



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

C. H. Price Middle School
140 N COUNTY ROAD 315
Interlachen, FL 32148
386-684-2113
price.putnamschools.org

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 79%
Alternative/ESE Center No	Charter School No	Minority Rate 28%

School Grades History

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

C. H. Price Middle School

Principal

Leah Lundy

School Advisory Council chair

Nancy Turner

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

Name	Title
Leah Lundy	Principal
Andy Burnett	Asst. Principal
Tammie Williams	Dean
Kristen Stout	Counselor
Becky Alexander	CRT
Nellie Vallecillos	Teacher
Nancy Turner	Teacher
Jan Plym	Teacher
Bobbi Okesson	Teacher
Elinor McGill	Teacher

District-Level Information

District

Putnam

Superintendent

Ms. 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

Nancy Turner - President

D. C. Meredith - Vice President

Tammie Williams - Secretary

Jan Plym - Treasurer

The team also includes parents, teachers, and students from Price Middle School.

Involvement of the SAC in the development of the SIP

The SAC team reviewed the plan and provided input and comments on areas that they felt needed to be addressed.

Activities of the SAC for the upcoming school year

The SAC team will meet every other month to address the academic and behavioral goals of the school. They will use data to determine if the school is on the right track to reach these goals.

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

At this time we have \$4,649.34 in our SAC fund. As a team, we have not decided how we will use these funds at this time.

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:

Leah Lundy

Principal

Years as Administrator: 13

Years at Current School: 5

Credentials

Bachelors in Hearing Impaired Education
Masters in Educational Leadership

Performance Record

Interlachen Elementary School was an "A" school from 2003-2009. IES made AYP for 3 years. Price Middle School was a "C" school for the 2009-2012 school years and failed to make AYP. Price dropped to a "D" school for the 2012-2013 school year.

Andrew Burnett

Asst Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

Bachelors in Political Science
 Masters in Political Science
 Certification in Ed. Leadership

Performance Record

Interlachen High School was a "C" school in 2008 and a "D" school from 2009 to 2011. Beasley Middle School was a "D" school in 2012 and a "F" school in 2013.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Rebecca Alexander**

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Bachelors in Elementary Education K-6
 Reading Endorsed
 ESOL Endorsed
 Middle Grades 5-9 Integrated

Performance Record

Interlachen Elementary School was a "C" school in 2013, a "B" school in 2012, and an "A" school from 2001-2011.

Classroom Teachers**# of classroom teachers**

28

receiving effective rating or higher

27, 96%

Highly Qualified Teachers

96%

certified in-field

28, 100%

ESOL endorsed

21, 75%

reading endorsed

8, 29%

with advanced degrees

10, 36%

National Board Certified

, 0%

first-year teachers

1, 4%

with 1-5 years of experience

9, 32%

with 6-14 years of experience

10, 36%

with 15 or more years of experience

8, 29%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

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

3

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

When positions are available they are posted through Human Resources and then the school goes through a selection process to screen the applicants. The school strives to only interview and consider teachers/staff that are Highly Qualified. In order to retain highly qualified teachers, we provide mentorships with new teachers and offer support to teachers.

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

New teachers are paired with a Highly Qualified teacher in the same or similar field of education. The mentors work diligently in providing school and academic information to the new teacher. They help with lesson plans, best practices, instructional strategies and classroom management.

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

Price Middle School will use the following data to gather information for implementation and monitoring of the MTSS and SIP: FCAT, Performance Matters, FAIR, SRI, and classroom data. We will also use Read 180 data to monitor our Reading Level 1 students. Our Math students will begin using IXL online in order for us to monitor their Math skills. The District MTSS coordinator is coming to Price to provide training to the Leadership team to help ensure that we are following all of the MTSS rules and procedures.

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

At this time we are waiting on training so that we can move forward in the right direction with MTSS. At this time, we are following the old RTI Process. Our Dean and Counselor rigorously monitor students behavior and academics. Teachers are responsible for providing interventions prior to referring students to the RTI process. The administrators take part in supporting the RTI process and parent conferences.

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

Administration meets with teachers for quarterly data reviews to discuss students and classroom instruction. Report cards, mid-terms and weekly grades are monitored to track student growth. Grade level teams will meet monthly to discuss all academic, attendance, and behavioral concerns and develop plans for each student. Administration is being trained on MTSS on September 20, 2013.

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 will be used to monitor Reading and Math in all grade levels and also Science for 8th grade. We will also use weekly classroom grades from Skyward to monitor student progress. Quarterly this data will be reviewed to determine areas of weakness and areas of growth. Students will have follow-up meetings to review where they are in the MTSS process.

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

Once the leadership team is trained, they will provide professional development to faculty and staff. The leadership team will also offer parent nights to explain the MTSS process and how it will help their students. We will also share the MTSS plan with parents at conferences.

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: 19,500

The 21st Century After-School program is offered 4 days a week to provide instruction in core academic subjects and enrichment activities that contribute to a well rounded education. Students are provided the opportunity to work on homework, to receive instruction from content area teachers, and to participate in enrichment activities.

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?

FCAT data and Performance Matters data will be used to determine student growth.

Who is responsible for monitoring implementation of this strategy?

The school has a site coordinator that works under a district coordinator that will monitor the program and the data collected from the students.

Literacy Leadership Team (LLT)

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

Name	Title
Deborah Meredith	Teacher
Carole Bogden	Teacher
Kim Berry	Teacher
Nellie Vallecillos	Teacher
Bonita Coleman	Teacher
Wendy Parson	Teacher
Mary Dawson	Teacher
Becky Alexander	CRT
Leah Lundy	Principal
Andy Burnett	Asst. Principal
Faith Church	Media Specialist
Bobbi Okesson	Teacher

How the school-based LLT functions

The LLT will meet monthly to look at data and determine what information needs to be shared during PLCs throughout the year. The data that will be used will be Performance Matters, SRI, FAIR, classroom

observations, and classroom data. After going through the information, the team will develop the agenda for the next meeting and determine what to share at PLCs.

Major initiatives of the LLT

The Cadre teachers (leaders) will participate in ICC to create PLCs with focus on research-based strategies.

As a school, we will engage in literacy Professional Development.

We will use Data Driven instruction.

Every Teacher Contributes to Reading Instruction

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

Price Middle School will have reading across the content areas.

We will be using standards-based instruction.

We will continue with the CCSS implementation.

Teachers will conduct weekly data chats with their students.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Interest inventories are conducted in business classes to help students determine their high school track.

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

Students are able to choose electives when they register for classes based on their interest.

Strategies for improving student readiness for the public postsecondary level

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	55%	51%	No	60%
American Indian				
Asian				
Black/African American	37%	34%	No	43%
Hispanic	53%	38%	No	57%
White	58%	56%	No	63%
English language learners				
Students with disabilities	39%	29%	No	45%
Economically disadvantaged	52%	46%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	135	26%	35%
Students scoring at or above Achievement Level 4	98	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Level 7	12	100%	90%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	177	35%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	56	49%	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]		50%
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]		40%
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]		40%

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	55	36%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		90%

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	52%	45%	No	57%
American Indian				
Asian				
Black/African American	35%	22%	No	42%
Hispanic	50%	32%	No	55%
White	53%	50%	No	58%
English language learners				
Students with disabilities	38%	38%	Yes	44%
Economically disadvantaged	49%	42%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	137	27%	35%
Students scoring at or above Achievement Level 4	81	16%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		55%
Students scoring at or above Level 7	[data excluded for privacy reasons]		45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	165	32%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	54	52%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	23	100%	100%
Middle school performance on high school EOC and industry certifications	23	100%	90%

Algebra I 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	16	69%	75%

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	26	17%	25%
Students scoring at or above Achievement Level 4	26	17%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		80%

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)	3		5
Participation in STEM-related experiences provided for students	250	48%	60%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	65	13%	20%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	12	2%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	1		
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	206	40%	25%
Students who fail a mathematics course	34	6%	4%
Students who fail an English Language Arts course	20	4%	2%
Students who fail two or more courses in any subject	20	4%	2%
Students who receive two or more behavior referrals	57	11%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	56	11%	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

PMS will offer parent nights monthly that target specific skills/strategies that are relevant to each grade level.

PMS will use the Connect 5 call out system to keep parents informed about school information.

PMS will send monthly news letters to share school information.

PMS will have parents join the PIDAC committee.

To increase the number of parents that attend parent nights.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Have each parent sign the parent compact at each parent meeting.	0	0%	90%

Goals Summary

- G1.** Student attendance will increase through the successful enforcement of the district attendance policy.
- G2.** ELA teachers will implement effective reading strategies.
- G3.** Math teachers will successfully implement math learning strategies.
- G4.** Science teachers will implement effective science strategies.
- G5.** The Leadership Team and ELA teachers have developed a writing plan that will be implemented school wide.
- G6.** To increase CTE participation by developing a successful agriculture program.

Goals Detail

G1. Student attendance will increase through the successful enforcement of the district attendance policy.

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

- Support from the district office.

Targeted Barriers to Achieving the Goal

- Parent and student apathy toward school attendance.

Plan to Monitor Progress Toward the Goal

Parent Contacts and conferences to develop a plan for better attendance.

Person or Persons Responsible

SBLT/Data Clerk

Target Dates or Schedule:

At mid-term and end of 9 weeks

Evidence of Completion:

Attendance data will be collected and the number of absences will decrease by 10%. Parent contacts and conferences will be documented.

G2. ELA teachers will implement effective reading strategies.**Targets Supported**

- 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 - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Read 180 reading program.
- Certified Reading teachers
- Highly Qualified CRT
- ELA Cadre

Targeted Barriers to Achieving the Goal

- Students are not fluent.
- Students do not have the necessary skills to effectively recall information they have read.
- Lack of facilitated problem solving data meetings and planning with teachers.

Plan to Monitor Progress Toward the Goal

Data from: Performance Matters, SRI, FAIR data, FOCUS, and classroom assessments will be gathered to determine needs for differentiated instruction.

Person or Persons Responsible

CRT, Administration, Teachers

Target Dates or Schedule:

Data (FAIR, SRI, Performance Matters) will be gathered and disaggregated quarterly. Classroom data will be gathered bi-weekly using FOCUS.

Evidence of Completion:

60% of students will be proficient on the progress monitoring tools we use.

G3. Math teachers will successfully implement math learning strategies.

Targets Supported

- 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
- U.S. History EOC
- Civics EOC
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS - Middle School

Resources Available to Support the Goal

- Math stations
- Manipulatives
- Highly qualified Math teachers

Targeted Barriers to Achieving the Goal

- Lack of basic math skills.

Plan to Monitor Progress Toward the Goal

Teachers will use common formative assessments to monitor progress toward the goal.

Person or Persons Responsible

The principal, assistant principal, curriculum resource teacher, and math teachers will monitor the students progress.

Target Dates or Schedule:

Common Formative Assessments and FOCUS will be used bi-weekly.

Evidence of Completion:

Student data will be compiled and disaggregated bi-weekly. Data will be charted. Lesson plans will document instruction based on data disaggregation.

G4. Science teachers will implement effective science strategies.

Targets Supported

- 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

- PLTW materials
- Discovery Ed.
- Highly Qualified Science teachers

Targeted Barriers to Achieving the Goal

- Lack of alignment with the standards to daily instruction preparing students for assessments.

Plan to Monitor Progress Toward the Goal

Science teachers will use a pre-test to determine areas of weakness. Teachers will analyze and use common assessments every four weeks to develop lesson plans that incorporate all embedded Science standards.

Person or Persons Responsible

Administration/Science teachers

Target Dates or Schedule:

Each four weeks

Evidence of Completion:

Charts to show student growth will be compiled. Embedded standards incorporated into lesson plans.

G5. The Leadership Team and ELA teachers have developed a writing plan that will be implemented school wide.

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

- The faculty is excited about the 10% Summary techniques that will be used for writing.

Targeted Barriers to Achieving the Goal

- Lack of consistent writing across the curriculum.
- Consistent follow-through with the monitoring process.

- Minimal usage of the Writing Rubric.

Plan to Monitor Progress Toward the Goal

Develop a school-wide writing plan

Person or Persons Responsible

The principal, assistant principal, CRT, and teachers will monitor progress

Target Dates or Schedule:

Writing weekly

Evidence of Completion:

Student writing scores will increase.

G6. To increase CTE participation by developing a successful agriculture program.**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

- The school has a certified agriculture teacher that is highly motivated to have a successful program.

Targeted Barriers to Achieving the Goal

- Other core course requirements for students.

Plan to Monitor Progress Toward the Goal

Ag classes offered for all students

Person or Persons Responsible

Mrs. Houk/Administration

Target Dates or Schedule:

Everyday

Evidence of Completion:

25% of students in each grade level will be enrolled in Ag

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G2. ELA teachers will implement effective reading strategies.

G2.B4 Students are not fluent.

G2.B4.S1 Non-fluent students will do weekly fluency timings.

Action Step 1

Students will chart their fluency timings in order to set goals to reach the fluency target.

Person or Persons Responsible

Students, Teacher, CRT

Target Dates or Schedule

Weekly

Evidence of Completion

When students can read at least 120 words per minute with minimal mistakes.

Action Step 2

Students will do weekly fluency timings.

Person or Persons Responsible

Student, reading teacher, and CRT.

Target Dates or Schedule

Weekly

Evidence of Completion

When students can read at least 120 words per minute with minimal mistakes.

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Fluency checks

Person or Persons Responsible

CRT, administration, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

When all of our students are fluent.

Plan to Monitor Effectiveness of G2.B4.S1

Fluency timing sheets for each student.

Person or Persons Responsible

CRT, Administration, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

When the data shows that all students can read at 120 words per minute with minimal mistakes.

G2.B6 Students do not have the necessary skills to effectively recall information they have read.

G2.B6.S1 ELA teachers will learn new strategies at ICC team meetings and then implement these strategies in their classrooms.

Action Step 1

Teachers model strategy/5 instructional practices to students.

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Performance Matters results

Facilitator:

District ICC Team

Participants:

ELA Cadre

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Students use the instructional strategies modeled by teachers.

Person or Persons Responsible

Administration, CRT, and District ICC Team

Target Dates or Schedule

monthly

Evidence of Completion

Walkthroughs and assessments

Plan to Monitor Effectiveness of G2.B6.S1

Performance Matters and classroom assessments will be monitored to determine which instructional strategies need to be re-taught.

Person or Persons Responsible

Administration, CRT, District ICC Team

Target Dates or Schedule

monthly

Evidence of Completion

Walkthroughs, lesson plans, assessments, student work samples

G2.B6.S2 Data-based problem solving, Gradual Release, and Data-driven differentiated instruction.

Action Step 1

CIS (Comprehension Instructional Sequence) Training

Person or Persons Responsible

Price Science, LA, and Social Studies teachers

Target Dates or Schedule

Oct. 25, 2013

Evidence of Completion

Sign in Sheet, Lesson plans, observations

Facilitator:

Coaches from C.L. Overturf, DA team

Participants:

Price Science, LA, and Social Studies teachers

Plan to Monitor Fidelity of Implementation of G2.B6.S2

Classroom observations to gather data of CIS instruction

Person or Persons Responsible

SBLT

Target Dates or Schedule

Weekly

Evidence of Completion

Observation data will show an increase in CIS instruction

Plan to Monitor Effectiveness of G2.B6.S2

Students will be reading more and using text marking

Person or Persons Responsible

Students/Teachers/SBLT

Target Dates or Schedule

Weekly

Evidence of Completion

Student engagement will increase and student reading scores will increase by 10%

G2.B6.S3 Schedule observations of model classrooms at Price and other Middle Schools.

Action Step 1

CRT will develop needs survey for teachers to prioritize and select coaching needs to help effectively implement the instructional reading practices.

Person or Persons Responsible

CRT, Teachers

Target Dates or Schedule

Oct. 7, 2013

Evidence of Completion

Data from surveys will be charted to determine coaching plan and PD for school.

Plan to Monitor Fidelity of Implementation of G2.B6.S3

Surveys will be collected and data charted. Schedule for PD will be developed based on information from surveys.

Person or Persons Responsible

CRT, Teachers, Administration

Target Dates or Schedule

Oct. 7, 2013

Evidence of Completion

The surveys will be collected and a schedule of PD developed.

Plan to Monitor Effectiveness of G2.B6.S3

Teacher Surveys. Data from surveys will determine PD and coaching plans for each teacher.

Person or Persons Responsible

CRT, Administration

Target Dates or Schedule

Oct. 7, 2013

Evidence of Completion

Plans will be developed and submitted to administration.

G2.B7 Lack of facilitated problem solving data meetings and planning with teachers.

G2.B7.S1 Administration will set a calendar/schedule for common data meetings and lesson planning meetings to disaggregate data and determine student academic needs.

Action Step 1

District assessments including FAIR, SRI, Performance Matters, and school based assessments will show an increase in students' proficiency and learning gains.

Person or Persons Responsible

SBLT, Coaches, Teachers, and DA team

Target Dates or Schedule

Quarterly

Evidence of Completion

Performance Matters Data and Common Assessments

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Performance Matters, FAIR, SRI, and Classroom Assessments

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

The data listed above will show increased student growth and proficiency.

Plan to Monitor Effectiveness of G2.B7.S1

Performance Matters, FAIR, SRI, and classroom assessments

Person or Persons Responsible

Administration/CRT/Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in sheets and notes from meetings. Calendar of dates. iObservation data reflecting use of reading strategies. Data charts showing student growth and targeted areas based on data.

G2.B7.S2 Provide professional development on how to interpret the results of FAIR, Performance Matters, and SRI in order to effectively plan instruction based on needs.

Action Step 1

PD on how to interpret Progress monitoring data and track progress using formative/summative assessments

Person or Persons Responsible

CRT, Administration, ELA team members

Target Dates or Schedule

Oct. 16, 2013, Oct. 22, Oct. 29, Nov. 5, Nov. 12

Evidence of Completion

PLC Sign in sheets, Lesson Plans that reflect information from data disaggregation.

Facilitator:

CRT, Administration, ELA team members

Participants:

Price teachers

Plan to Monitor Fidelity of Implementation of G2.B7.S2

SBLT will be a part of the PD, administration will monitor instruction, lesson plans and conduct the quarterly data reviews.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Classroom observations Lesson Plans Quarterly Data Reviews

Plan to Monitor Effectiveness of G2.B7.S2

Data from Progress Monitoring tools will be used for grade level and subject area PLCs.

Person or Persons Responsible

SBLT, teachers,

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans, progress monitoring tools

G3. Math teachers will successfully implement math learning strategies.

G3.B2 Lack of basic math skills.

G3.B2.S1 Math teachers will learn effective math strategies at the math ICC Cadre meetings. They will then implement these in their classroom and lesson plans.

Action Step 1

Teachers will do pre-test to determine which math skills students are lacking.

Person or Persons Responsible

Price Math Teachers.

Target Dates or Schedule

During the first week of school.

Evidence of Completion

Student test results.

Action Step 2

Teachers actively participate in Math ICC Cadre meetings.

Person or Persons Responsible

Price math teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher feedback report on training.

Facilitator:

District ICC Team

Participants:

Math teachers from across the district, ICC team, Coaches

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

Teachers will meet bi-weekly to plan Math lesson plans incorporating the 8 Math strategies in their classrooms.

Person or Persons Responsible

Teachers, CRT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Classroom observations, sign in sheets, lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Common Formative/Summative assessments will be used to determine student needs.

Person or Persons Responsible

Teachers, SBLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Observations, lesson plans, student progress monitoring data

G3.B2.S2 Basic Math drills will be completed everyday at the beginning of class.

Action Step 1

Classroom Assessment, Performance Matters

Person or Persons Responsible

Teachers, SBLT

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Classroom assessments and Performance Matters scores will increase

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Lesson Plans incorporating basic Math Drills.

Person or Persons Responsible

SBLT, Teachers

Target Dates or Schedule

Daily and Weekly

Evidence of Completion

Lesson Plans, Performance Matters scores will increase.

Plan to Monitor Effectiveness of G3.B2.S2

Lesson Plans, Student Work

Person or Persons Responsible

Math Teachers, SBLT

Target Dates or Schedule

Weekly

Evidence of Completion

Performance Matters assessment, Classroom Data

G3.B2.S3 Implement centers/stations to increase student engagement.

Action Step 1

Weekly Centers

Person or Persons Responsible

Teachers, SBLT

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, observations

Facilitator:

Victoria from DA team, CRT

Participants:

Teachers, SBLT

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Provide PD on centers/stations

Person or Persons Responsible

Teachers, SBLT, DA team

Target Dates or Schedule

Oct. 4, 2013

Evidence of Completion

Observation data, Performance Matters Data, Lesson Plans

Plan to Monitor Effectiveness of G3.B2.S3

Centers/Stations will be incorporated in every Math class.

Person or Persons Responsible

SBLT, DA team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, observations

G4. Science teachers will implement effective science strategies.

G4.B2 Lack of alignment with the standards to daily instruction preparing students for assessments.

G4.B2.S1 Develop and implement bi-weekly PLCs to disaggregate data to determine appropriate sequence of standards instruction.

Action Step 1

PLCs to plan Science instruction and develop common assessments.

Person or Persons Responsible

Science Teachers, SBLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Sign in sheets, notes from PLC, data charts, lesson plans

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

Design calendar/schedule for PLCs to develop pacing guides and disaggregate data.

Person or Persons Responsible

SBLT, Science Teachers

Target Dates or Schedule

Oct. 15, 2013

Evidence of Completion

PLC agendas and minutes, lesson plans, quarterly data chats.

Plan to Monitor Effectiveness of G4.B2.S1

Performance Matters Data, Classroom Assessments

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Observations, lesson plans, student data/work

G5. The Leadership Team and ELA teachers have developed a writing plan that will be implemented school wide.

G5.B1 Lack of consistent writing across the curriculum.

G5.B1.S1 Content Area teachers will use the 10% Summary Writing strategy to incorporate writing into their classes. They will focus on one or two different writing skills weekly to help increase student understanding and scores.

Action Step 1

Content area teachers will use the 10% summary strategy to increase writing skills across the school.

Person or Persons Responsible

All teachers and para professionals

Target Dates or Schedule

Weekly for the year

Evidence of Completion

Students will receive grades for their writing. Teachers will turn in writing samples for the CRT and Administration to review.

Facilitator:

CRT and Administration

Participants:

All teachers and para professionals

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom walk-throughs, formal and informal observations, and samples of student work will be turned in for review by administration twice a nine weeks.

Person or Persons Responsible

Administration and CRT

Target Dates or Schedule

Weekly for the whole school year.

Evidence of Completion

Data from observations will show that teachers are using the 10% summary. Student samples will show improvement in writing skills.

Plan to Monitor Effectiveness of G5.B1.S1

Observation reports and student writing scores.

Person or Persons Responsible

Administration, teachers, and CRT

Target Dates or Schedule

Weekly for the entire year

Evidence of Completion

Student writing scores will increase.

G5.B2 Consistent follow-through with the monitoring process.

G5.B2.S1 Administration and the CRT will monitor writing in content area classes weekly.

Action Step 1

Focus Content Areas (FCAs) will be posted and incorporated in every classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Writing samples, FCAs posted in classrooms, student conversations about FCAs.

Facilitator:

Deborah Meredith

Participants:

Price teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Walk-throughs/observations to monitor if FCAs are posted and being incorporated into daily instruction.

Person or Persons Responsible

SBLT

Target Dates or Schedule

Sept. 20, 2013 for training, daily in classes

Evidence of Completion

Visuals in class, increase in student writing scores

Plan to Monitor Effectiveness of G5.B2.S1

Student Writing Samples

Person or Persons Responsible

Teachers, SBLT

Target Dates or Schedule

Weekly

Evidence of Completion

Student Writing Samples, Performance Writing Scores

G5.B3 Minimal usage of the Writing Rubric.

G5.B3.S1 Teachers will be trained on a school wide performance writing rubric and integrated writing rubric. They will be given copies to utilize in their classes.

Action Step 1

The teachers will be trained by administration and CRT on proper usage of the rubrics.

Person or Persons Responsible

Administration and CRT

Target Dates or Schedule

September 18, 2013

Evidence of Completion

Student work samples and walkthroughs

Facilitator:

Administration and CRT

Participants:

Teachers

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

Usage of the rubrics during instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student sample papers

Plan to Monitor Effectiveness of G5.B3.S1

Writing Instruction, Student Writing Samples

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, Lesson Plans

G6. To increase CTE participation by developing a successful agriculture program.

G6.B1 Other core course requirements for students.

G6.B1.S1 Ag classes will be offered to all students.

Action Step 1

Ag classes will be offered for all students.

Person or Persons Responsible

Mrs. Houk/Administration

Target Dates or Schedule

Beginning 8/20/13

Evidence of Completion

25% of 8th grade students will enroll and earn a high school credit. 25% of 6th and 7th grade students will participate in the Ag classes.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Ag classes will be offered

Person or Persons Responsible

Administration

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

25% of students in each grade level will participate in the year long class.

Plan to Monitor Effectiveness of G6.B1.S1

Ag classes are successful

Person or Persons Responsible

Mrs. Houk/Administration

Target Dates or Schedule

2013-2014

Evidence of Completion

80% of students enrolled in Ag will pass with a C or better

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 1, Part A- Title 1 Part A programs are coordinated through the District Instructional Team and it includes the above mentioned personnel and the Directors of Elementary and 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.

Title 1, Part C-Migrant-In addition to the services provided by Title 1, part A, the district uses Part C funds to improve the academic

achievement of the school's migratory children. Part C initiatives are coordinated by the district IT team.

Title II-Preparing, training, and recruiting high quality teachers and principals. Initiatives to improve the quality of instruction are directed by the Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction team.

Title III-The school coordinates language instruction for LEP and immigrant students to improve their academic achievement. These initiatives

are supervised by the district's Curriculum and Instruction department and Federal Programs.

Title X-Homeless- The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students

classified as Homeless. Our school also provides classroom materials to the students. We will also assist helping them with clothing to be in compliance with the dress code.

Violence Prevention Programs- Anti-bullying program, School Resource Officer, Guidance Counselor offer violence prevention/bullying lessons

and presentations. CLFC works with the school two days/week for bullying/ social skills training.

Nutrition Programs- Students participating in after

school programs through 21st Century are provided a nutritional snack.

Career and Technical Education- A technology class and Agriculture class are both provided at C. L.

Overturf Sixth Grade Center. Both classes

are supported through the Career Education department.

Other- TitleXI- Flexibility and Accountability includes Part B, Rural Education Initiative. These programs are administered by the Director of Staff Development.

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. ELA teachers will implement effective reading strategies.

G2.B6 Students do not have the necessary skills to effectively recall information they have read.

G2.B6.S1 ELA teachers will learn new strategies at ICC team meetings and then implement these strategies in their classrooms.

PD Opportunity 1

Teachers model strategy/5 instructional practices to students.

Facilitator

District ICC Team

Participants

ELA Cadre

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Performance Matters results

G2.B6.S2 Data-based problem solving, Gradual Release, and Data-driven differentiated instruction.

PD Opportunity 1

CIS (Comprehension Instructional Sequence) Training

Facilitator

Coaches from C.L. Overturf, DA team

Participants

Price Science, LA, and Social Studies teachers

Target Dates or Schedule

Oct. 25, 2013

Evidence of Completion

Sign in Sheet, Lesson plans, observations

G2.B7 Lack of facilitated problem solving data meetings and planning with teachers.

G2.B7.S2 Provide professional development on how to interpret the results of FAIR, Performance Matters, and SRI in order to effectively plan instruction based on needs.

PD Opportunity 1

PD on how to interpret Progress monitoring data and track progress using formative/summative assessments

Facilitator

CRT, Administration, ELA team members

Participants

Price teachers

Target Dates or Schedule

Oct. 16, 2013, Oct. 22, Oct. 29, Nov. 5, Nov. 12

Evidence of Completion

PLC Sign in sheets, Lesson Plans that reflect information from data disaggregation.

G3. Math teachers will successfully implement math learning strategies.

G3.B2 Lack of basic math skills.

G3.B2.S1 Math teachers will learn effective math strategies at the math ICC Cadre meetings. They will then implement these in their classroom and lesson plans.

PD Opportunity 1

Teachers actively participate in Math ICC Cadre meetings.

Facilitator

District ICC Team

Participants

Math teachers from across the district, ICC team, Coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher feedback report on training.

G3.B2.S3 Implement centers/stations to increase student engagement.

PD Opportunity 1

Weekly Centers

Facilitator

Victoria from DA team, CRT

Participants

Teachers, SBLT

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, observations

G5. The Leadership Team and ELA teachers have developed a writing plan that will be implemented school wide.

G5.B1 Lack of consistent writing across the curriculum.

G5.B1.S1 Content Area teachers will use the 10% Summary Writing strategy to incorporate writing into their classes. They will focus on one or two different writing skills weekly to help increase student understanding and scores.

PD Opportunity 1

Content area teachers will use the 10% summary strategy to increase writing skills across the school.

Facilitator

CRT and Administration

Participants

All teachers and para professionals

Target Dates or Schedule

Weekly for the year

Evidence of Completion

Students will receive grades for their writing. Teachers will turn in writing samples for the CRT and Administration to review.

G5.B2 Consistent follow-through with the monitoring process.

G5.B2.S1 Administration and the CRT will monitor writing in content area classes weekly.

PD Opportunity 1

Focus Content Areas (FCAs) will be posted and incorporated in every classroom.

Facilitator

Deborah Meredith

Participants

Price teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Writing samples, FCAs posted in classrooms, student conversations about FCAs.

G5.B3 Minimal usage of the Writing Rubric.

G5.B3.S1 Teachers will be trained on a school wide performance writing rubric and integrated writing rubric. They will be given copies to utilize in their classes.

PD Opportunity 1

The teachers will be trained by administration and CRT on proper usage of the rubrics.

Facilitator

Administration and CRT

Participants

Teachers

Target Dates or Schedule

September 18, 2013

Evidence of Completion

Student work samples and walkthroughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	ELA teachers will implement effective reading strategies.	\$50,000
G3.	Math teachers will successfully implement math learning strategies.	\$50,000
Total		\$100,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
District Funds	\$100,000	\$100,000
Total	\$100,000	\$100,000

Budget Details

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

G2. ELA teachers will implement effective reading strategies.

G2.B6 Students do not have the necessary skills to effectively recall information they have read.

G2.B6.S1 ELA teachers will learn new strategies at ICC team meetings and then implement these strategies in their classrooms.

Action Step 1

Teachers model strategy/5 instructional practices to students.

Resource Type

Personnel

Resource

Additional Personnel to support ELA instruction

Funding Source

District Funds

Amount Needed

\$50,000

G3. Math teachers will successfully implement math learning strategies.

G3.B2 Lack of basic math skills.

G3.B2.S1 Math teachers will learn effective math strategies at the math ICC Cadre meetings. They will then implement these in their classroom and lesson plans.

Action Step 1

Teachers will do pre-test to determine which math skills students are lacking.

Resource Type

Personnel

Resource

Additional personnel to support Math instruction

Funding Source

District Funds

Amount Needed

\$50,000