

Person Responsible

Gwendolyn Thomas

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student product, lesson plans, teacher product, data chats

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Science Department Chair will review lesson plans at weekly department meetings to ensure that they have incorporated grade-appropriate complex texts and effective close reading strategies in their weekly lesson plans.

Person Responsible

Gwendolyn Thomas

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teacher attendance at the weekly planning meetings that will include professional development on effective rigorous reading and text-dependent writing strategies in science. Teacher lesson plans and science focus calendar will be monitored closely as well.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

The Reading Coach and Science Department Chair will conduct peer to peer walkthroughs and have data chats within weekly science department meetings to discuss effectiveness of incorporating cross-curricular reading & writing strategies within science classrooms.

Person Responsible

Gwendolyn Thomas

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teacher attendance at the majority of the professional learning community/planning meetings. The use of effective reading and writing strategies in the science classrooms as evidence by classroom walk-throughs, formal and informal observations, peer to peer observations, and collegial conversation. Additional evidence will be an anticipated increase in student assessment scores.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S3.MA1 M352135	Math lead teacher and district math developer will provide resources to assist in development of...	O'Banner, Zelena	8/14/2017	Classroom walkthroughs, peer-to-peer observations, true north logic, collegial conversations	8/25/2017 biweekly
G3.B1.S1.A1 A334384	Level 1 students in intensive math classes will rotate between sessions of Successmaker and small...	O'Banner, Zelena	8/14/2017	Classroom walkthroughs, planning with intensive math teachers, collegial conversations, and SM10 student reports.	2/16/2018 biweekly
G3.B1.S1.MA1 M352131	The intensive math teachers will run last session reports and discuss individual results.	O'Banner, Zelena	8/14/2017	Students will score 70% and above on Successmaker reports (last session report, adequate progress report, and cumulative reports).	2/16/2018 daily
G3.B2.S1.MA1 M352138	Teachers will display students' sample of word problems and work.	O'Banner, Zelena	8/14/2017	Walkthroughs, evidence of student work posted.	5/25/2018 daily
G3.B1.S3.MA1 M352136	Lesson plans, observations, walkthroughs, and discussions will occur to assure the use of developed...	O'Banner, Zelena	8/14/2017	Periodic modeling of lessons for mathematics teachers. Observations of teacher replicating the same lesson with immediate feedback provided to the teacher on how well the lesson was taught and the level of student understanding. The use of peer-to-peer observations with feedback and review of teacher lesson plans and focus calendar.	5/25/2018 biweekly
G3.B1.S3.A1 A334390	The math department head will train teachers monthly on new strategies and ways of work from...	O'Banner, Zelena	8/14/2017	Department meetings, data chats, inservice participation, collegial conversations, classroom walkthroughs	5/25/2018 monthly
G3.B2.S1.A2 A334392	Teachers will be provided reading and text-dependent writing strategies that can be incorporated...	O'Banner, Zelena	8/14/2017	Student products, lesson plan, teacher products, and data chats within department meetings.	5/25/2018 monthly
G3.B2.S1.A1 A334391	Students will practice decoding math vocabulary, with teacher guidance giving the students the...	O'Banner, Zelena	8/14/2017	Student samples and work	5/25/2018 daily
G3.B1.S2.MA1 M352133	75% of regular math students will show proficiency on the weekly Lesson quizzes.	O'Banner, Zelena	8/14/2017	75% and above on the GO Math weekly lesson quizzes.	5/25/2018 weekly
G3.B1.S2.A4 A334389	Teachers will utilize the Go Math Digital Instruction in small group centers using Personal Tutor...	O'Banner, Zelena	8/14/2017	Go Math Digital data	5/25/2018 weekly
G3.B1.S2.A3 A334388	Teachers will utilize the Go Math Differentiated Instruction Level D Worksheets to reinforce the...	O'Banner, Zelena	8/14/2017	Completed students' problem activity Level D worksheet.	5/25/2018 weekly
G3.B1.S2.A2 A334387	All math teachers will participate in math trainings that involve ways of incorporating basic math...	O'Banner, Zelena	8/14/2017	Completed students' problem activity worksheet.	5/25/2018 monthly
G3.B1.S2.A1 A334386	Students will complete basic skills and content skills problem activities using MobyMax and Ready...	O'Banner, Zelena	8/14/2017	Completed students' problem activity worksheet and MobyMax snapshot reports.	5/25/2018 daily
G3.B2.S1.MA1 M352137	50% of students will pass the end of chapter assessment with 75% proficiency.	O'Banner, Zelena	8/14/2017	End of chapter assessment scores.	5/25/2018 monthly
G3.MA1 M352139	Weekly reports will be provided for administrators - progress will be assessed as to student...	O'Banner, Zelena	8/14/2017	Class performance, weekly assessments, Performance Matters (District Assessment) and last session SM10 weekly report	5/25/2018 biweekly
G3.B1.S2.MA1 M352134	Math department head will monitor student lesson quizzes tracking data.	O'Banner, Zelena	8/14/2017	Teacher lesson quizzes data spreadsheet.	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 M352132	The lead intensive math teacher will run biweekly usage reports and consult with the county math...	O'Banner, Zelena	8/14/2017	Classroom walkthroughs, formal and informal classroom observations by administration, and biweekly Successmaker student usage reports.	5/25/2018 biweekly
G3.B1.S1.A2 A334385	All intensive math teachers will participate in a Successmaker math training at the start up of the...	O'Banner, Zelena	8/14/2017	Classroom walkthroughs, planning with intensive math teachers, collegial conversations, and SM10 student reports.	5/25/2018 monthly
G2.B2.S1.A1 A334382	All new reading, social studies, and science teachers will attend the Achieve3000 trainings...	Brunner, Brooke	8/14/2017	Achieve 3000 data charts	5/31/2018 weekly
G2.B2.S1.MA1 M352127	Data chats in Department Meetings	Brunner, Brooke	8/14/2017	During classroom walkthroughs, informal/formal classroom observation, and peer to peer observations it will be evident that teachers are implementing with fidelity the Achieve3000 program. As a result student scores should increase on the Lexile change over time report.	5/31/2018 monthly
G2.B2.S1.MA1 M352126	The reading coach, assistant principal for curriculum, and district language arts support staff will...	Brunner, Brooke	8/14/2017	During classroom walkthroughs, informal/formal classroom observations, and peer to peer observations it will be evident that teachers are implementing Achieve 3000 reading and text-dependent writing strategies with fidelity. As a result student scores should increase on mini benchmark assessments, benchmark assessments, and district progress monitoring assessments.	5/31/2018 monthly
G2.B1.S1.A1 A334380	All teachers will receive training on various text-dependent reading and writing strategies to...	Brunner, Brooke	8/14/2017	All ELA/Reading, Social Studies, and Science teachers will provide a completed text-evidence based product which will include student samples of close reading and writing strategies. Additionally, lesson plans and student samples will reflect the use of reading strategies that address comprehending and analysis of complex texts.	5/31/2018 monthly
G2.B1.S1.MA1 M352123	Language Arts, Reading, Science and Social Studies teachers will engage in collegial conversations,...	Brunner, Brooke	8/14/2017	Department Meeting Agendas, Meeting Minutes, Lesson Plans, and Student Samples will be used as evidence of effective implementation.	5/31/2018 biweekly
G2.B1.S1.MA1 M352122	The reading coach, assistant principal for curriculum, and district language arts support staff...	Brunner, Brooke	8/14/2017	During classroom walk-throughs, informal/formal classroom observations, and peer-to-peer observations it will be evident that teachers are implementing close reading and text-dependent writing strategies with fidelity. As a result, student scores should increase on benchmark assessments and district progress monitoring assessments.	5/31/2018 monthly
G4.B2.S2.MA1 M352144	Teachers will administer either formal or informal assessments on annually assessed benchmarks to...	Thomas, Gwendolyn	8/14/2017	Students' assessments scores will increase as a result of them reflecting on their learning and level of understanding of key vocabulary terms and concepts as evidenced by mini benchmark assessments, benchmark assessments, chapter test, and district progress monitoring assessments.	5/31/2018 weekly
G4.B2.S2.MA1 M352145	Teachers will review MobyMax Snapshot reports and interactive science notebooks with students...	Thomas, Gwendolyn	8/14/2017	Mini benchmark assessments that are related to information contained within the science notebook. Science	5/31/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				department chair's evidence will be results from peer to peer observations.	
G4.B2.S2.A1 A334396	Teachers will teach 7th and 8th Grade students how to develop and use interactive science notebooks...	Thomas, Gwendolyn	8/14/2017	Individual teachers will periodically check MobyMax Snapshot reports, interactive science notebooks and the student comprehension charts and have regular data chats with students. Science department chair can monitor this for other classes via classroom walk-throughs, formal/informal observations, and peer-to-peer observations.	5/31/2018 biweekly
G4.B1.S1.MA1 M352140	Track student performance and mastery on Benchmark Mini Assessments and Benchmark Chapter/Unit...	Thomas, Gwendolyn	8/14/2017	Increase in student performance and mastery of annually assessed benchmarks as evidenced by formal and informal assessments as tracked by Student Pawgress (Progress) Charts.	5/31/2018 weekly
G4.B1.S1.MA1 M352141	Teachers will submit lesson plans to the designated Administrator and copy the Science Department...	Thomas, Gwendolyn	8/14/2017	Submitted and approved 5E Lesson plans and feedback from peer to peer classroom walkthroughs.	5/31/2018 weekly
G4.MA1 M352148	Decrease in the number of students scoring non-proficiency on the 2017-2018 administration of the...	Thomas, Gwendolyn	8/14/2017	Increased proficiency on classroom assessments and district-developed assessments (Baseline Progress Monitoring Test, Mid-Year Progress Monitoring Test, Spring Diagnostic Progress Monitoring Test, and Statewide Science Assessment - SSA).	5/31/2018 weekly
G4.B1.S1.A2 A334394	Teachers will participate in District and school ADI and STEMScopes trainings and follow-up...	Thomas, Gwendolyn	8/14/2017	Attendance and participation in district and school ADI and STEMScopes trainings.	5/31/2018 annually
G4.B2.S1.MA1 M352142	Teachers will analyze student data during monthly reading & science meetings to determine student...	Thomas, Gwendolyn	8/14/2017	Progress Monitoring Data (Baseline, Mid-Year, and Spring Diagnostic) and Mini Benchmark and Chapter assessments.	5/31/2018 monthly
G4.B2.S1.MA1 M352143	The 8th Grade science and reading teachers will meet monthly with the science department chair to...	Thomas, Gwendolyn	8/14/2017	Teacher attendance at weekly Science Department meetings to create aligned lesson plans and review student work.	5/31/2018 monthly
G4.B2.S1.A1 A334395	The Reading Coach will provide training for science teachers on creating cross-curricular lessons...	Thomas, Gwendolyn	8/14/2017	Lesson plans, student work, and results from progress monitoring	5/31/2018 weekly
G4.B3.S1.MA1 M352146	The Reading Coach and Science Department Chair will conduct peer to peer walk-throughs and have data...	Thomas, Gwendolyn	8/14/2017	Teacher attendance at the majority of the professional learning community/ planning meetings. The use of effective reading and writing strategies in the science classrooms as evidence by classroom walk-throughs, formal and informal observations, peer to peer observations, and collegial conversation. Additional evidence will be an anticipated increase in student assessment scores.	5/31/2018 monthly
G4.B3.S1.MA1 M352147	Science Department Chair will review lesson plans at weekly department meetings to ensure that they...	Thomas, Gwendolyn	8/14/2017	Teacher attendance at the weekly planning meetings that will include professional development on effective rigorous reading and text-dependent writing strategies in science. Teacher lesson plans and science focus calendar will be monitored closely as well.	5/31/2018 weekly
G4.B3.S1.A1 A334397	Teachers will be provided reading and text-dependent writing strategies by the reading coach that...	Thomas, Gwendolyn	8/14/2017	Student product, lesson plans, teacher product, data chats	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1 M352130	Administrators and the Reading Coach will review content area progress monitoring reports to assess...	Brunner, Brooke	8/14/2017	Progress Monitoring will include: HMH End of Collections Assessments Achieve 3000 How has Lexile Changed over Time Report STAR Test- 3 times per year Scholastic Reading Inventory (ESE classes)- 4 times per year Teacher Grade Book - Pin Point Reports	5/31/2018 quarterly
G2.B3.S1.MA1 M359347	During walkthrough and peer-to-peer observations, it will be evident that teachers are...	Brunner, Brooke	8/14/2017	STAR and HMH Collections Progress Monitoring Data	5/31/2018 quarterly
G2.B3.S1.MA1 M359346	Walkthroughs will be completed by the Reading Coach to monitor progress.	Brunner, Brooke	8/14/2017	Reading Coach will provide feedback using peer-to-peer observation in Performance Matters.	5/31/2018 weekly
G2.B3.S1.A1 A339759	Reading Coach will provide vocabulary and comprehension stems for all teachers to incorporate into...	Brunner, Brooke	8/14/2017	Weekly Lesson Plans	5/31/2018 monthly
G2.B1.S2.MA1 M352124	Required documents will be reviewed monthly.	Brunner, Brooke	8/14/2017	Archived documents from True North Logic, lesson plans, DPP, and reflection logs will be used as evidence.	5/31/2018 monthly
G2.B1.S2.MA1 M352125	Lesson plans will be monitored through Performance Matters and Reflection logs will be monitored...	Brunner, Brooke	8/14/2017	Archived plans and reflection logs will be used to demonstrate that this plan is monitored and implemented with fidelity.	5/31/2018 monthly
G2.B1.S2.A1 A334381	All teachers will be trained in close reading strategies of incorporating complex texts for...	Brunner, Brooke	8/14/2017	Upon completion of the training, teachers will develop a reflection log and lesson plan to demonstrate usage of newly gained information.	5/31/2018 quarterly
G4.B1.S1.A1 A334393	Teachers will implement district approved ADI curriculum and STEMScopes curriculum as appropriate...	Thomas, Gwendolyn	8/14/2017	Lesson plans, ADI lab reports, and STEMScopes lab reports and assessments.	5/31/2018 quarterly
G2.B2.S2.MA1 M352129	A monthly calendar of workshops will be e-mailed to all teachers to remind them of upcoming...	Brunner, Brooke	8/14/2017	Workshop agenda, student samples, teacher products	6/1/2018 monthly
G2.B2.S2.A1 A334383	Teachers will be trained on reading and text-dependent writing strategies that can be incorporated...	Brunner, Brooke	8/14/2017	Student products, lesson plans, teacher products, and discussion	6/1/2018 monthly
G2.B2.S2.MA1 M352128	The reading coach will conduct peer-to-peer observations and conduct data chats in department...	Brunner, Brooke	8/14/2017	Student products, student data, lesson plans	6/1/2018 monthly
G1.B4.S1.A1 A336627	Decrease the number of instructional days students are out of class for Class I offenses.	Wallace, Darren	8/14/2017	Discipline data for Class I offenses will decline as other interventions are implemented.	6/1/2018 quarterly
G1.B3.S1.A1 A334379	By providing opportunities for life application of civics concepts through Achieve3000 there will...	Wallace, Darren	8/14/2017	Pinpoint Grades Achieve3000 Student Activities Report	6/1/2018 weekly
G1.B3.S1.MA1 M352120	Teacher will submit lesson plans with Achieve3000 articles information. Students will track...	Wallace, Darren	8/14/2017	Achieve3000 Progress Monitoring Chart & Paper Achieve3000 Student activity report	6/1/2018 weekly
G1.B3.S1.MA1 M352119	Student Lexile Score will increase over time.	Wallace, Darren	8/14/2017	How Lexile changed over time report	6/1/2018 monthly
G1.B2.S1.A1 A334378	Students will participate in academic games individually and in small groups.	Wallace, Darren	8/14/2017	Lesson Plans Assessment Data	6/1/2018 weekly
G1.B2.S1.MA1 M352118	Students will sign in an attendance log for afterschool civics challenge. Increase of student...	Wallace, Darren	8/14/2017	Civic Progress Monitoring	6/1/2018 quarterly
G1.B2.S1.MA1 M352117	Student will increase scores on district progress monitoring test.	Wallace, Darren	8/14/2017	Civics Progress Monitoring Data Director	6/1/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1 A334377	Student with missing assignments will be referred by a teacher to attend the PUSH for remediation...	Wallace, Darren	8/14/2017	Sign in attendance forms from the PUSH Center. Increased number of the assignments completed in Pinpoint grade book. Sign in sheets from after school sessions.	6/1/2018 weekly
G1.B1.S1.MA1 M352116	Weekly check of attendance sheet and completed assignments	Wallace, Darren	8/14/2017	Pinpoint Grades Report Attendance Sheets PUSH Center Sign In Sheets	6/1/2018 weekly
G1.B1.S1.MA1 M352115	Teachers will conduct data chats with students providing information about their remediation...	Wallace, Darren	8/14/2017	District Progress Monitoring Assessments Pinpoint Gradebook	6/1/2018 monthly
G1.MA1 M352121	Teachers will submit lesson plans to administration for review. The team will meet weekly in order...	Wallace, Darren	8/14/2017	Lesson Plans, Achieve Growth Chart, Student Activities Report (Achieve 3000).	6/1/2018 quarterly

V. Professional Development Opportunities

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

G2. 50% of all matched standard curriculum students who meet the attendance requirement will show proficiency on the 2017-2018 English-Language Arts Florida Standards Assessment.

G2.B1 There is a lack of student exposure to effective close reading strategies in the classroom.

G2.B1.S1 All Language Arts, Reading, Social Studies and Science classes will incorporate grade-appropriate complex texts and effective close reading strategies in the classroom.

PD Opportunity 1

All teachers will receive training on various text-dependent reading and writing strategies to facilitate cross curricular reading of complex texts.

Facilitator

Language Arts, Reading, Science and Social Studies department heads

Participants

All Language Arts, Reading, Science and Social Studies teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G2.B1.S2 All teachers will receive training on how to incorporate grade-appropriate complex texts and effective close reading strategies in the classroom. Training will be provided by county secondary English/Language Arts developer.

PD Opportunity 1

All teachers will be trained in close reading strategies of incorporating complex texts for individual students and in group settings.

Facilitator

Cara Zatoris

Participants

All Language Arts/Reading teachers

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

G2.B2 There is a lack of additional support to enhance reading comprehension in classrooms.

G2.B2.S1 All students enrolled in Social Studies, Reading, and Science will use the Acheive3000 program to enhance reading comprehension skills using informational text.

PD Opportunity 1

All new reading, social studies, and science teachers will attend the Achieve3000 trainings throughout the year. A pre and post level set test will be administered to assess students' Lexile and learning gains.

Facilitator

Language Arts & Social Studies Department Head

Participants

All Reading, Social Studies, and Science teachers

Schedule

Weekly, from 8/14/2017 to 5/31/2018

G2.B2.S2 The reading coach will provide monthly mini workshops with Language Arts, Social Studies, Math, and Science teachers focused on cross-curricular reading strategies.

PD Opportunity 1

Teachers will be trained on reading and text-dependent writing strategies that can be incorporated into their content areas. Language Arts and Social Studies teachers will incorporate close reading strategies to enhance text-dependent questioning and writing. Math and Science teachers will incorporate vocabulary acquisition strategies and text-dependent questioning into their content areas.

Facilitator

Adrienne Taylor

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G3. All matched standard curriculum students will show 50% proficiency in Math on the 2017-2018 administration of the Florida Standards Assessment.

G3.B1 Time restrictions in teaching basic mathematical skills. A great deal of time is needed to remediate students in the basic skills.

G3.B1.S1 Level 1 students will be placed in Intensive Math classes using Successmaker and small group instruction daily.

PD Opportunity 1

All intensive math teachers will participate in a Successmaker math training at the start up of the year and will have follow up trainings during department meetings.

Facilitator

District Developer, Pearson Lead Teacher, administrators

Participants

Intensive math teachers

Schedule

Monthly, from 8/14/2017 to 5/25/2018

G3.B1.S2 Implementation of basic skills and content skills problem activities in all regular math classes.

PD Opportunity 1

All math teachers will participate in math trainings that involve ways of incorporating basic math skills in with specific content related skills with the use of different mathematics manipulatives.

Facilitator

Mathematics Department Head, school administrators

Participants

Mathematics Department

Schedule

Monthly, from 8/14/2017 to 5/25/2018

G3.B1.S3 3. The math lead teacher will collaborate with the district math developer to: • Develop benchmark flipcharts. • Model lessons. • Analyze data. • Hold departmental data chats, meetings. • Design workshops • Conduct peer-to-peer walkthroughs/observations. • Facilitate common planning meetings and the use of common pacing guides and common assessments. • Facilitate the development of common pacing guides. • Develop progress monitoring assessments. • Model lessons. • Design district level workshops.

PD Opportunity 1

The math department head will train teachers monthly on new strategies and ways of work from meetings with the district math developer.

Facilitator

Mathematics Coach and District Math Developer

Participants

Mathematics Department

Schedule

Monthly, from 8/14/2017 to 5/25/2018

G3.B2 Lack of vocabulary decoding skills inhibits understanding of math word problems.

G3.B2.S1 Implementation of gradual release word problems (I do, we do, you do).

PD Opportunity 1

Teachers will be provided reading and text-dependent writing strategies that can be incorporated into their content areas. Language and Social Studies teachers will incorporate close reading strategies to enhance text-dependent questioning and writing. Math and Science teachers will incorporate vocabulary acquisition strategies and text-dependent questioning into their content areas.

Facilitator

Adrienne Taylor

Participants

All Teachers

Schedule

Monthly, from 8/14/2017 to 5/25/2018

G4. All matched standard curriculum students, who meet attendance requirements, will show 50% proficiency in Science on the 2017-18 administration of the Florida Statewide Science Assessment (SSA).

G4.B1 Students lack the ability to use empirical evidence and reasoning to support a scientific claim.

G4.B1.S1 All 8th Grade students will participate in at least 1 full or partial Argument Driven Inquiry (ADI) lab per 9 weeks and multiple claims, evidence, and reasoning (CER) type inquiry labs.

PD Opportunity 1

Teachers will participate in District and school ADI and STEMScopes trainings and follow-up trainings as offered.

Facilitator

District Science Developer and Science Department Chair

Participants

All science teachers

Schedule

Annually, from 8/14/2017 to 5/31/2018

G4.B2 Students lack reading comprehension of science texts.

G4.B2.S1 All 8th grade level 1 students will receive science support in a reading class and level 2 students will receive content area reading support through their science class.

PD Opportunity 1

The Reading Coach will provide training for science teachers on creating cross-curricular lessons based on science content and allow for collaboration.

Facilitator

Science Department Chair

Participants

8th Grade Science and Reading teachers

Schedule

Weekly, from 8/14/2017 to 5/31/2018

G4.B3 Lack of effective reading and writing strategies in science.

G4.B3.S1 The Reading Coach will provide monthly mini workshops with Science teachers focused on cross curricular reading strategies.

PD Opportunity 1

Teachers will be provided reading and text-dependent writing strategies by the reading coach that can be incorporated into their content areas. Science teachers will incorporate vocabulary acquisition strategies and text-dependent questioning into the content area.

Facilitator

Reading Coach

Participants

Science teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Student with missing assignments will be referred by a teacher to attend the PUSH for remediation of assignments. The PUSH center teacher will assist students with missing assignments. Students will be offered after school remediation sessions.				\$0.00
2	G1.B2.S1.A1	Students will participate in academic games individually and in small groups.				\$0.00
3	G1.B3.S1.A1	By providing opportunities for life application of civics concepts through Achieve3000 there will be increased retention and proficiency on the Civics EOC.				\$0.00
4	G1.B4.S1.A1	Decrease the number of instructional days students are out of class for Class I offenses.				\$0.00
5	G2.B1.S1.A1	All teachers will receive training on various text-dependent reading and writing strategies to facilitate cross curricular reading of complex texts.				\$3,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0222 - Griffin Middle School	Title I, Part A		\$3,400.00
<i>Notes: Budget will be used to fund this training opportunity.</i>						
6	G2.B1.S2.A1	All teachers will be trained in close reading strategies of incorporating complex texts for individual students and in group settings.				\$6,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0222 - Griffin Middle School	Title I, Part A		\$6,600.00
<i>Notes: Notes</i>						
7	G2.B2.S1.A1	All new reading, social studies, and science teachers will attend the Achieve3000 trainings throughout the year. A pre and post level set test will be administered to assess students' Lexile and learning gains.				\$0.00
8	G2.B2.S2.A1	Teachers will be trained on reading and text-dependent writing strategies that can be incorporated into their content areas. Language Arts and Social Studies teachers will incorporate close reading strategies to enhance text-dependent questioning and writing. Math and Science teachers will incorporate vocabulary acquisition strategies and text-dependent questioning into their content areas.				\$0.00
9	G2.B3.S1.A1	Reading Coach will provide vocabulary and comprehension stems for all teachers to incorporate into content-area reading tasks.				\$0.00
10	G3.B1.S1.A1	Level 1 students in intensive math classes will rotate between sessions of Successmaker and small group instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			\$0.00

11	G3.B1.S1.A2	All intensive math teachers will participate in a Successmaker math training at the start up of the year and will have follow up trainings during department meetings.				\$0.00
12	G3.B1.S2.A1	Students will complete basic skills and content skills problem activities using MobyMax and Ready Florida MAFS book in all regular math classes.				\$0.00
13	G3.B1.S2.A2	All math teachers will participate in math trainings that involve ways of incorporating basic math skills in with specific content related skills with the use of different mathematics manipulatives.				\$0.00
14	G3.B1.S2.A3	Teachers will utilize the Go Math Differentiated Instruction Level D Worksheets to reinforce the use of word problems and math in context at the students ability.				\$0.00
15	G3.B1.S2.A4	Teachers will utilize the Go Math Digital Instruction in small group centers using Personal Tutor and customized assignments for students to work at their levels and progression while maintaining pace of instruction				\$0.00
16	G3.B1.S3.A1	The math department head will train teachers monthly on new strategies and ways of work from meetings with the district math developer.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$10,000.00
			<i>Notes: 30% of the available funds will be used to fund this opportunity</i>			
17	G3.B2.S1.A1	Students will practice decoding math vocabulary, with teacher guidance giving the students the opportunity while teachers facilitate, then discuss the answer together, finally giving the students a word problem to work on independently through the gradual release process.				\$0.00
18	G3.B2.S1.A2	Teachers will be provided reading and text-dependent writing strategies that can be incorporated into their content areas. Language and Social Studies teachers will incorporate close reading strategies to enhance text-dependent questioning and writing. Math and Science teachers will incorporate vocabulary acquisition strategies and text-dependent questioning into their content areas.				\$0.00
19	G4.B1.S1.A1	Teachers will implement district approved ADI curriculum and STEMScopes curriculum as appropriate for specific grade level content.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$0.00
20	G4.B1.S1.A2	Teachers will participate in District and school ADI and STEMScopes trainings and follow-up trainings as offered.				\$0.00
21	G4.B2.S1.A1	The Reading Coach will provide training for science teachers on creating cross-curricular lessons based on science content and allow for collaboration.				\$0.00
22	G4.B2.S2.A1	Teachers will teach 7th and 8th Grade students how to develop and use interactive science notebooks to include reflections of their learning and level of comprehension of annually assessed benchmarks. Additionally, all students will use the MobyMax program at least once a week to provide guided practice with science vocabulary, comprehension, and key concepts.				\$0.00

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23	G4.B3.S1.A1	Teachers will be provided reading and text-dependent writing strategies by the reading coach that can be incorporated into their content areas. Science teachers will incorporate vocabulary acquisition strategies and text-dependent questioning into the content area.	\$0.00
Total:			\$20,000.00