



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Q.I. Roberts Jr. Sr. High School

901 STATE ROAD 100

Florahome, FL 32140

386-659-1737

qir.putnamschools.org

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
71%

Alternative/ESE Center
No

Charter School
No

Minority Rate
16%

School Grades History

2013-14
C

2012-13
C

2011-12
B

2010-11
A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Q.I. Roberts Jr. Sr. High School

Principal

Dr. Melissa Coleman

School Advisory Council chair

Lamar Purifoy

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joe Hartley	Teacher
Karl Wendell	Parent
Nickie Gill	Teacher
Karen Wendell	Parent
Mike Weeks	Teacher
Jerry Rothschild	Parent
Debra Brooks	Support Person

District-Level Information

District

Putnam

Superintendent

Phyllis Criswell

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Joe Hartley (Teacher), Nicola Gill (Teacher), John Weeks (Teacher), Karl Wendall (Parent), Karen Wendell (Parent), Jerome Rothschild (Parent), Debra Brooks (Support Personnel)

Involvement of the SAC in the development of the SIP

The SAC participated in the development of the plan and will review it for final approval.

Activities of the SAC for the upcoming school year

The SAC will meet to problem solve barriers to improvement and brainstorm solutions to those barriers. The SAC will meet monthly to analyze school and district assessment data and develop plans to monitor and oversee the establishment of strategies that address needs shown in the data.

Projected use of school improvement funds, including the amount allocated to each project

No funds are available

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Melissa Coleman

Principal

Years as Administrator: 10

Years at Current School: 1

Credentials

BS Biology and Chemistry, minor Education, Masters Ed Leadership, Doctorate Ed Leadership, Certifications-School Principal all levels, Ed Leadership, Biology 6-12, Chemistry 6-12

Performance Record

Miller Intermediate School-2012-B, 2011-C-No AYP, Mandarin High School-2011-A-No AYP, 2009-B-No AYP, 2008-B-No AYP, 2007-B-No AYP, 2006-B-No AYP, First Coast HS-2005-B-No AYP, 2004-C-No AYP
Miller Intermediate School-2013-C, 2012-B, 2011-C
Q.I. Roberts Jr.-Sr. High School-2014

Mike Tomlinson

Asst Principal

Years as Administrator: 1

Years at Current School: 3

Credentials

BS Secondary Social Studies Education, Masters Ed Leadership.
 Certifications: Educational Leadership, Social Studies 6-12, ESE
 k-12, Science 5-9

Performance Record

Q.I. Roberts Jr-Sr High School - Assistant Principal 2013- present,
 Q.I. Roberts Middle School -Science Teacher 2012/2013, Q.I.
 Roberts Middle School - Social Studies Teacher 2011/2012, W.H.
 Beasley Middle School - Social Studies Teacher 2008-2011,
 Crescent City Jr- Sr High School 2007/2008, Interlachen High
 School Social Studies Teacher 1998-2007.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Kristin Germany**

Part-time / District-based

Years as Coach: 4

Years at Current School: 1

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

BS Rehabilitative Counseling, Masters Ed. Leadership,
 Certifications-Elem. Ed., Ed. Leadership

Performance Record

Miller Intermediate School: 2013 Grade C, 2012 Grade B, 2011
 Grade C, No AYP

Classroom Teachers**# of classroom teachers**

15

receiving effective rating or higher

15, 100%

Highly Qualified Teachers

100%

certified in-field

14, 93%

ESOL endorsed

12, 80%

reading endorsed

7, 47%

with advanced degrees

10, 67%

National Board Certified

0, 0%

first-year teachers

4, 27%

with 1-5 years of experience

1, 7%

with 6-14 years of experience

4, 27%

with 15 or more years of experience

6, 40%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The Principal will recruit Highly Qualified Teachers from the Job Fair, Florida Teach-In, and area universities.

The Principal and Assistant Principal will disseminate information on effective strategies for improving teacher quality of instruction.

The Assistant Principal and Instructional Coach will lead instructional meetings with new teachers once a month.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Assistant Principal and Instructional Coach will lead instructional meetings with new teachers once a month.

All teachers will meet with the Principal to discuss instructional strategies every other Tuesday. Each mentee has a mentor who is experienced in a similar discipline and/or grade level. Mentors and mentees will meet regularly to monitor new teacher progress on instructional and management goals. Q.I. Roberts Jr.-Sr. High School's Mentoring Model involves a cycle of mentoring to increase site capacity for new teacher mentors, developing new mentors from the base of "most promising" new teachers, and retaining highly qualified, ethnically diverse professionals. It includes on-site CET training, a "buddy" component for collegial support, subject area teams for curricular support, and departmental support through professional learning communities.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The leadership team meets every other Tuesday to monitor MTSS and SIP structures that address effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs. The leadership team also meets quarterly for curriculum review to set and modify instructional goals. The team meets with all teachers twice a month to review instructional strategies that focus on data-driven instruction and rigor.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Susan Collins- MTSS Coordinator-ensure compliance, train teachers, coordinate with ESE and MTSS office.

Lamar Purifoy- discipline contact for teachers, students, and parents, monitor compliance with code of conduct-ensure teachers/instructional assistants call parents when an incident occurs.

Mike Tomlinson- participates in MTSS meetings when needed.

Kristen Germany- provides data to all MTSS members, attends meetings, writes progress monitoring plan for all level 1 students, oversee MTSS meetings on plan progress.

Michele Boyd- files MTSS paperwork in the file room.

School Psychologist- this person will assist with implementing MTSS strategies.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Documentation on students and teacher/parent conferences are kept on file in the front office. The leadership team meets quarterly for curriculum review to set and modify instructional goals. All teachers meet twice a month to review instructional strategies that focus on data-driven instruction and rigor.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Performance Matters is the data source and management system that is used to access and analyze data. Periodic assessment of all FCAT and EOC testing subjects are used. Attendance and behaviors are monitored on the Skyward System.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The meeting with teachers twice a month to discuss the progress of MTSS. The leadership team meets every other Tuesday to discuss and follow up on the progress of MTSS. SAC's with parent membership meets quarterly with discussion on the MTSS progress.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 216

Students at Q.I. Roberts Jr.-Sr. High School are encouraged to attend the 21st Century school district after school program four days per week. The program offers enrichment activities in the areas of sports, arts, music, science, math, reading, and social sciences.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are encouraged to attend a remediation and tutoring program in place 8 hours/week after school. The program is facilitated by Mr. Hartley.

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kristen Germany	Instructional Coach
Michael Tomlinson	Assistant Principal
Melissa Coleman	Principal

How the school-based LLT functions

The Literacy Leadership Team will meet monthly to analyze school and district assessment data and determine areas of weakness. The LLT will plan and conduct trainings based on these needs for PLCs. The LLT will conduct classroom walkthroughs, quarterly data chats, and attend department and school-wide PLC Meetings

Major initiatives of the LLT

Our major initiatives this year include creating a reading structure within the cycle of effective instruction that is designed to target each of the following aspects of reading instruction: Listening, Reading, Talking

about you read, and writing about what you read. Other initiatives include coaching teachers in the use of Best Practices and Reading Structure.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Q.I. Roberts Jr.-Sr. High School empowers a Literacy Team, implements Intensive Reading classes for level 1 and 2 readers, provides all teachers with reading strategy instruction once a month, and monitors FAIR, SRI, and Performance Matters data in order to adjust reading instructional strategies based upon data. Teachers use cross-curricular reading strategies and apply a school-wide reading plan to encourage struggling readers and improve proficiency in all readers. Q.I. Roberts Jr.-Sr. High School implements all aspects of the Florida Continuous Improvement Model by aligning curriculum, instructional materials, student progression and assessment in a systematic process. The school institutes heightened professional development through professional learning communities.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The Cambridge curriculum, the curriculum delivered in every high school class at Q.I Roberts Jr.-Sr. High School, places a strong emphasis on cross-curricular integration and providing students with real-world applications. Teachers will be trained in the Cambridge curriculum and professional development meetings held twice monthly will further reinforce training.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Academic and career planning is spearheaded through the guidance and administrative departments at Q.I. Roberts Jr.-Sr. High School. Aspects of academic and career planning involve guest speakers in area careers, internship experiences starting at the end of the 10th grade year, and student information sessions on career planning, college scholarships, and goal-setting. Career Academy teachers such as the Agriculture teacher investigate many models for developing a high functioning, current curriculum. Cambridge nights inform parents and students re: academic opportunities. Counselors within each Small Learning Community House engage students in academic and career planning.

Strategies for improving student readiness for the public postsecondary level

The leadership team will analyze aspects of the High School Feedback Report at their twice monthly meetings. At parent nights and during parent individual meetings with members of the school leadership team, parents will be provided with information regarding the PSAT, SAT/ACT, Cambridge options, and Bright Futures information. Student course completion and progress will be carefully monitored in the guidance office. Students who are not on-track to graduate with their peers will be enrolled in Odyssey remediation courses.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	46%	No	63%
American Indian				
Asian				
Black/African American	52%	64%	Yes	57%
Hispanic	43%	9%	No	48%
White	59%	45%	No	63%
English language learners				
Students with disabilities	32%	22%	No	39%
Economically disadvantaged	54%	42%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	133	47%	50%
Students scoring at or above Achievement Level 4	52	18%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	159	56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	39	55%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	45%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	55%	No	66%
American Indian				
Asian				
Black/African American	44%	36%	No	50%
Hispanic	48%	9%	No	54%
White	63%	59%	No	67%
English language learners				
Students with disabilities	34%	25%	No	41%
Economically disadvantaged	55%	51%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	155	55%	60%
Students scoring at or above Achievement Level 4	48	17%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	174	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	160	57%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	32	38%	45%
Middle school performance on high school EOC and industry certifications	32	100%	100%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	0%	No	66%
American Indian				
Asian				
Black/African American	44%	0%	No	50%
Hispanic	48%	0%	No	54%
White	63%	0%	No	67%
English language learners				
Students with disabilities	34%	0%	No	41%
Economically disadvantaged	55%	0%	No	60%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	[data excluded for privacy reasons]		60%
Students in lowest 25% making learning gains (EOC)	[data excluded for privacy reasons]		60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	75%	76%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		50%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%

Area 4: Science**Middle School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	39%	40%
Students scoring at or above Achievement Level 4	10	11%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		45%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		1
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	100%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	100%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	95	33%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses		0%	33%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams		0%	0%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	1	100%	100%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	3	1%	1%
Students who fail a mathematics course	20	7%	5%
Students who fail an English Language Arts course	13	5%	3%
Students who fail two or more courses in any subject	34	12%	10%
Students who receive two or more behavior referrals	46	16%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	39	14%	10%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			5%
Students in ninth grade with one or more absences within the first 20 days			5%
Students in ninth grade who fail two or more courses in any subject			5%
Students with grade point average less than 2.0			5%
Students who fail to progress on-time to tenth grade			0%
Students who receive two or more behavior referrals			10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The first target is to increase the number of parents on the PTO and SAC teams. The second target is to increasing the availability of information related to the opportunities at QIR to inform parents and allow them to partner more actively with the school. Increasing parental involvement in all facets of the school environment will foster each student's academic success. Parent nights will be held. Cambridge information sessions will be held. PTO and SAC meetings will be held at least quarterly.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The target is to increase parent involvement at the school. At the beginning of the year, there were no parents on PTO or SAC. The goal is to increase this number to at least 3 parents on PTO and SAC.	160	56%	60%

Area 10: Additional Targets**Additional targets for the school**

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The goal is for Q.I. Roberts Jr.-Sr. High School to configure the faculty into professional learning communities to accommodate teacher cross-curricular data analysis and planning.
- G2.** To goal is to increase educator efficacy.
- G3.** The goal is for Q.I. Roberts Jr.-Sr. High School to configure students and facilities to accommodate small learning communities with student cohorts in each grade level.
- G4.** The goal is to implement aspects of the Florida Continuous Improvement Model by aligning curriculum, instructional materials, student progression and assessment in a systematic process.

Goals Detail

G1. The goal is for Q.I. Roberts Jr.-Sr. High School to configure the faculty into professional learning communities to accommodate teacher cross-curricular data analysis and planning.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Master Schedule Meeting Rooms Forms to guide PLC meetings-Norms, Items for Discussions, PLC Minutes

Targeted Barriers to Achieving the Goal

- Time for PLC meetings

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. To goal is to increase educator efficacy.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Cambridge curriculum District pacing guides

Targeted Barriers to Achieving the Goal

- Knowledge and proficiency in high yield instructional strategies

Plan to Monitor Progress Toward the Goal

Progress will be monitored on knowledge and proficiency in high yield instructional strategies.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Administrators will meet with teachers via Quarterly Curriculum Review meetings at the end of each quarter. At the meetings, administrators will review teacher classroom data, whole school data, and evidence of instructional practice, and set goals with each teacher for the next quarter. Teacher progress will be documented on an ongoing basis in the Journey Book.

Evidence of Completion:

Notes from Quarterly Curriculum Review meetings Journey Book with information for each teacher

G3. The goal is for Q.I. Roberts Jr.-Sr. High School to configure students and facilities to accommodate small learning communities with student cohorts in each grade level.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Master Schedule Teachers Students

Targeted Barriers to Achieving the Goal

- The primary barrier is time to develop a master schedule to facilitate small learning communities of students by cohort.

Plan to Monitor Progress Toward the Goal

The leadership team will monitor the implementation of small learning communities.

Person or Persons Responsible

At meetings every other Tuesday after school, the leadership team will discuss the progress of the small learning communities.

Target Dates or Schedule:

Every other Tuesday

Evidence of Completion:

Master Schedule Student Schedules Leadership Team agendas

G4. The goal is to implement aspects of the Florida Continuous Improvement Model by aligning curriculum, instructional materials, student progression and assessment in a systematic process.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Performance Matters Student Assessment Tests and Database PLC structures-minutes, meeting times, guidelines Academic Learning Guide Cambridge Trainings Cambridge instructional materials District curriculum Trainings

Targeted Barriers to Achieving the Goal

- The primary barrier is the absence of systems to align curriculum, instructional materials, progression, and assessments

Plan to Monitor Progress Toward the Goal

Personnel will monitor teacher attendance at training events, teacher lesson plans, and student performance for progress towards meeting the goal of alignment.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PLC Minutes Lesson Plans Training reflections

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The goal is for Q.I. Roberts Jr.-Sr. High School to configure the faculty into professional learning communities to accommodate teacher cross-curricular data analysis and planning.

G1.B1 Time for PLC meetings

G1.B1.S1 Three professional learning communities (PLCs) will be established. One PLC will be comprised of the PE teachers. A second PLC will be comprised of the 7th and 8th grade teachers. A third PLC will be comprised of the 9th grade teachers. The master schedule will be designed to allow each PLC to meet once a week. Support documents will be developed to guide the PLC work including PLC minute forms, PLC norms, and items for discussions. A leader will be nominated for each PLC. The leaders will lead their weekly PLC meetings as well as participate in schoolwide leadership team meetings every other week. At the leadership team meetings, Dr. Coleman will train the PLC leaders on strategies to lead their PLCs effectively.

Action Step 1

PLC leaders will meet with Dr. Coleman twice monthly on Tuesdays after school to discuss leadership strategies associated with leading PLCs and report on progress of each PLC.

Person or Persons Responsible

Administration, PLC leaders

Target Dates or Schedule

Every other Tuesday after school

Evidence of Completion

Leadership team agendas PLC minutes posted to the electronic folder PLC norms PLC items for discussions

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. To goal is to increase educator efficacy.

G2.B1 Knowledge and proficiency in high yield instructional strategies

G2.B1.S1 Strategies include administrative and instructional coach professional reinforcement, goal setting and follow through via quarterly curriculum reviews, collaborative development of lesson plans, resource sharing, and teaming to enrich instructional practices. School-based opportunities for specific training needs allow for individual professional growth.

Action Step 1

Teachers meet with the administrative team twice monthly to review high yield instructional strategies. Administrators monitor the implementation of the strategies via ongoing classroom walkthroughs and coaching conversations.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

twice monthly whole school PLCs, walkthroughs at least twice quarterly

Evidence of Completion

Whole School PLC warmups and exit tickets, sign-in sheets with attendance, teacher reflections, review of teacher journey books with coaching conversations

Facilitator:

Principal

Participants:

Administrative team

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

Coaching conversations will occur after classroom visits by administration and the Instructional Coach.

Person or Persons Responsible

Administrators, Instructional Coach

Target Dates or Schedule

Walkthroughs will occur with follow-up conversations at least twice quarterly for each teacher.

Evidence of Completion

Email communication with teachers to recap coaching conversations, Walkthrough information captured on the iobservation system

Plan to Monitor Effectiveness of G2.B1.S1

The administrative team will monitor for effectiveness and adjust the professional development topics according to need. Whole-school PD opportunities will occur every other Tuesday after school.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every other Tuesday after school

Evidence of Completion

Whole school PLC PD agendas Warmups and Closure reflections from each teacher after the PD
Documentation in the Journey Book for each teacher with coaching information

G3. The goal is for Q.I. Roberts Jr.-Sr. High School to configure students and facilities to accommodate small learning communities with student cohorts in each grade level.

G3.B1 The primary barrier is time to develop a master schedule to facilitate small learning communities of students by cohort.

G3.B1.S1 The administration will configure faculty, admin, students and facilities to accommodate small learning communities with student cohorts in each grade level and professional learning communities to accommodate teacher cross-curricular planning.

Action Step 1

The administration will configure faculty, administration, students and facilities to accommodate small learning communities with student cohorts in each grade level in order to facilitate cross-curricular integration and align curriculum with student interests.

Person or Persons Responsible

Administration

Target Dates or Schedule

Preplanning

Evidence of Completion

Master schedule Student schedules

Facilitator:

Dr. Coleman

Participants:

Administration

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

The administration will configure faculty, admin, students and facilities to accommodate small learning communities with student cohorts in each grade level and professional learning communities to accommodate teacher cross-curricular planning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Schedule Student Schedules PLC Minutes

Plan to Monitor Effectiveness of G3.B1.S1

The administration will monitor the small learning communities and professional learning communities for effectiveness.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Minutes Student Schedules Master Schedule

G4. The goal is to implement aspects of the Florida Continuous Improvement Model by aligning curriculum, instructional materials, student progression and assessment in a systematic process.

G4.B1 The primary barrier is the absence of systems to align curriculum, instructional materials, progression, and assessments

G4.B1.S1 Cambridge materials will be purchased. Teachers will be enrolled in Cambridge training events. Students will be assessed via teacher assessments aligned to Cambridge standards and Performance Matters Student Assessment tests. Student performance on the assessments will be monitored in PLC meetings held weekly. Lesson plans will be adjusted based upon the data. An Academic Learning Guide will be written by the administration to guide lesson planning and data analysis. Teachers will attend district curriculum training events on an ongoing basis in order to further facilitate aligned lesson plans based upon standards and data.

Action Step 1

Cambridge materials will be purchased. Teachers will be enrolled in Cambridge training events. Students will be assessed via teacher assessments aligned to Cambridge standards and Performance Matters Student Assessment tests. Student performance on the assessments will be monitored in PLC meetings held weekly. Lesson plans will be adjusted based upon the data. An Academic Learning Guide will be written by the administration to guide lesson planning and data analysis. Teachers will attend district curriculum training events on an ongoing basis in order to further facilitate aligned lesson plans based upon standards and data.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Cambridge materials Teacher reflections from training events Student assessment data Lesson Plans PLC Minutes

Facilitator:

Cambridge University Representatives

Participants:

Teachers Administrators

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

Personnel will monitor teacher attendance at training events, teacher lesson plans, and student performance.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Minutes Lesson Plans Training reflections

Plan to Monitor Effectiveness of G4.B1.S1

Personnel will monitor teacher attendance at training events, teacher lesson plans, and student performance for effectiveness.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Minutes Lesson Plans Training reflections

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes school principals and the Directors of Elementary, Secondary, Exceptional Student Education, and Federal Programs. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school. (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

In addition to the services provided by Title I, part A, the district uses Part C funds to Improve the Academic Achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the district Instructional Team (IT) and includes the above mentioned personnel at the school site and the Directors of Elementary, Secondary and Exceptional Student Education.

In addition, Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center). Preparing, Training, and Recruiting High Quality Teachers and Principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education Through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs. The school coordinates language Instruction for Limited English Proficient and Immigrant students to improve their academic achievement. LEP and Immigrant education initiatives are supervised by the Putnam Department of Curriculum and Instruction. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication.

Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. To goal is to increase educator efficacy.

G2.B1 Knowledge and proficiency in high yield instructional strategies

G2.B1.S1 Strategies include administrative and instructional coach professional reinforcement, goal setting and follow through via quarterly curriculum reviews, collaborative development of lesson plans, resource sharing, and teaming to enrich instructional practices. School-based opportunities for specific training needs allow for individual professional growth.

PD Opportunity 1

Teachers meet with the administrative team twice monthly to review high yield instructional strategies. Administrators monitor the implementation of the strategies via ongoing classroom walkthroughs and coaching conversations.

Facilitator

Principal

Participants

Administrative team

Target Dates or Schedule

twice monthly whole school PLCs, walkthroughs at least twice quarterly

Evidence of Completion

Whole School PLC warmups and exit tickets, sign-in sheets with attendance, teacher reflections, review of teacher journey books with coaching conversations

G3. The goal is for Q.I. Roberts Jr.-Sr. High School to configure students and facilities to accommodate small learning communities with student cohorts in each grade level.

G3.B1 The primary barrier is time to develop a master schedule to facilitate small learning communities of students by cohort.

G3.B1.S1 The administration will configure faculty, admin, students and facilities to accommodate small learning communities with student cohorts in each grade level and professional learning communities to accommodate teacher cross-curricular planning.

PD Opportunity 1

The administration will configure faculty, administration, students and facilities to accommodate small learning communities with student cohorts in each grade level in order to facilitate cross-curricular integration and align curriculum with student interests.

Facilitator

Dr. Coleman

Participants

Administration

Target Dates or Schedule

Preplanning

Evidence of Completion

Master schedule Student schedules

G4. The goal is to implement aspects of the Florida Continuous Improvement Model by aligning curriculum, instructional materials, student progression and assessment in a systematic process.

G4.B1 The primary barrier is the absence of systems to align curriculum, instructional materials, progression, and assessments

G4.B1.S1 Cambridge materials will be purchased. Teachers will be enrolled in Cambridge training events. Students will be assessed via teacher assessments aligned to Cambridge standards and Performance Matters Student Assessment tests. Student performance on the assessments will be monitored in PLC meetings held weekly. Lesson plans will be adjusted based upon the data. An Academic Learning Guide will be written by the administration to guide lesson planning and data analysis. Teachers will attend district curriculum training events on an ongoing basis in order to further facilitate aligned lesson plans based upon standards and data.

PD Opportunity 1

Cambridge materials will be purchased. Teachers will be enrolled in Cambridge training events. Students will be assessed via teacher assessments aligned to Cambridge standards and Performance Matters Student Assessment tests. Student performance on the assessments will be monitored in PLC meetings held weekly. Lesson plans will be adjusted based upon the data. An Academic Learning Guide will be written by the administration to guide lesson planning and data analysis. Teachers will attend district curriculum training events on an ongoing basis in order to further facilitate aligned lesson plans based upon standards and data.

Facilitator

Cambridge University Representatives

Participants

Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Cambridge materials Teacher reflections from training events Student assessment data Lesson Plans PLC Minutes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	The goal is to implement aspects of the Florida Continuous Improvement Model by aligning curriculum, instructional materials, student progression and assessment in a systematic process.	\$15,000
	Total	\$15,000

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Total
	\$0	\$0	\$0
Free	\$0	\$0	\$0
District Funds	\$0	\$15,000	\$15,000
Total	\$0	\$15,000	\$15,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. To goal is to increase educator efficacy.

G2.B1 Knowledge and proficiency in high yield instructional strategies

G2.B1.S1 Strategies include administrative and instructional coach professional reinforcement, goal setting and follow through via quarterly curriculum reviews, collaborative development of lesson plans, resource sharing, and teaming to enrich instructional practices. School-based opportunities for specific training needs allow for individual professional growth.

Action Step 1

Teachers meet with the administrative team twice monthly to review high yield instructional strategies. Administrators monitor the implementation of the strategies via ongoing classroom walkthroughs and coaching conversations.

Resource Type

Resource

Professional Development books and resources will be purchased for teachers.

Funding Source

Amount Needed

G3. The goal is for Q.I. Roberts Jr.-Sr. High School to configure students and facilities to accommodate small learning communities with student cohorts in each grade level.

G3.B1 The primary barrier is time to develop a master schedule to facilitate small learning communities of students by cohort.

G3.B1.S1 The administration will configure faculty, admin, students and facilities to accommodate small learning communities with student cohorts in each grade level and professional learning communities to accommodate teacher cross-curricular planning.

Action Step 1

The administration will configure faculty, administration, students and facilities to accommodate small learning communities with student cohorts in each grade level in order to facilitate cross-curricular integration and align curriculum with student interests.

Resource Type

Technology

Resource

Electronic folders for PLC minutes and lesson plans, Electronic master schedule, student cohorts, and PLC configurations

Funding Source

Free

Amount Needed

\$0

G4. The goal is to implement aspects of the Florida Continuous Improvement Model by aligning curriculum, instructional materials, student progression and assessment in a systematic process.

G4.B1 The primary barrier is the absence of systems to align curriculum, instructional materials, progression, and assessments

G4.B1.S1 Cambridge materials will be purchased. Teachers will be enrolled in Cambridge training events. Students will be assessed via teacher assessments aligned to Cambridge standards and Performance Matters Student Assessment tests. Student performance on the assessments will be monitored in PLC meetings held weekly. Lesson plans will be adjusted based upon the data. An Academic Learning Guide will be written by the administration to guide lesson planning and data analysis. Teachers will attend district curriculum training events on an ongoing basis in order to further facilitate aligned lesson plans based upon standards and data.

Action Step 1

Cambridge materials will be purchased. Teachers will be enrolled in Cambridge training events. Students will be assessed via teacher assessments aligned to Cambridge standards and Performance Matters Student Assessment tests. Student performance on the assessments will be monitored in PLC meetings held weekly. Lesson plans will be adjusted based upon the data. An Academic Learning Guide will be written by the administration to guide lesson planning and data analysis. Teachers will attend district curriculum training events on an ongoing basis in order to further facilitate aligned lesson plans based upon standards and data.

Resource Type

Evidence-Based Program

Resource

Cambridge Books will be purchased, Teachers will be enrolled in Cambridge Courses, Funds will be used to implemnt the Cambridge Curriculum

Funding Source

District Funds

Amount Needed

\$15,000