

C. H. Price Middle School



2014-15 School Improvement Plan

C. H. Price Middle School

140 N COUNTY ROAD 315, Interlachen, FL 32148

price.putnamschools.org

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

79%

Alternative/ESE Center

No

Charter School

No

Minority

28%

School Grades History

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

School Board Approval

This plan was approved by the Putnam County School Board on 12/9/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission statement at C.H. Price Middle School is: As a Razorback community, we will inspire and challenge every student to think, learn, achieve, care, and become a successful and responsible citizen.

Provide the school's vision statement

Our vision at C.H. Price Middle School is to provide a safe, caring, and stimulating learning environment for all students that is nurtured by a clearly communicated professional culture that is based on high expectations for our personal and professional behaviors.

School Environment

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

This year we took all of the teachers and many of our staff members on a bus ride to tour the area and the homes that our students live in. This bus ride was an opportunity for us to share information about the conditions and different situations our students deal with on a daily basis. We offer parent nights and open house where we can meet our parents and our students. Some teachers do student interest surveys to gather information to become more familiar with their students. Student cum folders provide a wealth of information to the teachers. We do gather information and learn about students that may be in project praise. Many teachers learn about the students and build those relationships through all the after school clubs and activities we provide. These opportunities offer the chance for teachers and students to build relationships outside of the classroom.

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

Teachers supervise before, during, and after school while students are transitioning. We have a SRO who provides a feeling of security to our students. The SRO is available for students to come to at any time. Teachers are in the hallways between classes to not only supervise but to be available to students. . Students feel that they can come to the office or to any adult and share concerns that will be delivered to the correct person. We do a school wide review of rules and procedures. We practice all of the different procedures for different code drills. Students have a counselor that they can come and talk with and an adult in the clinic if they are sick. Muster stations are set up so if there is a fire during lunches, students and teachers know where to go so that everyone is accounted for that class. There are cameras on buses and on site to help monitor what is happening around the school. We put in gates by the front office that help ensure that all visitors have to come through the front office instead of just walking onto campus.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We use the MTSS process
School wide review of rules/procedures.

School wide Behavior intervention form that is used and has steps for each teacher to follow when a student is not adhering to school wide behavior expectations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Afterschool clubs and activities are offered to allow that social growth that students need. Counseling is provided from our school counselor and outside counselors come when needed. We have a school psychologist that serves our school. Project Praise is a program that helps students that may need additional social/emotional needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

When a student hits 3 days absent from school, we send a parent letter home. As the days missed increases, we make phone calls and schedule meetings with parents and students to develop a plan to help the students attendance improve. For students who are having behavior issues, the teachers complete intervention forms and the Dean creates behavior intervention plans and contacts parents to develop these plans to help provide strategies to keep students from continuing to get discipline referrals. Students who failed a course the previous year are provided the opportunity to do academic recovery and some retake a course with a different teacher. This year we have a new ELA/Reading curriculum to offer to our students. We are also offering intensive Math classes in addition to the regular Math classes each student attends. Students who were Level 1 on FCAT are placed in intensive reading classes if they are dis-fluent. We are using the Read 180 program for those students this year.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	26	27	53
One or more suspensions	0	33	19	52
Course failure in ELA or Math	15	17	8	40
Level 1 on statewide assessment	72	95	57	224

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	19	16	35

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

We offer Intensive Reading (READ 180) to all of our Level 1 students as well as to level 2 dis fluent students.

We are offering intensive Math classes to our Level 1 Math students this year. We offer the opportunity for students to use Odyssey, an academic recovery program to re-do a course to earn the credit for that class. Students are put on behavior intervention plans to help decrease the amount of referrals and discipline issues students have. We meet with parents and determine a plan to encourage/help students attendance increase. Students are assigned an adult to touch base with daily and to be a mentor to help them correct these EWS.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/173249>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Price Middle School works diligently to work with our business partners. There are many groups that help our school. The Kiwanis provide food for our BUGS dinner. The Interlachen Town Council offers a student of the month. Interlachen First Baptist Church provides school supplies to needy students. The Health dept. provided flu mist for students whose parents were interested. TD bank offered some supplies to our teachers at the beginning of the year. The University of Florida Master Gardner's donate a large portion of time and labor to our Ag/FFA program. Several other businesses have donated to our school, Wiley's Nursery, ACE hardware, Hitchcock's, Cowart's food market.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Lundy, Leah	Principal
Tomlinson, Mike	Assistant Principal
Alexander, Becky	Instructional Coach
Stout, Kristen	Guidance Counselor
Williams, Tammie	Dean

Duties

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

The school leadership team consist of the administration (Principal and Asst. Principal), guidance counselor, dean, and CRT. This team works closely together to address all academic, behavioral, and emotional needs of ours students. The team is constantly looking at data to determine the best strategies/plans to ensure success with all of our students. Each person on this team works with the teachers and staff to provide all help they need. This team also meets regularly with the teachers in small groups to discuss the needs of the students and the school. Decisions are then made based on the information collected from all faculty and staff.

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

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 has provided training to all teachers to help ensure that they understand the MTSS process.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Nancy Turner	Teacher
Jan Plym	Teacher
Donna Hornig	Education Support Employee
Kristen Stout	Teacher
Irene Koenig	Business/Community

Duties

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

Evaluation of last year's school improvement plan

We sat down with the SAC team and they reviewed the plan and made suggestions to the plan. This year we shared last years plan and determined which goals we achieved and did not achieve. We also reviewed the 2014-2015 SIP and made changes and adjustments based on the teams input.

Development of this school improvement plan

The SAC team reviewed the plan and provided input and comments on areas that they felt needed to be addressed. A team of administrators and teachers worked together to develop this years plan.

Preparation of the school's annual budget and plan

The principal and assistant principal sit down with the school bookkeeper to review the budget and determine the best use of money for the current school year. We also look at our Title 1 funds and assure that they are used for student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for 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. The team will determine the best use of the funds in order to help achieve the school goals.

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

No

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

At this time, the SAC team does not always meet compliance because many times we do not have enough people in attendance to meet a quorum. We also do not always have the correct members present, although we have the correct people on the SAC team, they are not always in attendance.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Alexander, Becky	Instructional Coach
Vallecillos, Nellie	Teacher, ESE
Church, Faith	Instructional Media
Lundy, Leah	Principal

Duties

Describe how the LLT promotes literacy within the school

Literacy is promoted throughout the school by the following methods:

We offer rewards for students who read all of the Sunshine State books. We also have an end of the year luncheon to honor and recognize all students who have read more than 1 million words (teachers are also honored). Students who reach certain goals on AR are rewarded throughout the year for reaching certain goals. We offer a Bingo for Books night so families can come and play bingo and win books for the whole family. All teachers have classroom libraries so books are readily available to students on a daily basis. We also offer class sets of books to teachers to do book studies in their classes. We also participate in Celebrate Literacy Week (activities are still being planned).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

This year teachers have planning time where they are able to work with peers who teach the same subject. We have weekly and monthly PLCs. The reading coach offers monthly professional development in areas that are directly linked to issues teachers are having.

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

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. We provide professional development relevant to the teachers to ensure that they are receiving the development they need in their content areas.

Describe the school's teacher mentoring program, including the rationale for pairings and 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. Although all teachers are not chosen to be a mentor or do not have the training to be a mentor, the majority of our teachers join right in trying to offer as much support to new teachers as possible.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Textbooks are selected from the statewide list. We are providing standards based instruction and teachers refer to CPalms and use the Florida Standards to drive the instruction in their classes. Marzano (iobservation) is used to monitor the instruction in classes. We use district pacing guides and monitor lesson plans. Teachers refer to Florida item specs to help create assessments for their students.

Instructional Strategies

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

Teachers are beginning to use common assessments to determine where students are at and how to differentiate instruction in the classroom. Teachers are looking for the mastery of standards. Weekly plcs are being held that offer teachers a set time to look at their data and their teaching strategies to determine how they should remediate or offer enrichment to their students. Teachers use performance matters as a tool to analyze FCAT, SRI, and FAIR data. They are able to analyze content strands, look at student growth, and progress monitor.

Common planning time is used to discuss remediation of students and strategies to help with remediation. Our Math teachers are using MFAS task to help to monitor where their students are and also to determine groups in their classes.

Level 1 students are put in Intensive reading and Math classes to get additional instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

This year 30 minutes was added to the school day. Teachers also provide academic recovery and tutoring before and after school as well as many clubs and sports that students can participate in.

Strategy Rationale

This additional time created a situation where students now have 7 periods instead of 6. They now are able to have an additional elective or have more time for an intensive class. This has helped with core academic instruction. This additional time has also provided an opportunity for teachers to collaborate more and participate in PLCs.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Lundy, Leah, llundy@my.putnamschools.org

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

FCAT data and Performance Matters data will be used to determine student growth. Classroom grades will also be used as well as mid-term and report card grades. Data Chats

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

We provide 5th/6th grade articulation meetings for teachers. All of our incoming 5th graders are provided the opportunity to come and tour the school and learn about the school. We also provide a first parent night in the spring for our incoming 5th graders to learn about the school. Our 8th graders complete the epep. The high school counselors come and work with the 8th graders on their schedules. Different clubs and coaches come from the high school to share information with the 8th graders. The 8th graders also have the opportunity to attend a parent night at the high school to get information about their new school.

College and Career Readiness

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

Students are able to choose electives when they register for classes based on their interest. The ePep is completed by the students. We encourage 8th graders to participate in classes that will provide a high school credit. Some students take FLVS classes which helps them to advance in their credits. Our standards based instruction follows the plan for college and career readiness.

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

Interest inventories are conducted in business classes to help students determine their high school track. We provide a business and Ag. course that is a high school credit for 8th graders. Although it is not a technical or career class, we also offer Personal Fitness which is a high school credit to some 8th grade students.

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

Our Read 180 classes include a career spotlight where students learn about real life experiences.

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Price Middle School will implement the PLC process more effectively using positive cultural practices, data and common assessments to increase differentiation and remediation in all classrooms.

Strategic Goals Detail

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

G1. Price Middle School will implement the PLC process more effectively using positive cultural practices, data and common assessments to increase differentiation and remediation in all classrooms. 1a

G058732

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	38.0
FCAT 2.0 Science Proficiency	50.0
FSA - English Language Arts - Proficiency Rate	40.0
Students exhibiting two or more EWS indicators (Total)	5.0

Resources Available to Support the Goal 2

- Data (Fair, SRI, FCAT, MFAS, Common Assessments) PLC professional development Curriculum Resource Teacher Classroom Stations Model Classrooms
- New LA/Reading materials (Collections and Journeys) MFAS, LFAS District Curriculum Maps State DA team (PD) Admin Support Read 180 Knowledgeable teachers Good Kids and Parent involvement

Targeted Barriers to Achieving the Goal 3

- Lack of teacher buy-in Lack of respect for each other Lack of confidence that new strategies are effective Resistance to utilizing model classrooms A perspective that student population is not capable Lack of understanding what DI is

Plan to Monitor Progress Toward G1. 8

Data -- FAIR, Performance Matters, FCAT/New Assessment, Common Assessments; increase in learning gains across all ability levels

Person Responsible

Leah Lundy

Schedule

Evidence of Completion

Data Chat forms, Quarterly data reviews

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Price Middle School will implement the PLC process more effectively using positive cultural practices, data and common assessments to increase differentiation and remediation in all classrooms. **1**

 G058732

G1.B2 Lack of teacher buy-in Lack of respect for each other Lack of confidence that new strategies are effective Resistance to utilizing model classrooms A perspective that student population is not capable Lack of understanding what DI is **2**

 B149499

G1.B2.S1 Establish School-wide norms for PLCs **4**

 S161360

Strategy Rationale

If school-wide norms are established, then the expectation will be clear for all teachers and staff as to what is expected school-wide.

Action Step 1 **5**

Select a team that will facilitate building norms with the faculty and staff

Person Responsible

Leah Lundy

Schedule

On 5/16/2014

Evidence of Completion

List of team members will be compiled.

Action Step 2 5

Initial meeting with POWER team (explain the purpose and direction of the team; expectations; identify POWER team roles)

Person Responsible

Leah Lundy

Schedule

On 5/28/2014

Evidence of Completion

Agenda and Minutes of Meeting

Action Step 3 5

POWER team will meet to plan the facilitation of the norms creation

Person Responsible

Schedule

On 6/5/2014

Evidence of Completion

Agenda, power point or outline

Action Step 4 5

Presentation to the faculty

Person Responsible

Schedule

On 8/11/2014

Evidence of Completion

Established Norms, Sign in Sheet

Action Step 5 5

Publish and post the norms around school

Person Responsible

Schedule

On 8/19/2014

Evidence of Completion

Norm Posters Displayed

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

Becky will check in with Leah to ensure the team is being developed.

Person Responsible

Schedule

On 5/9/2014

Evidence of Completion

Becky's email to Leah

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

Secure meeting location, reminders to members, and set the agenda

Person Responsible

Schedule

On 5/23/2014

Evidence of Completion

Email invitation with location and agenda identified.

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

Check in with POWER team chair to determine readiness for June 5th meeting

Person Responsible

Leah Lundy

Schedule

On 5/30/2014

Evidence of Completion

Email

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

Secure location, send invitation to staff, check-in with POWER team

Person Responsible

Leah Lundy

Schedule

On 7/25/2014

Evidence of Completion

Welcome Back Letter with Pre-planning agenda

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

Ensure posters are printed

Person Responsible

Schedule

On 8/18/2014

Evidence of Completion

Posters and Norms sent to all teachers and staff

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

Create or find a school climate survey

Person Responsible

Schedule

Evidence of Completion

Survey Results

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

Collect and analyze observational data at faculty meetings, PLCs and Professional Development

Person Responsible

Leah Lundy

Schedule

Evidence of Completion

Anecdotal notes/next steps (neg. or positive)

G1.B2.S3 Professional Development (attendance and classroom application) 4

 S161362

Strategy Rationale

If teachers attend appropriate professional development and then actually apply it in the classroom, then student achievement should occur.

Action Step 1 5

Differentiated Instruction Professional Development

Person Responsible

Becky Alexander

Schedule

Evidence of Completion

Sign in sheets for those that attended. Lesson Plans that document DI in the classroom.
Data from effective educators documenting DI in the classroom.

Action Step 2 5

Book Study "Reading Reminders"

Person Responsible

Becky Alexander

Schedule

Evidence of Completion

All ELA/Reading teachers will participate in the book study. Sign in sheets and notes from book study

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administration will monitor sign in sheets and participate in the training.

Person Responsible

Leah Lundy

Schedule

Evidence of Completion

Sign in sheets and notes from professional development will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Reading Strategies and differentiated instruction will be evident in classes

Person Responsible

Leah Lundy

Schedule

Evidence of Completion

Data from effective educators will document that the reading strategies and DI are happening in classes. Lesson plans will show evidence of instruction in classes.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Select a team that will facilitate building norms with the faculty and staff	Lundy, Leah	5/16/2014	List of team members will be compiled.	5/16/2014 one-time
G1.B2.S3.A1	Differentiated Instruction Professional Development	Alexander, Becky	Sign in sheets for those that attended. Lesson Plans that document DI in the classroom. Data from effective educators documenting	semiannually	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			DI in the classroom.		
G1.B2.S1.A2	Initial meeting with POWER team (explain the purpose and direction of the team; expectations; identify POWER team roles)	Lundy, Leah	5/28/2014	Agenda and Minutes of Meeting	5/28/2014 one-time
G1.B2.S3.A2	Book Study "Reading Reminders"	Alexander, Becky	All ELA/ Reading teachers will participate in the book study. Sign in sheets and notes from book study	semiannually	
G1.B2.S1.A3	POWER team will meet to plan the facilitation of the norms creation		6/5/2014	Agenda, power point or outline	6/5/2014 one-time
G1.B2.S1.A4	Presentation to the faculty		8/11/2014	Established Norms, Sign in Sheet	8/11/2014 one-time
G1.B2.S1.A5	Publish and post the norms around school		8/19/2014	Norm Posters Displayed	8/19/2014 one-time
G1.MA1	Data -- FAIR, Performance Matters, FCAT/New Assessment, Common Assessments; increase in learning gains across all ability levels	Lundy, Leah	Data Chat forms, Quarterly data reviews	quarterly	
G1.B2.S1.MA1	Create or find a school climate survey		Survey Results	quarterly	
G1.B2.S1.MA7	Collect and analyze observational data at faculty meetings, PLCs and Professional Development	Lundy, Leah	Anecdotal notes/next steps (neg. or positive)	weekly	
G1.B2.S1.MA1	Becky will check in with Leah to ensure the team is being developed.		5/9/2014	Becky's email to Leah	5/9/2014 one-time
G1.B2.S1.MA2	Secure meeting location, reminders to members, and set the agenda		5/23/2014	Email invitation with location and agenda identified.	5/23/2014 one-time
G1.B2.S1.MA3	Check in with POWER team chair to determine readiness for June 5th meeting	Lundy, Leah	5/30/2014	Email	5/30/2014 one-time
G1.B2.S1.MA4	Secure location, send invitation to staff, check-in with POWER team	Lundy, Leah	6/5/2014	Welcome Back Letter with Pre-planning agenda	7/25/2014 one-time
G1.B2.S1.MA5	Ensure posters are printed		8/18/2014	Posters and Norms sent to all teachers and staff	8/18/2014 one-time
G1.B2.S3.MA1	Reading Strategies and differentiated instruction will be evident in classes	Lundy, Leah	Data from effective educators will document that the reading strategies and DI are happening in classes. Lesson plans will show evidence of instruction in classes.	weekly	
G1.B2.S3.MA1	Administration will monitor sign in sheets and participate in the training.	Lundy, Leah	Sign in sheets and	semiannually	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			notes from professional development will be collected.		

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Price Middle School will implement the PLC process more effectively using positive cultural practices, data and common assessments to increase differentiation and remediation in all classrooms.

G1.B2 Lack of teacher buy-in Lack of respect for each other Lack of confidence that new strategies are effective Resistance to utilizing model classrooms A perspective that student population is not capable Lack of understanding what DI is

G1.B2.S1 Establish School-wide norms for PLCs

PD Opportunity 1

Presentation to the faculty

Facilitator

Elinor McGill, Kim Berry, Jeanie Houk, Nancy Turner, Bobbi Okesson

Participants

All teachers at Price Middle School

Schedule

On 8/11/2014

G1.B2.S3 Professional Development (attendance and classroom application)

PD Opportunity 1

Differentiated Instruction Professional Development

Facilitator

Becky Alexander, State DA team, Leah Lundy

Participants

Price Middle School teachers

Schedule

PD Opportunity 2

Book Study "Reading Reminders"

Facilitator

Becky Alexander

Participants

ELA/Reading Teachers

Schedule

Technical Assistance Items

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

G1. Price Middle School will implement the PLC process more effectively using positive cultural practices, data and common assessments to increase differentiation and remediation in all classrooms.

G1.B2 Lack of teacher buy-in Lack of respect for each other Lack of confidence that new strategies are effective Resistance to utilizing model classrooms A perspective that student population is not capable Lack of understanding what DI is

G1.B2.S1 Establish School-wide norms for PLCs

PD Opportunity 1

Select a team that will facilitate building norms with the faculty and staff

Facilitator

Leah Lundy

Participants

Elinor McGill, Kim Berry, Jeanie Houk, Nancy Turner, Bobbi Okesson

Schedule

On 5/16/2014

PD Opportunity 2

Initial meeting with POWER team (explain the purpose and direction of the team; expectations; identify POWER team roles)

Facilitator

Leah Lundy

Participants

Elinor McGill, Kim Berry, Jeanie Houk, Nancy Turner, Bobbi Okesson

Schedule

On 5/28/2014

PD Opportunity 3

POWER team will meet to plan the facilitation of the norms creation

Facilitator

Leah Lundy

Participants

Elinor McGill, Kim Berry, Jeanie Houk, Nancy Turner, Bobbi Okesson

Schedule

On 6/5/2014

PD Opportunity 4

Publish and post the norms around school

Facilitator

Elinor McGill, Kim Berry, Jeanie Houk, Nancy Turner, Bobbi Okesson

Participants

All teachers at Price

Schedule

On 8/19/2014

Budget Rollup

Summary	
Description	Total
Goal 1: Price Middle School will implement the PLC process more effectively using positive cultural practices, data and common assessments to increase differentiation and remediation in all classrooms.	0
Grand Total	0

Goal 1: Price Middle School will implement the PLC process more effectively using positive cultural practices, data and common assessments to increase differentiation and remediation in all classrooms.		
Description	Source	Total
B2.S3.A2 - Reading Reminders by Jim Burke	Title I Part A	0
Total Goal 1		0