

# Putnam Academy Of Arts And Sciences



2014-15 School Improvement Plan

## Putnam Academy Of Arts And Sciences

310 SOUTH PALM AVE, Palatka, FL 32177

www.putnamacademy.org

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

70%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

32%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

C

F

### School Board Approval

This plan is pending approval by the Putnam County School Board.

### SIP Authority and Template

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

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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Putnam Academy of Arts and Sciences, in partnership with parents and community, provides challenging, well-rounded educational opportunities in a safe and supportive environment. Our school fosters creative minds, critical thinkers, and ethical character. We are dedicated to the individual development of the attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society.

##### **Provide the school's vision statement**

Motivated students will be given the opportunity to grow and develop into 21st century learners.

#### School Environment

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

The teachers and staff meet the parents at a pre-school orientation. The parents, students, teachers, and staff are encouraged to get to know each other and share their cultures. The teachers are trained using Love and Logic in how to develop constructive relationships with their students by treating them with respect and empathy. The teachers eat in the cafeteria with the students and talk to them about nonclass activities. Students are encouraged to share about their cultures and values during some classes when appropriate.

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

The staff is on duty before school, between classes, during lunch, and after school. Teachers are assigned duties to much sure an adult is on watch whenever students are out of class. The students are encouraged to report any issue with another student that bothers or upsets them. The deans and/or administration reviews these reports and acts upon them. Students are encourage to try to solve problems by themselves or with staff as needed. The students are taught bully proofing techniques. The students are taught to respect themselves and others. Students are taught to look out for other students and that they belong to a school family. Love and Logic training comes into this as well.

##### **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**

The first week of school is dedicated to students learning and practicing proper behavioral procedures. Each teacher practices behavioral procedures for their classrooms. The teachers have agreed upon proper procedures for school behavior before the school year starts and they are charged with monitoring students' behavior. The teachers review any school-wide procedures handed down from the Board and teach these to the students.

The school-wide system is based upon Love and Logic, a student may go to a cool down spot in his or another classroom. If that does not work then the student will go to Recovery in the office. The teacher calmly and quietly can tell the student to go to a cool down spot as well.



**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**

The staff discusses ways to be friends and how to act and observes the students at lunch to check on their social skills. We teach social skills in the classroom and in assemblies. We have teachers mentor a few students that need it. The deans and principal counsel some students. We refer students to other counselors as needed. We use RtI and MTSS to work with all our students both academically and behaviorally.

We also offer dances and other social activities to promote social growth.

**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**

Before school starts our data clerk and ESE consultant lists all the Level 1's and Level 2's in reading and math. The level 1's in reading are assigned to an Intensive Reading class. The others are flagged so that their teachers know they need extra help. If a student has failed a core course they must repeat it at school or using virtual school. Tutoring is offered for all students as needed.

The data clerk checks all discipline reports of incoming students to see if they have had any suspensions or referrals. She notifies the deans and principal of possible problems. Returning students' records are analyzed

and a meeting is set to discuss any interventions needed. If a student exhibits disciplinary problems during school they are counseled and the problems are corrected. If not they are placed on a disciplinary contract.

The data clerk also notifies the administration and others as needed when there are excess absences and the parents and other authorities are contacted as needed.

**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	1	1	3	5
One or more suspensions	2	0	0	2
Course failure in ELA or Math	0	3	3	6
Level 1 on statewide assessment	9	7	9	25

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	12	11	15	38

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

We contact parents concerning absences and poor grades or work habits. We counsel the students. We pull the students from electives to receive extra help and guidance. We offer tutoring after school. We talk to parents at parent meetings and conferences concerning using planners and Parent Portal

to check that their students are doing their work.

We stress to the parents the importance of good attendance and a good work ethic.

## 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?

No

#### PIP Link

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

#### Description

From Title I Parent Involvement Plan

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement  
Timeline Evidence of Effectiveness

1 PTSO PTSO Increased FCAT and other testscores Aug - May Knowledgeable parents = more positive students in behavior, attendance, and academic success.

2 Holiday Concert/Writing FCAT music teacher More involvement of parents and increased involvement of the community Dec School culture is enhanced with more ownership on community

3 Transitioning from 5th grade Principal and Founding Board Students will be more comfortable with school and school climate March - June increased student involvement with the culture of the school

4 Open House Principal Academic Progress due to increased parental knowledge September Parent involvement = better behavior/attendance/grades

5 Subject Area night Principal and teachers Academic Progress due to increased parental knowledge Oct- May Parent involvement = better behavior/attendance/grades

6 Love and Logic for Parents Classes Principal Better behaved students have more academic success Oct - May, monthly Parents report success in behavior modification = more achievement

7 Tips for how parents can improve reading ELA teacher Increased FAIR and FSA scores Oct - May Knowledgeable parents = better prepared students

**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**

We are working with a Kiwanis Club to start a Builders Club to teach our students about responsibility and community service. A local bank has given us two grants to help in the cost of field trips. A local quilt shop donated materials for art class and sewing machines to help students develop skills. The Master Gardeners worked with the life science class to develop a garden. A local bookstore became our partner and donated several books for the library.

We contact businesses that we work with in our personal life and then talk to the managers or owners to develop a relationship. Two members of the staff belong to Kiwanis and help with other projects with them as they help with us. We make announcements on a local radio station letting the community know what we need. We post a wish list at the school and on our website.

## 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
Aycock, Carla	Principal

### Duties

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

Each teacher is assigned to their subject area. Everyone is to use their strengths whether is it data analysis, reading instruction, etc. to help other teachers in school. Usually we have two teachers for each subject and they plan together. Some times some teachers team teach. Different teachers lead part of the weekly faculty meeting.

We have two teachers that serve as part time deans and one that serves as a part time ESE consultant.

My current e-mail is caycock@my.putnamschools.org

***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***

We are analyzing the data from FCAT, FAIR, and teacher-made assessments to find weaknesses in our students. Many of our students are very low readers, therefore much of our resource allocation is being spent on reading materials and equipment to use in bettering the reading of our students. We hired teachers that have more training in reading to teach in all areas. We have paired reading endorsed teachers with other teachers to help them plan and develop lessons. We hired a teacher that is ESE and reading endorsed to work with individuals and small groups and to help train other teachers.

We are a Title I school. We are using the funds to purchase books help with reading. We have bought Kindle Paperwhites for every student to borrow to increase the availability of reading materials. We are also using the funds for materials to help parents increase parenting skills.

We are using grant funds to pay for tutors.

We are using Title II to pay for subs to send teachers to PD.

We encourage all our teachers to investigate different professional development opportunities and share what they learn with others.

The executive secretary and a parent volunteer help with all the inventories of our resources.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Cathy Holland	Parent
Shanti Wright	Parent
Gina Sims	Parent
Roxann Harvey	Parent
Raquel Lee	Parent
Les Sims	Parent
Dianne Raftice	Parent
Joani Jones	Parent
Carla Aycock	Principal
Ryan Raymond	Teacher
Cammie James	Education Support Employee
Sharon Merwin	Teacher
Jesse Parkins	Teacher

### 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*

The group read and evaluated last year's plan. We discussed it a different meetings through out the year to see how we were doing.

*Development of this school improvement plan*

We met on four occasions to discuss the data of the school. Then we brainstormed ways to improve the school. After much discussion a list was chosen and sent to the board for approval and polishing.

*Preparation of the school's annual budget and plan*

The principal develops the basic annual budget. It is submitted the the school's board for approval. Adjustments are made as needed. Requests from teachers and parents are analyzed and compared to the goals of the school.

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

There are no school improvement funds. SAC is trying to do things like baking cupcakes and cookies for the students with parents and teachers volunteering the baked goods.

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Aycock, Carla	Principal

## Duties

### ***Describe how the LLT promotes literacy within the school***

We are piloting an initiative from Wordly Wise. We are using Academy of Reading and Path Driver for Reading to evaluate each student and to design an individual program for each student that is having trouble.

We have the Kindle Paperwhites available for students to encourage reading.

All of our teachers are part of our team...all teachers teach reading and require reading in class.

## 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**

The atmosphere of the school is one of a family. We celebrate with each other and we help each other as needed. We offer support to each other rather it is teaching a lesson or working with a certain student. Teachers are encouraged to plan together, observe each other, and learn together. We have different staff members present at faculty meetings. We have different departments to work together to present to the parents at PTSO and SIT/SAC meetings.

We praise each other and recognize the "extra mile" that some one may go.

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

We offer higher pay than nearby districts for beginning teachers. We have site-based, teacher-based leadership. The teachers are given a great deal of encouragement, support, and freedom to be creative and to do their very best. They are treated as professionals. They know they are valued partners in our school.

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

Last year we paired teachers with founding teachers in the same subject area. This year since we have more teachers, they are also paired with each other. We all work together for reading in the subject area with the reading teachers working with the other teachers to create lesson plans. The reading teachers are also using the other content area teachers' materials in their reading classes.

The founding teachers have been encouraged to continue helping with the teachers of the school since all of them have more experience. We encourage the teachers with more experience on our school to work with the new teachers. We encourage the new teachers to share anything they found that helped them from their recent college experience.

We have hired a consultant to serve as a mentoring teacher to work with all teachers, but especially the first year teachers.

## 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***

We are aligning our work with the new Florida standards. The teachers wrote a curriculum map for the year based on the standards. Every lesson plan must include standards that are used in the lesson. Student friendly versions are posted in many of the classrooms as the class works on the standards.

All materials are examined by the teachers in the core subjects to make sure they conform to the standards.

**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 given a folder with all the IEP and 504 students that they have in class. All modifications and accommodations are listed. The ESE consultant meets with the teachers to discuss intervention techniques and possible methods and activities.

We use Academy of Reading to find each student's reading level. The below level readers will use Academy of Reading to improve their reading skills either in Intensive Reading class or in ELA class. The highest identified readers will be given guidance to enable them to find appropriate level books on their Kindle Paperwhites. We also use FAIR.

All students can check out Kindles and with teacher and parent guidance download books appropriate to their level.

Moby Max is used with all students to remediate or advance as needed. Khan Academy is also use so that every student can work at his/her level.

The teachers collaborate on a weekly basis concerning students and topics.

***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: 60**

We offer before and after school tutoring. We offer sports, journalism, band, and drumline after school. We are planning to partner with P.A.L. to offer boxing and wrestling. The teacher and principal meet for 90 minutes on Mondays to collaborate and plan as well as offer professional development. We have contracted with NEFEC to offer PD on inservice days as well as we have sent teachers to training to bring to our teachers such as Common Core, Love and Logic.

**Strategy Rationale**

This offers students extra time as needed.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Aycock, Carla, caycock@putnamacademy.org

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

We are tracking behavior issues and checking to see if there are fewer or less intense behavior problems resulting in less time out of class. We will be comparing our FAIR scores and others as the year progresses.

**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 have an orientation session for incoming 5th graders and their parents in the summer. We have Open House shortly after school starts.

We talk to the 8th graders about high school and what will be required of them. The high schools come to our school and talk to the students.

**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**

We do have a career course as required by the state. Each teacher discusses college and careers with our middle schoolers. We offer two high school level courses to better prepare our university bound students.

We use the online materials from CPalms.

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

The teachers work together to have interdisciplinary projects. The students have hands-on projects during the school year. We also bring in guest speakers to discuss their work and what was the educational requirements.



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

We will analysis this and see how this applies to middle schoolers. We stress both college and vocational education.

***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***

We use the online resources from CPalms.

We analyze the Feedback Report and discuss what is needed to prepare our students.

We offer Algebra I, Biology, and Fitness to enable student to earn up to 3 credits. These are taught at the high school level.

We teach the students how to study and how to take notes. We teach students how to set goals and about time management.

We talk about careers and what is need for each career.



## 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.** Have teachers teach reading and writing in all subject areas
- G2.** Math teachers will stress measurement and geometry since this was lowest scores on FCAT

## 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. Have teachers teach reading and writing in all subject areas **1a**

#### Targets Supported

**1b**

 **G044051**

#### Indicator

#### Annual Target

#### Resources Available to Support the Goal **2**

- Reading endorsed teachers, new reading program

#### Targeted Barriers to Achieving the Goal **3**

- Teachers with less training in reading and writing

#### Plan to Monitor Progress Toward G1. **8**

Teach Reading and writing in classes

#### Person Responsible

#### Schedule

#### Evidence of Completion

Lesson plans, observations, students completed work

**G2. Math teachers will stress measurement and geometry since this was lowest scores on FCAT** 1a

G044052

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Math IXL
- Science and math teachers working together on hands-on projects.

**Targeted Barriers to Achieving the Goal** 3

- Low socio-economic levels Students do not have computers or internet at home.

**Plan to Monitor Progress Toward G2.** 8

Measurement and Geometry

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson plans, Observations, Student work, FCAT scores

## 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.** Have teachers teach reading and writing in all subject areas **1**

 **G044051**

**G1.B1** Teachers with less training in reading and writing **2**

 **B108115**

**G1.B1.S1** Teachers will be in PLC's to develop skills. **4**

 **S119587**

### Strategy Rationale

#### Action Step 1 **5**

Reading and Writing training

**Person Responsible**

**Schedule**

#### **Evidence of Completion**

Attendance at trainings

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

Reading and Writing in all subject areas

**Person Responsible**

**Schedule**

#### **Evidence of Completion**

Lesson plans, observations, student work

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

Reading and Writing


**Person Responsible**

**Schedule**

***Evidence of Completion***

Improving students' work, Putnam and FCAT Writes, and FCAT improving scores

**G1.B1.S2** Our school will be used as a study for Reading Path and teachers will receive PD 4

 S119588

**Strategy Rationale**

**Action Step 1** 5

Path Driver for Reading

**Person Responsible**

**Schedule**

***Evidence of Completion***

Report for EPS

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Path Driver for Reading

**Person Responsible**

**Schedule**

***Evidence of Completion***

Program reports for EPS

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Path Driver for Reading

**Person Responsible**

**Schedule**

***Evidence of Completion***

Improved scores in program and improved FCAT scores

**G2.** Math teachers will stress measurement and geometry since this was lowest scores on FCAT 1

 G044052

**G2.B1** Low socio-economic levels Students do not have computers or internet at home. 2

 B108116

**G2.B1.S1** Try to do most of the work during school time. 4

 S119589

**Strategy Rationale**

**Action Step 1 5**

Computer work during school

**Person Responsible**

**Schedule**

***Evidence of Completion***

sign in sheets, reports from IXL

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

Students working on computers and Math IXL

**Person Responsible**

**Schedule**

***Evidence of Completion***

Math IXL reports, sign in sheets, observation

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

Math IXL, Computers

**Person Responsible**

**Schedule**

***Evidence of Completion***

Improved classwork, quizzes, and tests. Improved FCAT scores

**G2.B1.S2 Offer after school tutoring and time on computers** 4

 S119590

**Strategy Rationale**

**Action Step 1** 5

Tutoring

**Person Responsible**

**Schedule**

***Evidence of Completion***

Sign in sheets

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

Math IXL

**Person Responsible**

**Schedule**

***Evidence of Completion***

Reports generated by IXL

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

Math IXL

**Person Responsible**

**Schedule**

***Evidence of Completion***

Improving class and home work, improving quiz and test scores

**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.B1.S1.A1	Reading and Writing training		Attendance at tranings	once	
G1.B1.S2.A1	Path Driver for Reading		Report for EPS	once	
G2.B1.S1.A1	Computer work during school		sign in sheets, reports from IXL	once	
G2.B1.S2.A1	Tutoring		Sign in sheets	once	
G1.MA1	Teach Reading and writing in classes		Lesson plans, observations, students completed work	once	
G1.B1.S1.MA1	Reading and Writing		Improving students' work, Putnam	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			and FCAT Writes, and FCAT improving scores		
G1.B1.S1.MA1	Reading and Writing in all subject areas		Lesson plans, observations, student work	once	
G1.B1.S2.MA1	Path Driver for Reading		Improved scores in program and improved FCAT scores	once	
G1.B1.S2.MA1	Path Driver for Reading		Program reports for EPS	once	
G2.MA1	Measurement and Geometry		Lesson plans, Observations, Student work, FCAT scores	once	
G2.B1.S1.MA1	Math IXL, Computers		Improved classwork, quizzes, and tests. Improved FCAT scores	once	
G2.B1.S1.MA1	Students working on computers and Math IXL		Math IXL reports, sign in sheets, observation	once	
G2.B1.S2.MA1	Math IXL		Improving class and home work, improving quiz and test scores	once	
G2.B1.S2.MA1	Math IXL		Reports generated by IXL	once	

## 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. Have teachers teach reading and writing in all subject areas

#### G1.B1 Teachers with less training in reading and writing

##### G1.B1.S1 Teachers will be in PLC's to develop skills.

#### PD Opportunity 1

Reading and Writing training

##### Facilitator

NEFEC and Jennifer Cox

##### Participants

All teachers

##### Schedule

##### G1.B1.S2 Our school will be used as a study for Reading Path and teachers will receive PD

#### PD Opportunity 1

Path Driver for Reading

##### Facilitator

Path Driver for Reading facilitators

##### Participants

All teachers and Principal

##### Schedule

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0