

Washington County School District

Vernon Middle School



2015-16 School Improvement Plan

Vernon Middle School

3190 MOSS HILL RD, Vernon, FL 32462

<http://vms.wcsdschools.com>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	80%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	25%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	C

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Washington 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

- CREATE a supportive environment where learning takes place for all students.
- MOTIVATE & EMPOWER all students to realize their ability to be productive citizens.
- EDUCATE students based on individual needs and prepare all students for college and career readiness.
- CELEBRATE success and learn from our disappointments.

Provide the school's vision statement

As we approach the future, the reality of change has to be addressed. We need to keep and strengthen those aspects that are working, but we also need a pragmatic plan that will address the changes that are a part of our present and future. Vernon Middle School is committed to a relevant, continuously upgraded educational program today to ensure that our students will be successful in the world tomorrow.

School Environment

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

VMS is a small 6-8 school with a student population fluctuating between 300 and 315 students. Many of the students and staff live within the community and attend community events together. The students and staff of VMS participate in community fundraiser and school activities. Many VMS staff eat lunch with students and are sponsors for the various school programs.

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

The administration and guidance have open-door policies and provide the students and families the opportunity to share pertinent information with the school.

The school has mentoring programs and activities that lend themselves to many of the students becoming more comfortable with talking with the staff.

VMS provides an anti-bullying program and a zero tolerance for bullying. In addition to this, VHS and VMS share a resource officer who is readily available as the need arises.

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 schoolwide behavioral system is aligned with the county behavioral system and is displayed in every classroom. The teachers and staff have been trained in the use of Kagan Strategies to keep students engaged in classrooms. The school has implemented the AVID program and the use of Binders schoolwide to keep students focused and organized.

A planner has been provided for each student to aid in daily assignments and helps with student accountability.

VMS also provides each student with a discipline card which helps students keep track of negative school behaviors.

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 guidance counselor schedules counseling sessions as needed and involves additional agencies and mentors for students. The faculty attends extracurricular activities and mentors students on a daily basis. We have BETA club, sports activities, AVID, STEM, band, chorus, Chipola Trio and other extracurricular activities that students are encouraged to join. High school tutors mentor and work with AVID students.

In addition to meeting emotional needs, VMS provides, through various programs, school supplies and clothing for students in need. A silent auction is held in December to raise money for needy VMS families.

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

We have the use of progress monitoring and our school's FOCUS system. Our schoolmessenger calls parents on a daily basis when their child is late or not at school. We send out mid-nine weeks progress reports and report cards. We contact parents in regard to grades, attendance and discipline. We mail letters to parents of students who are suspended, as well as, contact parents in regard to the behaviors.

Teachers are constantly pulling data from DEA, FAIR, and the progress monitor system to monitor student growth and to make improvements in lesson planning in areas of student need through the use of differentiated instruction

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	13	18	9	40
One or more suspensions	0	0	0	
Course failure in ELA or Math	9	4	14	27
Level 1 on statewide assessment	34	0	0	34

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	8	2	3	13

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

The school uses progress monitoring to monitor the progress of students through the use of DEA and FAIR assessments. Teachers monitor student growth through progress monitoring and differentiated instruction.

The RTI process is used when students are referred to guidance/administration as students are in need of interventions.

We hold Child Study Team meetings to discuss student attendance, discipline, and academic performance to determine the best plan of action and interventions needed to help student improvement in these areas.

Letters are sent home to students with frequent absences and parent meetings are held to discuss the importance of school attendance. Truancy Court is held once a month to ensure that parents are held accountable for their child's attendance throughout the school year.

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/190265>.

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

Chipola Trio is a mentoring program through Chipola College, which is used to encourage first generation college students who show academic promise of furthering their education.

Collaborates with FSU Summer STEM Programs, Florida Panhandle Technical Colleges STEM and other technical programs, as well as, regional engineering firms and societies to enhance and support our science, math and STEM programs.

Partnership with Wal-Mart, community businesses, faith-based organizations and financial institutions that donate motivational items and school supplies to ensure students have the necessary items for academic success.

Many Churches help with student supplies and clothing to ensure that students have what they need on a daily basis.

During the winter break, an auction is held throughout the whole community to raise money for clothing and school materials for needy Vernon Middle School students and their families. Students, staff, and community donate/create all the items to be auctioned.

Partner with Relay for Life and the American Cancer Society, Chipley Kiwanis Club, Vernon Booster Clubs, Fellowship of Christian Athletes, and Department of Corrections for school activities, service projects and facility upkeep through (DOC) during the summer, fall, winter and spring breaks.

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:

Name	Title
Register, Kim	Principal
Tyre, Chris	Assistant Principal
Brown, Kimberley	Instructional Coach
Bare, Holly	Teacher, K-12
Mims, Willye	Teacher, K-12
Short, Sarah	Guidance Counselor
Williams, Chris	Teacher, ESE
Parish, Tami	Teacher, K-12
Coleman, Rodgers	Teacher, K-12

Duties

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

The Leadership Team will focus on implementation of rigor in the curriculum that will improve test scores for our students and teachers while mastering Florida Standards.

The team will meet regularly to engage in the following activities:

- Review universal screening and assessment data,
- Review progress monitoring data at the grade and classroom levels to identify students who are meeting or exceeding benchmark expectations,
- Review progress monitoring data to identify students who are not meeting Florida Standards .
- Review school and state data to identify professional development needs, as well as, resources to assist students and teachers,
- Problem solve, share best practices, evaluate implementation, make decisions and practice new processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The beginning goals of the Rtl process will be to evaluate our core curriculum and ensure that the needs of our students are being met. The committee will:

- Meet quarterly with each grade level team to discuss at-risk students,
- Discuss Progress report and report card grades.
- Discuss student behavior.
- Review progress monitoring in all core subject areas
- Create a plan to achieve student success.

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

The 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 are, but not limited to:

- Literacy Night
- Fall and Spring Book Fairs
- Literacy Week Activities
- Accelerated Reading Programs

- STAR Testing
- Progress Monitoring Assessments for all Core Subject Areas
- Take Your Parent to School Night
- 20-minute at home reading for all students
- AVID Parent Awareness Night
- School-wide Binders for AVID
- Implementation WICOR Strategies and Cornell Notes school-wide

The methodology for coordinating and supplementing federal, state and local funds, services and programs are, but not limited to:

- Enhanced instructional technology within the classroom by providing one-to-one laptops in every classroom for student use, curriculum enrichment and online state and local testing.
 - Use of Spring Board curriculum in all 6-8 Language Arts classes to implement deeper and richer rigor into the curriculum.
 - Use of Kagan Strategies
 - Providing AVID professional development, strategies and classes
 - Performance Matters Professional Development
 - AP College Spring Board Professional Development
 - CAR-PD/Content Area Reading Professional Development
 - Reading Endorsement Component Professional Development
 - Florida Standard Professional Development
 - MOBI Training
 - STEM/Science Technology Engineering and Math Professional Development
 - Text Complexity
 - Leadership Training
 - Holistic Scoring in Writing Professional Development.
 - AVID Training
 - Differentiated Instruction
 - Instructional Practices for Aligning Curriculum with Florida Standards
 - All Homeless students are identified and provided with Free or Reduced Lunch and Breakfast;
 - School supplies and book bags are offered to students who have a need.
 - LEP, migrant, disabled and homeless student have equal access to school services to meet their needs.
 - Safe and Drug Free Schools
 - Cyberbullying Speakers for students.
 - Career component taught within 7th and 8th grade Applied Computers I class
 - Mentoring by volunteers take place weekly for several students across the all grade levels
 - Take Stock in Children Mentors work with scholarship recipients
- Teachers, administrators, academic analyst and district level administrators are responsible for the above mentioned activities, PD's and student services.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Holly Prescott	Teacher
Kim Register	Principal
Christopher Tyre	Education Support Employee
John Gibbens	Teacher
Sarah Short	Education Support Employee
Maurice Hargrove, Sr.	Parent
Drenda Pollard	Parent
Cindy Spence Richards	Parent
Heather Walters	Parent
L'Tonya Potter	Parent
Wayne Potter, Jr.	Student
Bobby Green, Jr.	Student
Donna Green	Parent
Jennifer Kangas	Business/Community
Aaron Kangas	Parent
Elizabeth Kangas	Student
Candice Hodges	Parent
Cullen Hodges	Student
Brock Hodges	Student
Jacqueline Brown	Parent
Jaron Bush	Student
Angela Robarge	Parent
Kassie Harris	Parent
Tammy Shipman	Parent
Jennifer Poirier	Parent
	Student

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 2015-2016 school improvement plan was discussed with the committee members. Discussion about the fact that test scores from 2014-2015 were not yet available and AMO's at present times will be based upon last year's Progress Monitoring results for those areas in which data has not yet arrived. An electronic copy of last year's SIP was pulled up for review by the council and Mr. Chris Tyre spent time during the meeting on September 17, 2015 to discuss last years plan, future changes. Parents were given the website link information so that further review could take place by the council and we will discuss our progress at our next scheduled SAC meeting.

Development of this school improvement plan

The SAC Team meets a minimum of four times per year and assist the school and administration with local school policies and procedures; assist with fundraising activities that has the potential to benefit all students on campus; discuss concerns of parents and students on better ways to communicate and partner between school and home; work with parents on the website information and planner information that will assist them in supporting their children at home with school work.

Preparation of the school's annual budget and plan

The following information was on the agenda of the 9/17/15 SAC First Annual Meeting. Discussions took place to look at needs and suggestions for future purchases.

V. Budget Report—School Advisory Monies

a. Discuss available funds and possible usage for the highest impact on students. See suggestions from parents and staff members for consideration:

i. Reimbursement of 2015—2016 Planner Cost to General Fund

ii. Basketball Wall Pads—(Safety Issue for gym classes and athletic events)

iii. Reimbursement for Scripts National Spelling Bee Competition Registration Fee

iv. PE Equipment needed

v. Reimbursement for STEM & Science Lab Consumables @ 681.99

vi. Reimbursement for End of the Year Certificate and Award @ 247.05

vii. Brain Pop Subscription Renewal in December 2015

viii. AR Donation for Reward trips and prizes

ix. Sponsor Field Trip (possibly October 6, 2015) for grades 6th – 8th for National Poetry Contest winner from VMS

x. Funding for extra security cameras across campus.

b. 1334402 174.45

c. 1434402 1994.50

d. 1534402 1623.59

e. 1634402 954.00

f. Internal 1047.87

g. Total 5794.41

It was decided that we would postpone any decisions on possible expenditures until the next schedule meeting so that research of areas of need could be considered without haste.

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

To be Determined...

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:

Name	Title
Brown, Kimberley	Instructional Coach
Register, Kim	Principal
Hall, Tammie	Teacher, K-12
Watson, Lindsey	Teacher, K-12
Williams, Chris	Teacher, K-12
Rackley, Annabeth	Teacher, K-12
Coleman, Rodgers	Teacher, K-12
Mims, Willye	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Plan events to promote literacy and motivate students to read.

- Mandatory 20 minutes of reading homework for all students grades 6-8
- STAR Testing
- Use of AP Spring Board Curriculum grades 6-8
- Accelerated Reading Programs with all grade levels
- Literacy Nights for parents
- Two Book Fairs per year
- Literacy Week Activities
- *Quarterly planned Accelerated Reader reward events each year
- *Quarterly Recognition of top readers

All staff support cause of literacy.

- Mandatory 20 minutes of reading homework for all students grades 6-8
- FAIR Test (State based assessments three times per year)

Common Core

- Accelerated Reading Programs with all grade levels
- Literacy Nights Parents
- Two Book Fairs Per Year
- Literacy Week Activities
- Staff Beta Mentor Program

Encourage writing in all classes.

- *Common Core ELA standards for Content Areas
- *Inclusion of writing responses on lesson assessments

Promote literacy in the home through partnerships with parents.

- Mandatory 20 minutes of reading homework for all students grades 6-8
- STAR Testing
- Accelerated Reading Programs with all grade levels
- Literacy Nights for Parents
- Two Book Fairs Per Year
- Literacy Week Activities

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

Grade level planning periods.

Vertical Team and Grade Level Team meetings

Committees to handle various duties, such as Veteran's Day, Black History Program, 8th grade

Graduation, AR incentives, etc.

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

--Work with local colleges including, Chipola State College, Gulf Coast State College, Florida State University in Panama City to recruit newly graduated teachers and assist them with their internship.

--Recruit only highly qualified teachers

--Always interview in a team of three or more to ensure quality and fit for our campus.

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

Academic Analysts are the appointed mentors for all beginning teachers in Washington County for the 2015-16 school year. Academic Analysts have been chosen to fill this role due to the flexible time nature of the position. It allows for more access for both members than mentor teachers have had in the past. Mentors and mentees will attend district wide meetings and participate in trainings to aid in the mentoring process. Mentor and mentee will meet regularly to discuss successes/needs/concerns and address best practices as identified by the district.

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

All teachers collaborated county-wide by subject area with district directors and academic analysts to discuss and align the new Florida Standards with an Order of Instruction for each core class. This process began the summer of 2014 and is ongoing to provide teachers and administrators a guide for consistent use of curriculum and instructional strategies throughout the district. The Orders of Instruction also allow administrators to better monitor and evaluate teacher instruction/pacing and provides a tool for reflection on the success of student and teacher achievement and Learning Gains. Teachers are also expected to use common board configurations that will be displayed in each room to provide students with Essential Questions for daily lessons and will show which Florida Standard(s) the lesson covers.

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

The school uses data to determine the best placement for students to provide the most effective use of differentiated instruction and to provide all students with the best possible education each year. Progress monitoring assessments are used numerous times throughout the year to follow the progress of students.

We use DEA for math and ELA, Dr. Spzryka for science, STAR testing for reading/AR, Subject Area Exams, End-of-Course Exams and Florida State Assessments to constantly take the pulse of our students' academic progress.

In addition, we utilize one-to-one devices in most classes to differentiate instruction, based on classroom assessments. Most curricula are equipped with problem solving scenerios and next steps for struggling students and advanced students. We also use on-line tutorials which allow students autonomy, as well.

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: 61

Vernon Middle has opted to change our students' schedule to a Modified Seventh Period Day. This allows for six periods of academic instruction at a rate 336 minutes, along with an additional 27 minutes of enrichment instruction for a total of 361 instructional minutes per day.

Strategy Rationale

Additional instructional minutes packed with rich curriculum and labs with a multitude of best practices strategies can only provide students with further understanding and mastery of Florida Standards.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Register, Kim, kim.register@wcsdschools.com

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

All progress monitoring data has shown growth in overall student performance and achievement in the 2013-2014 school year when Vernon Middle School first began altering our school schedule. Though school grade remained the same at the end of that school year, there were several areas of improvement on state assessments that lead us to believe our actions were a step in the right direction.

We are awaiting the arrival of the 2014-2015 scores and will not be able to to compare math, writing and ELA data since the state assessments for these three subjects changed to the new FSA's. We hope to see a higher percentage of students achieving proficiency in these areas.

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

Each spring the fifth grade students from Vernon Elementary School attends an Orientation Day and school/program walkthrough in order to tour the campus, meet the staff/administration in order to begin the acclamation progress to middle school. Fifth grade students are invited to participate in summer athletic practices and events in the summer between 5th and 6th grade, so that upon their

arrival to Vernon Middle School, they are better prepared for the transition to new extracurricular programs.

All students are invited to an open house so that students can meet teachers and staff, get class schedules and maps of the campus.. Upon the first day of school, most students have a general understanding of the campus layout and teachers' classrooms so that school can begin as seamlessly as possible.

Graduation is provided for the 8th graders who are leaving VMS going to high school. Vernon High School holds an orientation in the spring for upcoming 9th grade students to learn about the courses being offered in the high school, to meet the teachers/administration, and to learn about the programs offered at the high 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

We explore with students how they can successfully live and work in a culturally diverse world. Our goals:

- help students recognize their interests, aptitudes, and abilities, and understand adult roles
- help students understand the broad scope of work and career possibilities available currently and in the future
- help students broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity
- integrate vocational and academic education to promote intellectual development, and the acquisition of higher level thinking and problem-solving skills
- assist with students' development of social skills, personal values, and self-esteem
- work with families to support their children's career aspirations.

The Guidance Counselor holds individual, as well as, group meetings about the selection of courses offered at the high school and online.

The Chipola Trio is an integral part of VMS. It is offered to students who qualify in grades 6-8. Through this program, our goal is for the involved students to become first generation college graduates.

Our AVID program/curriculum equips students with skills to make them college ready. These are skills needed for survival in their post-high school education courses. Banners of many, many colleges and universities are on continual display in the hallways for all students, and posters are placed by teachers' doors, announcing the colleges/universities from which each graduated.

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

Math and Science projects are part of the lesson planning of our teachers. The Transformation of Energy Lab incorporates science, math, and language arts; the use of written and oral skills that are present in a variety of occupations. Journalism, Career, and STEM classes are offered. In our Civic classes, debates are held. High school students from the Future Business Leaders of America speak to our students.

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

Vernon Middle School has STEM electives which work hand in hand with the Math and Science classes. VMS also offers a career elective.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.**
- G2.** Teachers will use Donna Szyrka as a Science consultant; creating and revising our order of instructions and analyze data (science progress monitoring). Students will achieve proficiency in all AMO target areas of FSA ELA and Math assessments. 60% of students will achieve proficiency in FCAT 2.0 Science assessment in 2016.
- G3.** Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA math and the Algebra I EOC. 60% of students in 6th and 7th grade and 50% of 8th graders in Pre Algebra will achieve proficiency on the 2016 FSA math. 90% of Algebra I students will achieve proficiency on the 2016 Algebra I EOC. Goals will be amended when 2014-2015 FSA math scores and school grade is released to the districts.
- G4.** Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA ELA and Math assessments. 60% of students in 8th grade will achieve proficiency in FCAT 2.0 Science assessment in 2016.

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. **1a**

Targets Supported

1b

 G073721

Indicator

Annual Target

Resources Available to Support the Goal **2**

Targeted Barriers to Achieving the Goal **3**

G2. Teachers will use Donna Szyprka as a Science consultant; creating and revising our order of instructions and analyze data (science progress monitoring). Students will achieve proficiency in all AMO target areas of FSA ELA and Math assessments. 60% of students will achieve proficiency in FCAT 2.0 Science assessment in 2016. **1a**

 G073722

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal **2**

- Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.
- Teachers will provide ongoing monitoring to evaluate student achievement throughout the and adjust curriculum as necessary, such as interactive textbook.

Targeted Barriers to Achieving the Goal **3**

- Adjustments to instruction and practices to comply with the Next Generation Sunshine State Standards.

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

Data analysis

Person Responsible

Kimberley Brown

Schedule

Triannually, from 7/13/2015 to 5/31/2016

Evidence of Completion

FCAT 2.0 2016 data and Progress monitoring testing.

G3. Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA math and the Algebra I EOC. 60% of students in 6th and 7th grade and 50% of 8th graders in Pre Algebra will achieve proficiency on the 2016 FSA math. 90% of Algebra I students will achieve proficiency on the 2016 Algebra I EOC. Goals will be amended when 2014-2015 FSA math scores and school grade is released to the districts. **1a**

 G073723

Targets Supported **1b**

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

Resources Available to Support the Goal **2**

-

Targeted Barriers to Achieving the Goal **3**

G4. Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA ELA and Math assessments. 60% of students in 8th grade will achieve proficiency in FCAT 2.0 Science assessment in 2016. **1a**

G073724

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Math - All Students	
AMO Reading - White	
AMO Math - African American	
AMO Math - ED	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
Algebra I EOC Pass Rate	100.0
FCAT 2.0 Science Proficiency	60.0
Middle School Performance in EOC and Industry Certifications	100.0
Middle School Participation in EOC and Industry Certifications	57.0

Resources Available to Support the Goal **2**

- FAIR Assessment, STAR Testing, FAIR data, Ongoing formal/informal classroom assessments, Florida Alternate Assessment, Accelerated Reader
- Performance Matters; DEA assessment
- Science Labs

Targeted Barriers to Achieving the Goal **3**

- Adjustments to instruction and practices to comply with the standards for common core

Plan to Monitor Progress Toward G4. **8**

DEA data that will be administered 3 times a year

Person Responsible

Kimberley Brown

Schedule

Triannually, from 9/1/2015 to 4/29/2016

Evidence of Completion

FOCUS (FCAT Data and FSA Data), Ongoing formal/informal classroom assessments

Plan to Monitor Progress Toward G4. 8

State assessments

Person Responsible

Kimberley Brown

Schedule

Triannually, from 9/1/2015 to 4/29/2016

Evidence of Completion

Student achievement on state assessments. VAM data.

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

G2. Teachers will use Donna Szyprka as a Science consultant; creating and revising our order of instructions and analyze data (science progress monitoring). Students will achieve proficiency in all AMO target areas of FSA ELA and Math assessments. 60% of students will achieve proficiency in FCAT 2.0 Science assessment in 2016. **1**

 G073722

G2.B1 Adjustments to instruction and practices to comply with the Next Generation Sunshine State Standards. **2**

 B192483

G2.B1.S1 Progress monitoring on regular basis, aligned with state standards. **4**

 S203973

Strategy Rationale

This will the teacher to focus on differentiated instruction on a more indepth analysis of student need in regards to the standards.

Action Step 1 **5**

Professional development with Dr, Szyprka will be an opportunity to implement the strategy.

Person Responsible

Holly Bare

Schedule

Triannually, from 7/13/2015 to 5/31/2016

Evidence of Completion

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

Progress monitoring will be used to monitor this.

Person Responsible

Holly Bare

Schedule

Triannually, from 8/12/2015 to 5/30/2016

Evidence of Completion

Student data will be collected and analyzed to see how correlates to upcoming FCAT.

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

Comparison of FCAT 2016 data to Progress monitoring test data.

Person Responsible

Holly Bare

Schedule

Triannually, from 7/13/2015 to 5/31/2016

Evidence of Completion

FCAT 2.0 2016 data and Progress monitoring tests.

G4. Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA ELA and Math assessments. 60% of students in 8th grade will achieve proficiency in FCAT 2.0 Science assessment in 2016. 1

G073724

G4.B1 Adjustments to instruction and practices to comply with the standards for common core 2

B192485

G4.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction. 4

S203974

Strategy Rationale

Action Step 1 5

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction.

Person Responsible

Kimberley Brown

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

Evidence of Completion

FAIR Data, STAR Testing

Action Step 2 5

Writing Strategies

Person Responsible

Taura Brock

Schedule

Semiannually, from 8/18/2014 to 2/27/2015

Evidence of Completion

School-based writing assessment

Action Step 3 5

Differentiated Instruction

Person Responsible

Kimberley Brown

Schedule

On 7/31/2014

Evidence of Completion

Observation and Lesson Plans

Action Step 4 5

SpringBoard

Person Responsible

Kimberley Brown

Schedule

On 8/6/2014

Evidence of Completion

FAIR Data, STAR Testing

Action Step 5 5

AVID

Person Responsible

Lora Barnes

Schedule

Daily, from 7/7/2014 to 6/4/2015

Evidence of Completion

AVID classrooms and Binders used daily with Tutors that come in to provide support to the students and teachers.

Action Step 6 5

Dr. Srpyzka Science- PAEC

Person Responsible

Michele Carter

Schedule

Quarterly, from 8/19/2013 to 4/30/2015

Evidence of Completion

Srpyzka Test

Action Step 7 5

MOBITraining

Person Responsible

Michele Carter

Schedule

On 7/31/2014

Evidence of Completion

Observation

Action Step 8 5

CPalms

Person Responsible

Kimberley Brown

Schedule

On 8/4/2014

Evidence of Completion

Observation, lesson plans, order of instruction, State assessments

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

Classroom walk through, teacher observation, Teacher PD through on-line tutorials, face-to-face follow-up and VAM data

Person Responsible

Kim Register

Schedule

On 6/4/2015

Evidence of Completion

FAIR Data, STAR Testing, VAM Data, DEA, State Assessments - FSA

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

Orders of instruction

Person Responsible

Kimberley Brown

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teachers will use the orders of instruction and meet throughout the year to make adjustments as needed to meet the needs of the students.

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

Teachscape observation and walk-through

Person Responsible

Kim Register

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Use the teachscape evaluation to provide teachers with feedback on classroom instruction.

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

Through the use of classroom walk-through's and teacher observation the teachers will be provided feedback through teachscape online feedback.

Person Responsible

Kim Register

Schedule

On 6/4/2015

Evidence of Completion

FAIR Data, STAR Testing, DEA, FSA.

G4.B1.S2 Teachers will provide ongoing monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary. 4

 S203975

Strategy Rationale

Action Step 1 5

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]

Person Responsible

Kimberley Brown

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

Evidence of Completion

FAIR Data, STAR Testing

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

The students will be monitored through the use of FAIR, DEA, and classroom instruction in all content areas.

Person Responsible

Kimberley Brown

Schedule

Daily, from 8/18/2014 to 4/30/2015

Evidence of Completion

DEA, FAIR, FSA Reading assessment results.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

classroom walkthrough's; Data analysis, and teacher discussion to ensure that students are receiving the appropriate instruction through the use of differentiated instruction.

Person Responsible

Kimberley Brown

Schedule

On 4/30/2015

Evidence of Completion

DEA, FAIR, FSA assessment results, observations, daily and weekly classroom assessments.

G4.B1.S3 Continue teacher professional development based on student and teacher made assessments. 4

 S203976

Strategy Rationale

Action Step 1 5

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]

Person Responsible

Kimberley Brown

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

Evidence of Completion

FAIR Data, STAR Testing

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G4.B1.S4 Continue to provide scientific research based reading strategies for all students in reading. 4

S203977

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

FAIR Data, STAR Testing

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Person Responsible

Schedule

Evidence of Completion

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
G2.B1.S1.A1	Professional development with Dr, Szyrka will be an opportunity to implement the strategy.	Bare, Holly	7/13/2015		5/31/2016 triannually
G4.B1.S1.A1	Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction.	Brown, Kimberley	8/18/2014	FAIR Data, STAR Testing	4/30/2015 semiannually
G4.B1.S2.A1	Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]	Brown, Kimberley	8/18/2014	FAIR Data, STAR Testing	4/30/2015 semiannually
G4.B1.S3.A1	Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]	Brown, Kimberley	8/18/2014	FAIR Data, STAR Testing	4/30/2015 semiannually
G4.B1.S4.A1	[no content entered]		FAIR Data, STAR Testing	one-time	
G4.B1.S1.A2	Writing Strategies	Brock, Taura	8/18/2014	School-based writing assessment	2/27/2015 semiannually
G4.B1.S1.A3	Differentiated Instruction	Brown, Kimberley	7/30/2014	Observation and Lesson Plans	7/31/2014 one-time
G4.B1.S1.A4	SpringBoard	Brown, Kimberley	8/6/2014	FAIR Data, STAR Testing	8/6/2014 one-time
G4.B1.S1.A5	AVID	Barnes, Lora	7/7/2014	AVID classrooms and Binders used daily with Tutors that come in to provide support to the students and teachers.	6/4/2015 daily
G4.B1.S1.A6	Dr. Sryzka Science- PAEC	Carter, Michele	8/19/2013	Sryzka Test	4/30/2015 quarterly
G4.B1.S1.A7	MOBITraining	Carter, Michele	7/30/2014	Observation	7/31/2014 one-time
G4.B1.S1.A8	CPalms	Brown, Kimberley	8/4/2014	Observation, lesson plans, order of instruction, State assessments	8/4/2014 one-time
G2.MA1	Data analysis	Brown, Kimberley	7/13/2015	FCAT 2.0 2016 data and Progress monitoring testing.	5/31/2016 triannually
G2.B1.S1.MA1	Comparison of FCAT 2016 data to Progress monitoring test data.	Bare, Holly	7/13/2015	FCAT 2.0 2016 data and Progress monitoring tests.	5/31/2016 triannually
G2.B1.S1.MA1	Progress monitoring will be used to monitor this.	Bare, Holly	8/12/2015	Student data will be collected and analyzed to see how correlates to upcoming FCAT.	5/30/2016 triannually
G4.MA1	DEA data that will be administered 3 times a year	Brown, Kimberley	9/1/2015	FOCUS (FCAT Data and FSA Data), Ongoing formal/informal classroom assessments	4/29/2016 triannually
G4.MA2	State assessments	Brown, Kimberley	9/1/2015	Student achievement on state assessments. VAM data.	4/29/2016 triannually
G4.B1.S1.MA1	Through the use of classroom walk-through's and teacher observation the teachers will be provided feedback through teachscape online feedback.	Register, Kim	8/18/2014	FAIR Data, STAR Testing, DEA, FSA.	6/4/2015 one-time
G4.B1.S1.MA1	Classroom walk through, teacher observation, Teacher PD through on-line tutorials, face-to-face follow-up and VAM data	Register, Kim	8/18/2014	FAIR Data, STAR Testing, VAM Data, DEA, State Assessments - FSA	6/4/2015 one-time
G4.B1.S1.MA3	Orders of instruction	Brown, Kimberley	8/18/2014	Teachers will use the orders of instruction and meet throughout the year to make adjustments as needed to meet the needs of the students.	6/3/2015 daily
G4.B1.S1.MA4	Teachscape observation and walk-through	Register, Kim	8/18/2014	Use the teachscape evaluation to provide teachers with feedback on classroom instruction.	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.MA1	classroom walkthrough's; Data analysis, and teacher discussion to ensure that students are receiving the appropriate instruction through the use of differentiated instruction.	Brown, Kimberley	8/18/2014	DEA, FAIR, FSA assessment results, observations, daily and weekly classroom assessments.	4/30/2015 one-time
G4.B1.S2.MA1	The students will be monitored through the use of FAIR, DEA, and classroom instruction in all content areas.	Brown, Kimberley	8/18/2014	DEA, FAIR, FSA Reading assessment results.	4/30/2015 daily
G4.B1.S3.MA1	[no content entered]			once	
G4.B1.S3.MA1	[no content entered]			once	
G4.B1.S4.MA1	[no content entered]			once	
G4.B1.S4.MA1	[no content entered]			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.

G2. Teachers will use Donna Szyrka as a Science consultant; creating and revising our order of instructions and analyze data (science progress monitoring). Students will achieve proficiency in all AMO target areas of FSA ELA and Math assessments. 60% of students will achieve proficiency in FCAT 2.0 Science assessment in 2016.

G2.B1 Adjustments to instruction and practices to comply with the Next Generation Sunshine State Standards.

G2.B1.S1 Progress monitoring on regular basis, aligned with state standards.

PD Opportunity 1

Professional development with Dr, Szyrka will be an opportunity to implement the strategy.

Facilitator

Dr, Szyrka

Participants

Science Teachers and data analysis personnel

Schedule

Triannually, from 7/13/2015 to 5/31/2016

G4. Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA ELA and Math assessments. 60% of students in 8th grade will achieve proficiency in FCAT 2.0 Science assessment in 2016.

G4.B1 Adjustments to instruction and practices to comply with the standards for common core

G4.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.

PD Opportunity 1

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction.

Facilitator

Kim Brown

Participants

Taura Brock, Willye Mims, Erin Bailou, Chuck Middlebrooks, Corrine Hill

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

PD Opportunity 2

Writing Strategies

Facilitator

Janet Allen / Springboard Staff

Participants

Taura Brock, Chuck Middlebrooks, Corrine Hill, Erin Baillou, Willye Mims, Chris Williams

Schedule

Semiannually, from 8/18/2014 to 2/27/2015

PD Opportunity 3

Differentiated Instruction

Facilitator

PAEC staff

Participants

Tami Parish Kim Brown

Schedule

On 7/31/2014

PD Opportunity 4

SpringBoard

Facilitator

College Board

Participants

Taura Brock, Erin Ballou, Corrine Hill, Chuck Middlebrooks, Kimberley Brown

Schedule

On 8/6/2014

PD Opportunity 5

AVID

Facilitator

College Board

Participants

Kimberly Register, Principal; Lora, Assistant Principal; Chris Tyre; Taura Brock; Chevonell Johns; Holly Prescott; Tammy Smith; Willye Mims; Erin Baillou

Schedule

Daily, from 7/7/2014 to 6/4/2015

PD Opportunity 6

Dr. Srpyzka Science- PAEC

Facilitator

Dr. Srpyzka

Participants

Michele Carter, Holly Prescott, Merle Bonner, Debra Shoen

Schedule

Quarterly, from 8/19/2013 to 4/30/2015

PD Opportunity 7

MOBITraining

Facilitator

Sarah Lowry

Participants

Taura Brock, Corrine Hill, Willye Mims, Chuck Middlebrooks, Holly Prescott, Tammy Smith, Debra Schoen

Schedule

On 7/31/2014

PD Opportunity 8

CPalms

Facilitator

Glenna - PAEC

Participants

all instruction and administrative staff

Schedule

On 8/4/2014

G4.B1.S2 Teachers will provide ongoing monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary.

PD Opportunity 1

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]

Facilitator

Kim Brown

Participants

Taura Brock, Willye Mims, Erin Bailou, Chuck Middlebrooks, Corrine Hill

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

G4.B1.S3 Continue teacher professional development based on student and teacher made assessments.

PD Opportunity 1

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]

Facilitator

Kim Brown

Participants

Taura Brock, Willye Mims, Erin Bailou, Chuck Middlebrooks, Corrine Hill

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

Technical Assistance Items

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

Budget

Budget Data

1	G2.B1.S1.A1	Professional development with Dr, Szyprka will be an opportunity to implement the strategy.				\$0.00
2	G4.B1.S1.A1	Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$3,000.00
3	G4.B1.S1.A2	Writing Strategies				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$1,000.00
4	G4.B1.S1.A3	Differentiated Instruction				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$2,000.00
5	G4.B1.S1.A4	SpringBoard				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$2,000.00
6	G4.B1.S1.A5	AVID				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$2,000.00
7	G4.B1.S1.A6	Dr. Srypzka Science- PAEC				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$2,000.00
8	G4.B1.S1.A7	MOBITraining				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$2,000.00
9	G4.B1.S1.A8	CPalms				\$1,000.00

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A		\$1,000.00	
10	G4.B1.S2.A1	Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]					\$0.00
11	G4.B1.S3.A1	Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]					\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A		\$3,000.00	
12	G4.B1.S4.A1						\$0.00
					Total:	\$18,000.00	