

The School District of Lee County

Caloosa Middle School



2015-16 School Improvement Plan

Caloosa Middle School

610 DEL PRADO BLVD S, Cape Coral, FL 33990

<http://com.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	49%

School Grades History

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

**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 Lee 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	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	42
Appendix 2: Professional Development and Technical Assistance Outlines	45
Professional Development Opportunities	46
Technical Assistance Items	52
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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission: To inspire a passion for learning and leadership

Provide the school's vision statement

Vision: To Become a World Class Middle School

School Environment

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

Teachers at Caloosa Middle School use the first week of school to build a culture of collaboration in their classrooms. Based on the work of Harry Wong - teachers practice process and procedures, build collaborative teams, and provide opportunities for students to share their personal strengths for a foundation support of learning for the year. Teachers use data from interest profiles and learning styles to further support student's learning.

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

Caloosa Middle School provides a pay based before and after school to allow students supervised support if needed. In addition a schedule is created for assigned duties to allow adults to be present at all times on the campus. Administration, guidance, SRO officer, and support staff have assigned lunch shifts to allow students to be supervised and have an opportunity to discuss questions or concerns during a non-academic time on campus. Teachers are present in the hallway between class changes and team leaders are identified at each grade level for additional support.

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

Caloosa Middle School utilizes a PBS plan that is developed and shared with all staff to support a school-wide behavioral system. The Lee County Code of Conduct is shared with all faculty, students, and parents and is followed for all disciplinary actions. The staff has been trained in KAGAN and AVID structures to support academic success. Caloosa Middle School received a grant for The Leader In Me starting in the 2014-15 school year and has been trained in this program.

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

Caloosa Middle School has an Intervention Support Specialist whose sole responsibility is to support students needs via MTSS. The Intervention Support Specialist works closely with the guidance department to ensure that students receive appropriate interventions and accommodations. Mentor programs and after school clubs have been established and students are encouraged to attend. Outside agencies are used as needed on individual basis.

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

Caloosa Middle School uses the following data points for early warning systems:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in (English Language Arts) Reading or Mathematics

Students that have two or more indicators are referred to MTSS for possible support (see number of students identified below having two or more indicators)

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	37	44	45	126
One or more suspensions	2	15	20	37
Course failure in ELA or Math	3	25	7	35
Level 1 on statewide assessment	26	35	36	97

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	11	16	4	31

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

Leadership Support time is built into the master schedule to allow mentoring and curriculum for all students. AVID and KAGAN strategies are used school wide. MTSS identifies and monitors students that meet two or more of the criteria for additional support. Before and after school tutoring is offered for remediation and acceleration in Math, Reading, and Writing. The school provided mentoring with community outreach members for identified students.

The Rtl Problem-Solving Team at Caloosa Middle School meets on an as needed basis to analyze school and /or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five step problem solving process as outlined in the district's Response to Intervention Manual.

The roles of each team member are as follows:

Classroom Teachers

- Keep ongoing progress notes in a Rtl folder (FAIR, curriculum assessments, FCAT scores, work samples, anecdotes) to be filed in cumulative folder at end of each school year or if transferring/withdrawing
- Attend Rtl meetings to collaborate on and monitor students who are struggling
- Implement interventions designed by Rtl Team for students receiving supplemental and intensive

supports

- Deliver instructional interventions with fidelity

Reading Coach:

- Attend Rtl Meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes and anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students
- Set up/model classrooms to train teachers

Principal/ Assistant Principal

- Facilitate implementation of the Rtl problem-solving process at Caloosa
- Provide or coordinate valuable and continuous professional development
- Assign Para-professionals to support Rtl implementations when possible
- Attend Rtl Team Meetings to be active in the Rtl change process
- Conduct classroom Walk-Throughs to monitor fidelity.

Intervention Support Specialist

- Often Rtl Team Facilitators
- Schedule and attend Rtl meetings
- Maintain log of all students involved in the Rtl process
- Send parent invites
- Complete necessary RTI forms

Guidance Counselor

- Support Intervention Support Specialist
- Attend Rtl Team meetings
- Implement and monitor interventions
- Keep progress monitoring notes and anecdotes of interventions implemented
- Collect data for Rtl team to use in determining interventions/accommodations

School Psychologist

- Attend Rtl Meetings on some students receiving supplemental supports and on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review and interpret progress monitoring data
- Collaborate with Rtl Team on effective instruction and specific interventions
- Incorporate Rtl data when guiding a possible ESE referral and when making eligibility decisions.

Speech /Language Pathologist

- Attend Rtl meetings for specific Tier 2 & 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions.
- Assist with Tier 2&3 interventions through collaboration, training, and or direct student contact
- Incorporate Rtl data when guiding a possible Speech/Language referral & when making eligibility decisions.

ESE/Staffing Specialist

- Consult with Rtl Team regarding intensive interventions
- Incorporate Rtl data when making eligibility decisions

Literacy Leadership Team (LLT)

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement

plan. Describe how the Rtl Problem-solving process is used in developing and implementing the SIP?

Social Worker

- Attend Rtl meetings when requested
- Conduct social-developmental history interviews and share with Rtl Team

ESOL/ELL Representative

- Attend all Rtl meetings for identified ESOL/ELL students, advising and completing LEP paperwork

- Conduct language screenings and assessments
 - Provide ELL interventions at all tiers
- School Nurse
- Attend RtI Meetings when requested (medical and/or health issues)
 - Serve as a liaison regarding Medical/Health information and /or issues.

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/177580>.

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

Caloosa Middle School develops partnerships with community leaders in order to support teaching and learning at a rigorous level. This is accomplished by reaching out to our local business industry and collaborating on win-win situations whereby faculty and students become aware of the support and the opportunities for supporting the community in return. Community members serve on our SAC, support clubs and sporting events, provide student needs such as supplies or scholarships, promote educational support via competitions, serve in the capacity of guest speakers and mentors, and are open to additional support as individual needs arise.

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
Cole, Ann	Principal
Wilson, Jereme	Assistant Principal
Williams, Lisa	Instructional Coach
Booth, Melissa	Assistant Principal
Knox, Susan	Other
Moore, Kaitlyn	Instructional Coach
Tikka, Ann	Instructional Coach
Gallardo, Anthony	Guidance Counselor
Mavrakis, Amanda	Guidance Counselor

Duties

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

The RTI Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the students response to current interventions, curricula, and school systems.

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 Rtl Problem-Solving Team at Caloosa Middle School meets on an as needed basis to analyze school and /or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five step problem solving process as outlined in the district's Response to Intervention Manual.

The roles of each team member are as follows:

Classroom Teachers

- Keep ongoing progress notes in a Rtl folder (FAIR, curriculum assessments, FCAT scores, work samples, anecdotes) to be filed in cumulative folder at end of each school year or if transferring/withdrawing
- Attend Rtl meetings to collaborate on and monitor students who are struggling
- Implement interventions designed by Rtl Team for students receiving supplemental and intensive supports
- Deliver instructional interventions with fidelity

Reading Coach:

- Attend Rtl Meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes and anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Principal/ Assistant Principal

- Facilitate implementation of the Rtl problem-solving process at Caloosa
- Provide or coordinate valuable and continuous professional development

- Assign Para-professionals to support Rtl implementations when possible
- Attend Rtl Team Meetings to be active in the Rtl change process
- Conduct classroom Walk-Throughs to monitor fidelity.

Guidance Counselor

- Often Rtl Team Facilitators
- Schedule and attend Rtl meetings
- Maintain log of all students involved in the Rtl process
- Send parent invites

Complete necessary RTI forms

School Psychologist

- Attend Rtl Meetings on some students receiving supplemental supports and on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review and interpret progress monitoring data
- Collaborate with Rtl Team on effective instruction and specific interventions
- Incorporate Rtl data when guiding a possible ESE referral and when making eligibility decisions.

Speech /Language Pathologist

- Attend Rtl meetings for specific Tier 2 & 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions.
- Assist with Tier 2&3 interventions through collaboration, training, and or direct student contact
- Incorporate Rtl data when guiding a possible Speech/Language referral & when making eligibility decisions.

ESE/Staffing Specialist

- Consult with Rtl Team regarding intensive interventions
- Incorporate Rtl data when making eligibility decisions

Literacy Leadership Team (LLT)

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement

plan. Describe how the Rtl Problem-solving process is used in developing and implementing the SIP?

Social Worker

- Attend Rtl meetings when requested
- Conduct social-developmental history interviews and share with Rtl Team

ESOL/ELL Representative

- Attend all Rtl meetings for identified ESOL/ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

School Nurse

- Attend Rtl Meetings when requested (medical and/or health issues)
- Serve as a liaison regarding Medical/Health information and /or issues.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ann Cole	Principal
Ramey, Lori	Parent
Ramey, Erin	Student
Goldstein, Jason	Parent
Goldsteain, Zac	Student
Tikka, Ann	Teacher
Ware, Jeredien	Teacher
Torres, Juan	Education Support Employee
Garcia, Norma	Education Support Employee
	Student
Striano, Tony	Business/Community
Johnson, Jay	Business/Community
Lang, D. Nicole	Business/Community
	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

Last Years SAC Members Include:

Ramey, Lori - SAC Chair - Parent

Clare, Arvella - DAC -Parent

Tikka, Ann DAC - Teacher

Martinez, Charleen - Teacher

Cano, Eleazar - Support Staff

Garcia, Norma - Support Staff

Striano, Tony - Community

Cole, Dr. Ann - Principal

Johnson, Jay - Business

Sabella, Dr. Russ -Community

Schirmer, Steve - Community

Goldstein, Jason - Parent

Lang, D. Nicole - Community

Parker, Mary - Community

Rader, Pamela - Assistant Principal Curriculum

SAC Committee agreed to SIP and monitored progress, met monthly to review school data and provide support.

Development of this school improvement plan

Review school data

Review and provide input into three goals

Provide input into Mission and Vision

Support continuous improvement initiatives

Preparation of the school's annual budget and plan

Title II Funds:

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

Title II Funds:

Cooperative Learning/Engagement Strategies-1,000

Writing training - 500.

Team Teaching - 500.

Common Core -3, 849.

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
Cole, Ann	Principal
Page, Leigh Anne	Teacher, K-12
Williams, Lisa	Instructional Coach
Wilson, Jereme	Assistant Principal
Knox, Susan	Teacher, ESE
Tikka, Ann	Teacher, Career/Technical
Gallardo, Anthony	Guidance Counselor
Mavrakis, Amanda	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will be: integrating technology into all classrooms, reading across the curriculum, writing across the curriculum, making a school grade of an A over an extended period of time as we understand this will be a process, and focusing on learning gains.

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

Caloosa Middle School provides common planning by grade level content teacher, PLC's meet weekly to focus on what students are learning, how we know they are learning, what we do if they already know content, what we do when they have not mastered concepts, review and analyze specific data.

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

The Admin Team will work with department heads and team leaders to recruit potential candidates from the applicant pool, mentor effective teachers to reach their full potential, and provide needed professional development as needed on individual bases. The Admin Team will work with the district and their initiative of 360 leadership to identify strengths within our faculty to insure teachers are correctly utilizing their full potential and focusing upon their personal strengths.

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

Teachers new to Lee County are paired with a mentor teacher that has been trained to support them through the APPLES program. During the year they will provide support to include:

Support teachers with Apples Program requirements.

Partner during Professional Development opportunities which include trainings, coursework, and certification exams to meet district, state and federal requirements.

Provide feedback/support during observations of classroom work.

Keep teachers informed of district and school expectations.

Partner for feedback/support during PLC's, department meetings, and content meetings.

Provide support/materials/guidance during planned meetings with mentors, mentees, and Administration.

Provide support for norms of school, district and state as needed.

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 have been trained and implement backward design based on state standards. Units of Study/Lesson Plans are monitored for correlation and classroom walk-thru data is used to provide support. Professional development is aligned to teacher needs with a focus on:

Student Enrichment

Standards Based Instruction

Student Advancement and Development

PLC way of work (Professional Learning Communities)

Data-driven Systems

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

PLC meet weekly to review data, identify common objectives, rubrics, and assessments. Teachers focus on the four critical questions:

What do I want my students (all students) to know and be able to do?

How do I know they have learned the content (assessments)?

What do I do if they already know the content based on assessments (enrichment activities)?

What do I do if they have not mastered the content based on assessment (reinforcement activities)?

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:

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

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

N/A

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

All students participate in leadership support time that provides support with the Leader in Me curriculum, academic success, remediation, and tutoring needs. During 6th - 8th grades they take a careers class that is required before high school. In addition students are provided with opportunities to choose electives with the support of Guidance and the Assistant Principal of Curriculum. AVID structures are utilized school wide and electives are offered at the 6th-8th grade level.

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

Caloosa Middle School is an Advancement Via Individual Determination (AVID) school that offers AVID as an elective course taken during the school day for our 7th-8th grade students and an introduction to Middle School with an AVID based elective for 6th grade students. Students are selected to enroll in an AVID class in 7th and 8th grade after an application process. For one class period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college/high school tutors, and participate in enrichment and motivational activities that make college seem attainable. Students enrolled in AVID are typically required to enroll in at least one of their school's toughest classes, such as an advanced class, in addition to the AVID elective. As students progress in AVID, their self-images improve, and they become academically successful leaders and role models for other students.

The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization and reading. AVID curriculum is used in AVID elective

classes and in content-area classes (English language arts, math, science, and social studies) in AVID schools.

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

N/A

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

Caloosa Middle School is an AVID school that provides support for readiness for post secondary options. All students utilize focused note taking, organization tools, and are supported in taking advanced classes.

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.** Teacher engagement will increase at least 0.2% in the Q12 area of "opportunities to do their best" as measured by the FY16 Gallup Teacher Engagement Survey.
- G2.** Increase student achievement gains school-wide by increasing the rigor and relevance of teaching.
- G3.** Increase student achievement gains school-wide by focusing on writing within all content areas.
- G4.** Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning.

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. Teacher engagement will increase at least 0.2% in the Q12 area of "opportunities to do their best" as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074363

Targets Supported 1b

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

5Es Score: Collective Responsibility

Resources Available to Support the Goal 2

- Leadership Opportunities
- Committees
- Common Planning/PLC
- SPARK notes
- Professional Development
- Teacher Leaders

Targeted Barriers to Achieving the Goal 3

- Lack of leadership opportunities

Plan to Monitor Progress Toward G1. 8

Gallup poll results and school-created surveys will be used to progress monitor.

Person Responsible

Kaitlyn Moore

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data from Gallup poll results and school-created surveys

G2. Increase student achievement gains school-wide by increasing the rigor and relevance of teaching. 1a

G074364

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Lowest 25% Gains	70.0
Math Gains	75.0
Math Lowest 25% Gains	72.0

Resources Available to Support the Goal 2

- Unit Plans
- AVID Binders/AVID School Wide
- PBS
- Process/Procedures - Expectations School Wide
- Castle
- Project Based Assessments
- Clubs Connected to Content - hold students accountable
- Cornell Notes
- Academic Plan
- The Leader In Me
- Choosing Excellence

Targeted Barriers to Achieving the Goal 3

- Teen Biz is not being utilized at full capacity
- Many initiatives/time to "own" them (Team Teaching)

Plan to Monitor Progress Toward G2. 8

Teen Biz data will show steady increase in students reading level, comprehension, and accuracy.

Person Responsible

Lisa Williams

Schedule

Monthly, from 9/12/2015 to 6/1/2016

Evidence of Completion

Teen Biz reports, Lexile growth

G3. Increase student achievement gains school-wide by focusing on writing within all content areas. 1a

G074365

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- Literacy Model in some grades
- Writing Portfolio
- Check for 3
- Science Fair/Research Paper
- Lab - Write Ups
- Reading Logs/Choice Journal Logs
- Focused Note Taking (Cornell Notes) - Summary
- Flow Charts - Graphic Organizers
- "W" of WICOR

Targeted Barriers to Achieving the Goal 3

- Rigor of writing prompts requires teachers to focus on writing, reading excerpts of non-fiction text, and using support from text
- Teacher assessments are not created together and analyzed for rigor and relevance

Plan to Monitor Progress Toward G3. 8

Teachers unit/lesson plans, walk-through data will show evidence of collaboration and implementation of best practices provided in PLC's and PD during the 2015-2016 school year.

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Unit/Lesson Plans, Walk-through Data

G4. Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning. 1a

G074366

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Reading - All Students	75.0
FCAT 2.0 Science Proficiency	48.0

Resources Available to Support the Goal 2

- PD/PLC time to meet
- District and State professionals to provide PD
- Text/Multi-Media for focused PLC
- Data Collection/Resources provided by the District - Performance Matters
- Open Classrooms to observe Best Practice
- Site Visits
- AVID
- PBS
- WICOR

Targeted Barriers to Achieving the Goal 3

- Misunderstanding/Fear of Data
- Consistency of process/procedures

Plan to Monitor Progress Toward G4. 8

Teachers unit/lesson plans, walk-through data will show evidence of collaboration and implementation of best practices provided in PLC's and PD during the 2015-2016 school year.

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Walk-through Data, Units/Lesson Plans, PLC agenda

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. Teacher engagement will increase at least 0.2% in the Q12 area of "opportunities to do their best" as measured by the FY16 Gallup Teacher Engagement Survey. **1**

 G074363

G1.B1 Lack of leadership opportunities **2**

 B194119

G1.B1.S1 Teacher will discover their strengths and learn how to best utilize them **4**

 S205634

Strategy Rationale

Staff need to know their strengths for collaboration and building effective teams.

Action Step 1 **5**

Every teacher will take the Gallup Strength Finders survey to determine their top 5 strengths.

Person Responsible

Melissa Booth

Schedule

On 9/30/2015

Evidence of Completion

Strength Finder reports

Action Step 2 5

PLC's will do a book study on Strengths and utilize strengths to support leadership development

Person Responsible

Melissa Booth

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

PLC minutes, Strength Finder reports, Gallup Poll results

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

A report will be developed with all strengths distributed into the 4 strengths domains generated from Strength Finders report to be utilized by PLC's

Person Responsible

Melissa Booth

Schedule

On 10/15/2015

Evidence of Completion

Individual teacher reports, School-wide combined report, PLC minutes

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

Teacher participation in action committees and/or PLC's

Person Responsible

Melissa Booth


Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC/committee minutes

G1.B1.S2 All teachers will have a leadership role 4

 S205635

Strategy Rationale

Teachers will have an opportunity for leadership utilizing their strengths.

Action Step 1 5

All teachers will participate in an action committee

Person Responsible

Melissa Booth

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Committee Minutes, Outlook Calendar, Teacher Engagement Gallup Results


G2. Increase student achievement gains school-wide by increasing the rigor and relevance of teaching. 1

 G074364

G2.B4 Teen Biz is not being utilized at full capacity 2

 B194130

G2.B4.S1 Teen Biz for content teachers 4

 S205643

Strategy Rationale

Teen Biz data is used to progress monitor reading progress/lexile growth

Action Step 1 5

Provide model lessons for Content teachers

Person Responsible

Lisa Williams

Schedule

Monthly, from 9/15/2015 to 6/1/2016

Evidence of Completion

calendar/PD sign in/Lesson plans/Teen Biz reports

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Meet to review data from Teen Biz to review progress and make changes to instruction as needed.

Person Responsible

Lisa Williams

Schedule

Monthly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Change in Lexile, Units of study/lesson plans, Data chats

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Meet in PLC/Common Planning to discuss data/support needed

Person Responsible

Lisa Williams

Schedule

Monthly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Units of Study/Lesson Plans Data Chats, Teen Biz reports

G2.B4.S2 Reading Teachers commit to 4 minimum per month 4

S205644

Strategy Rationale

Program shows growth when minimum per month is met

Action Step 1 5

Commit to completing a minimum of four Teen Biz articles per month during small group activities

Person Responsible

Lisa Williams

Schedule

Weekly, from 9/15/2015 to 6/1/2016

Evidence of Completion

Teen Biz reports

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Teachers will share Teen Biz reports during department meetings, discuss areas of concerns, celebrate areas of strength and make a plan for support based on data

Person Responsible

Lisa Williams

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Department/PLC Minutes

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Review department minutes, Teen Biz data, and identify additional areas for support.

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Evidence of Completion

Minutes from meetings, Outlook calendar

G2.B4.S3 Focus on Writing Component within Teen Biz 4

 S205645

Strategy Rationale

Writing across all content areas is a focus based on data

Action Step 1 5

Provide PD on Writing Component within Teen Biz and how teachers can utilize in their classroom to support Literacy

Person Responsible

Lisa Williams

Schedule

Monthly, from 9/7/2015 to 6/1/2016

Evidence of Completion

Minutes from meeting/PD sign in

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Support the fidelity of Teen Biz use in the classroom, discuss ways to use this resource in small groups, and provide support as needed on individual basis.

Person Responsible

Lisa Williams

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Evidence of Completion

Minutes from meetings, Reports, Units/Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

Facilitate collaboration efforts within the team to identify appropriate opportunities to utilize the program, analyze data, and determine next steps for instruction

Person Responsible

Lisa Williams

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Evidence of Completion

Units/Lesson Plans, Reports, PLC documentation, Department minutes

G2.B6 Many initiatives/time to "own" them (Team Teaching) 2

B194132

G2.B6.S1 Utilize Common planning, PLCs, PD to focus on best practice 4

S205649

Strategy Rationale

PLC/Backward design allows focus on standards based instruction/rigor of content

Action Step 1 5

PLC/Common planning will be used to create common assessments/rubrics/objectives

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Leadership team will meet with and support teachers in PLC/PD/Common Planning

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Review of units of study/lesson plans/ PLC minutes/ implementation during walk-through

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Evidence of Completion

Units of study/lesson plans, PLC minutes, Walk-through, AMO's

G3. Increase student achievement gains school-wide by focusing on writing within all content areas. 1

 G074365

G3.B7 Rigor of writing prompts requires teachers to focus on writing, reading excerpts of non-fiction text, and using support from text 2

 B194139

G3.B7.S1 PLC will work together to create common prompts that are related to standards 4

 S205666

Strategy Rationale

Backward design with focus on standards drive rigorous curriculum

Action Step 1 5

PLC/Common planning will be used to create/evaluate common prompts related to standards

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Evidence of Completion

Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites

Plan to Monitor Fidelity of Implementation of G3.B7.S1 6

Administration will participate in identified PLC's

Person Responsible

Ann Cole

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Evidence of Completion

Teachers will provide units of study/lesson plans that incorporate common prompts that are based on standards. PLC agenda will notate instructional practice/reflection

Plan to Monitor Effectiveness of Implementation of G3.B7.S1 7

PLC will provide work samples that illustrate progress

Person Responsible

Ann Cole

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Evidence of Completion

PLC agenda/work samples will be provided to Admin that supports progress common prompts/rubrics/objectives/assessments

G3.B7.S2 Use WriteScore prompts, curriculum, and data to drive instruction 4

S205667

Strategy Rationale

Modeled after FSA writing prompts and scoring will be better aligned

Action Step 1 5

ELA teachers will give three prompts to be scored by WriteScore and use targeted lessons based on results

Person Responsible

Lisa Williams

Schedule

Quarterly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Scores from WriteScore

Plan to Monitor Fidelity of Implementation of G3.B7.S2 6

Teachers will analyze data from WriteScore in their PLC's

Person Responsible

Lisa Williams

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC minutes, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B7.S2 7

Differentiated lesson plans will reflect analysis of data

Person Responsible

Lisa Williams

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

WriteScore data, lesson plans

G3.B8 Teacher assessments are not created together and analyzed for rigor and relevance 2

 B194140

G3.B8.S1 Teachers will use common planning/PLC time to create/analyze common assessments with focus on rigor/standards 4

 S205668

Strategy Rationale

PLC/Backwards design will support rigor across all content areas

Action Step 1 5

Teachers will plan and evaluate common assessments/rubrics/objectives for learning

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Units of Study/Lesson Plans/ agendas will note common assessments/rubrics/objectives for learning. Classroom observation will note practice being implemented.

Plan to Monitor Fidelity of Implementation of G3.B8.S1 6

Admin will participate in identified PLC to provide support

Person Responsible

Ann Cole

Schedule

Weekly, from 9/10/2014 to 6/1/2015

Evidence of Completion

PLC/Common planning will work together to create/evaluate common objectives/rubrics/assessments

Plan to Monitor Effectiveness of Implementation of G3.B8.S1 7

Admin will review units of study/agenda/minutes and provide support where needed

Person Responsible

Ann Cole

Schedule

Weekly, from 9/10/2014 to 6/1/2015

Evidence of Completion

Units of study/lesson plans, work samples, standards based instruction, walk-through data

G4. Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning. 1

G074366

G4.B4 Misunderstanding/Fear of Data 2

B194144

G4.B4.S1 Individual Teacher data chats 4

S205669

Strategy Rationale

Choosing Excellence process for data chats/Student Led Conferences

Action Step 1 5

Will meet individually with teachers to discuss student data/way of work at CMS

Person Responsible

Jereme Wilson

Schedule

Monthly, from 9/5/2015 to 6/1/2016

Evidence of Completion

Outlook Calendar/Walk-through data

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Reflect on individual conversations/goals set by teachers

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Teacher Goals/PDP/APPLES/PD Agenda/ Sign in sheets

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Walk-through Data, Units/Lesson Plans, Student work samples, calendars, PLC Agendas/ Minutes

G4.B4.S3 PD on Performance Matters 4

 S205671

Strategy Rationale

Teachers will be offered PD as needed

Action Step 1 5

Data Leaders will offer opportunities for Small Group PD in Performance Matters/Castle to understand different components of data collection/monitoring throughout the year.

Person Responsible

Ann Tikka

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Outlook Calendar, sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B4.S3 6

Participate in data conversations during small group PD about Performance Matters and how to utilize program to collect/monitor data

Person Responsible

Lisa Williams

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Outlook calendar, sign-in sheets, Units/Lesson plans, PLC agenda/minutes

Plan to Monitor Effectiveness of Implementation of G4.B4.S3 7

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Lesson/Unit Plans, Reflections, Walk-through Data

G4.B4.S5 Castle Program 4

S205673

Strategy Rationale

Castle will be used to communicate data of individual students

Action Step 1 5

Provide PD to faculty in the building to provide support as needed to utilize system effectively

Person Responsible

Kaitlyn Moore

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Castle usage

Plan to Monitor Fidelity of Implementation of G4.B4.S5 6

Provide opportunity for Department, Team Leaders, Data Leaders to share input for improvements of system

Person Responsible

Ann Cole

Schedule

Monthly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Changes in Castle, Emails, Department and Team Meetings, emails

Plan to Monitor Effectiveness of Implementation of G4.B4.S5 7

Monitor use of Castle within school for communication within school, parent contact documentation, student support, and accommodations

Person Responsible

Ann Cole


Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Castle usage, updates, input from faculty, Department/Team Leader meetings/Emails

G4.B9 Consistency of process/procedures 2

 B194149

G4.B9.S4 PLC's will establish and adhere to protocols and procedures 4

 S205679

Strategy Rationale

PLC/backward design provide framework for best practice/rigor in classroom

Action Step 1 5

Establish norms for meetings, mission, visions, and belief statements. Focus on 4 critical questions during PLC time

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Evidence of Completion

Norms for teams, departments, and PLC's, Mission, Vision, and Belief Statement -PLC agendas/minutes

Plan to Monitor Fidelity of Implementation of G4.B9.S4 6

PLC's will provide evidence during each meeting that supports the focus of that weeks meeting and provide that to the Admin Team for documentation of their work

Person Responsible

Ann Cole

Schedule

Weekly, from 9/10/2014 to 6/1/2015

Evidence of Completion

Book Study, Planned Meetings - Outlook Calendar, Evidence created at each meeting

Plan to Monitor Effectiveness of Implementation of G4.B9.S4 7

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person Responsible

Jereme Wilson

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Outlook Calendar, Teacher Reflections, Units of Study/Lesson Plans showing implementation/PLC agenda/minutes

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	Every teacher will take the Gallup Strength Finders survey to determine their top 5 strengths.	Booth, Melissa	8/17/2015	Strength Finder reports	9/30/2015 one-time
G1.B1.S2.A1	All teachers will participate in an action committee	Booth, Melissa	8/24/2015	Committee Minutes, Outlook Calendar, Teacher Engagement Gallup Results	6/10/2016 monthly
G2.B4.S1.A1	Provide model lessons for Content teachers	Williams, Lisa	9/15/2015	calendar/PD sign in/Lesson plans/Teen Biz reports	6/1/2016 monthly
G2.B4.S2.A1	Commit to completing a minimum of four Teen Biz articles per month during small group activities	Williams, Lisa	9/15/2015	Teen Biz reports	6/1/2016 weekly
G2.B4.S3.A1	Provide PD on Writing Component within Teen Biz and how teachers can	Williams, Lisa	9/7/2015	Minutes from meeting/PD sign in	6/1/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	utilize in their classroom to support Literacy				
G2.B6.S1.A1	PLC/Common planning will be used to create common assessments/rubrics/objectives	Wilson, Jereme	9/8/2015	Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites	6/1/2016 weekly
G3.B7.S1.A1	PLC/Common planning will be used to create/evaluate common prompts related to standards	Wilson, Jereme	9/10/2015	Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites	6/1/2016 weekly
G3.B7.S2.A1	ELA teachers will give three prompts to be scored by WriteScore and use targeted lessons based on results	Williams, Lisa	9/15/2015	Scores from WriteScore	6/10/2016 quarterly
G3.B8.S1.A1	Teachers will plan and evaluate common assessments/rubrics/objectives for learning	Wilson, Jereme	9/8/2015	Units of Study/Lesson Plans/ agendas will note common assessments/rubrics/objectives for learning. Classroom observation will note practice being implemented.	6/1/2016 weekly
G4.B4.S1.A1	Will meet individually with teachers to discuss student data/way of work at CMS	Wilson, Jereme	9/5/2015	Outlook Calendar/Walk-through data	6/1/2016 monthly
G4.B4.S3.A1	Data Leaders will offer opportunities for Small Group PD in Performance Matters/Castle to understand different components of data collection/monitoring throughout the year.	Tikka, Ann	9/8/2015	Outlook Calendar, sign-in sheets	6/1/2016 weekly
G4.B4.S5.A1	Provide PD to faculty in the building to provide support as needed to utilize system effectively	Moore, Kaitlyn	9/8/2015	Castle usage	6/1/2016 weekly
G4.B9.S4.A1	Establish norms for meetings, mission, visions, and belief statements. Focus on 4 critical questions during PLC time	Wilson, Jereme	9/10/2015	Norms for teams, departments, and PLC's, Mission, Vision, and Belief Statement -PLC agendas/minutes	6/1/2016 weekly
G1.B1.S1.A2	PLC's will do a book study on Strengths and utilize strengths to support leadership development	Booth, Melissa	9/15/2015	PLC minutes, Strength Finder reports, Gallup Poll results	6/10/2016 weekly
G1.MA1	Gallup poll results and school-created surveys will be used to progress monitor.	Moore, Kaitlyn	8/24/2015	Data from Gallup poll results and school-created surveys	6/10/2016 quarterly
G1.B1.S1.MA1	Teacher participation in action committees and/or PLC's	Booth, Melissa	8/24/2015	PLC/committee minutes	6/10/2016 weekly
G1.B1.S1.MA1	A report will be developed with all strengths distributed into the 4 strengths domains generated from Strength Finders report to be utilized by PLC's	Booth, Melissa	9/15/2015	Individual teacher reports, School-wide combined report, PLC minutes	10/15/2015 one-time
G2.MA1	Teen Biz data will show steady increase in students reading level, comprehension, and accuracy.	Williams, Lisa	9/12/2015	Teen Biz reports, Lexile growth	6/1/2016 monthly
G2.B4.S1.MA1	Meet in PLC/Common Planning to discuss data/support needed	Williams, Lisa	9/8/2015	Units of Study/Lesson Plans Data Chats, Teen Biz reports	6/1/2016 monthly
G2.B4.S1.MA1	Meet to review data from Teen Biz to review progress and make changes to instruction as needed.	Williams, Lisa	9/8/2015	Change in Lexile, Units of study/lesson plans, Data chats	6/1/2016 monthly
G2.B6.S1.MA1	Review of units of study/lesson plans/ PLC minutes/ implementation during walk-through	Wilson, Jereme	9/10/2015	Units of study/lesson plans, PLC minutes, Walk-through, AMO's	6/1/2016 weekly
G2.B6.S1.MA1	Leadership team will meet with and support teachers in PLC/PD/Common Planning	Wilson, Jereme	9/8/2015	Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S2.MA1	Review department minutes, Teen Biz data, and identify additional areas for support.	Wilson, Jereme	9/10/2015	Minutes from meetings, Outlook calendar	6/1/2016 weekly
G2.B4.S2.MA1	Teachers will share Teen Biz reports during department meetings, discuss areas of concerns, celebrate areas of strength and make a plan for support based on data	Williams, Lisa	9/8/2015	Department/PLC Minutes	6/1/2016 weekly
G2.B4.S3.MA1	Facilitate collaboration efforts within the team to identify appropriate opportunities to utilize the program, analyze data, and determine next steps for instruction	Williams, Lisa	9/10/2015	Units/Lesson Plans, Reports, PLC documentation, Department minutes	6/1/2016 weekly
G2.B4.S3.MA1	Support the fidelity of Teen Biz use in the classroom, discuss ways to use this resource in small groups, and provide support as needed on individual basis.	Williams, Lisa	9/10/2015	Minutes from meetings, Reports, Units/Lesson Plans	6/1/2016 weekly
G3.MA1	Teachers unit/lesson plans, walk-through data will show evidence of collaboration and implementation of best practices provided in PLC's and PD during the 2015-2016 school year.	Wilson, Jereme	9/8/2015	Unit/Lesson Plans, Walk-through Data	6/1/2016 weekly
G3.B7.S1.MA1	PLC will provide work samples that illustrate progress	Cole, Ann	9/10/2015	PLC agenda/work samples will be provided to Admin that supports progress common prompts/rubrics/objectives/assessments	6/1/2016 weekly
G3.B7.S1.MA1	Administration will participate in identified PLC's	Cole, Ann	9/10/2015	Teachers will provide units of study/lesson plans that incorporate common prompts that are based on standards. PLC agenda will notate instructional practice/reflection	6/1/2016 weekly
G3.B8.S1.MA1	Admin will review units of study/agenda/minutes and provide support where needed	Cole, Ann	9/10/2014	Units of study/lesson plans, work samples, standards based instruction, walk-through data	6/1/2015 weekly
G3.B8.S1.MA1	Admin will participate in identified PLC to provide support	Cole, Ann	9/10/2014	PLC/Common planning will work together to create/evaluate common objectives/rubrics/assessments	6/1/2015 weekly
G3.B7.S2.MA1	Differentiated lesson plans will reflect analysis of data	Williams, Lisa	8/24/2015	WriteScore data, lesson plans	6/10/2016 quarterly
G3.B7.S2.MA1	Teachers will analyze data from WriteScore in their PLC's	Williams, Lisa	8/24/2015	PLC minutes, lesson plans	6/10/2016 quarterly
G4.MA1	Teachers unit/lesson plans, walk-through data will show evidence of collaboration and implementation of best practices provided in PLC's and PD during the 2015-2016 school year.	Wilson, Jereme	9/8/2015	Walk-through Data, Units/Lesson Plans, PLC agenda	6/1/2016 weekly
G4.B4.S1.MA1	Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning	Wilson, Jereme	9/8/2015	Walk-through Data, Units/Lesson Plans, Student work samples, calendars, PLC Agendas/Minutes	6/1/2016 weekly
G4.B4.S1.MA1	Reflect on individual conversations/goals set by teachers	Wilson, Jereme	9/8/2015	Teacher Goals/PDP/APPLES/PD Agenda/ Sign in sheets	6/1/2016 weekly
G4.B4.S3.MA1	Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning	Wilson, Jereme	9/8/2015	Lesson/Unit Plans, Reflections, Walk-through Data	6/1/2016 weekly
G4.B4.S3.MA1	Participate in data conversations during small group PD about Performance Matters and how to utilize program to collect/monitor data	Williams, Lisa	9/8/2015	Outlook calendar, sign-in sheets, Units/Lesson plans, PLC agenda/minutes	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B9.S4.MA1	Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning	Wilson, Jereme	9/8/2015	Outlook Calendar, Teacher Reflections, Units of Study/Lesson Plans showing implementation/PLC agenda/minutes	6/1/2016 weekly
G4.B9.S4.MA1	PLC's will provide evidence during each meeting that supports the focus of that weeks meeting and provide that to the Admin Team for documentation of their work	Cole, Ann	9/10/2014	Book Study, Planned Meetings - Outlook Calendar, Evidence created at each meeting	6/1/2015 weekly
G4.B4.S5.MA1	Monitor use of Castle within school for communication within school, parent contact documentation, student support, and accommodations	Cole, Ann	9/8/2015	Castle usage, updates, input from faculty, Department/Team Leader meetings/Emails	6/1/2016 weekly
G4.B4.S5.MA1	Provide opportunity for Department, Team Leaders, Data Leaders to share input for improvements of system	Cole, Ann	9/8/2015	Changes in Castle, Emails, Department and Team Meetings, emails	6/1/2016 monthly

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. Teacher engagement will increase at least 0.2% in the Q12 area of "opportunities to do their best" as measured by the FY16 Gallup Teacher Engagement Survey.

G1.B1 Lack of leadership opportunities

G1.B1.S1 Teacher will discover their strengths and learn how to best utilize them

PD Opportunity 1

Every teacher will take the Gallup Strength Finders survey to determine their top 5 strengths.

Facilitator

Booth/Wilson/Cole/Moore/Tikka/Knox

Participants

All Teachers

Schedule

On 9/30/2015

PD Opportunity 2

PLC's will do a book study on Strengths and utilize strengths to support leadership development

Facilitator

Tikka/Moore/Grant/Mytnik/Page/Williams/Booth/Wilson/Cole

Participants

All Teachers

Schedule

Weekly, from 9/15/2015 to 6/10/2016

G1.B1.S2 All teachers will have a leadership role

PD Opportunity 1

All teachers will participate in an action committee

Facilitator

Moore/Tikka

Participants

All Teachers

Schedule

Monthly, from 8/24/2015 to 6/10/2016

G2. Increase student achievement gains school-wide by increasing the rigor and relevance of teaching.

G2.B4 Teen Biz is not being utilized at full capacity

G2.B4.S1 Teen Biz for content teachers

PD Opportunity 1

Provide model lessons for Content teachers

Facilitator

Ms. Williams will provide model lessons in their classroom.

Participants

ContentTeachers/Students

Schedule

Monthly, from 9/15/2015 to 6/1/2016

G2.B4.S3 Focus on Writing Component within Teen Biz

PD Opportunity 1

Provide PD on Writing Component within Teen Biz and how teachers can utilize in their classroom to support Literacy

Facilitator

Ms. Williams

Participants

Teachers

Schedule

Monthly, from 9/7/2015 to 6/1/2016

G2.B6 Many initiatives/time to "own" them (Team Teaching)

G2.B6.S1 Utilize Common planning, PLCs, PD to focus on best practice

PD Opportunity 1

PLC/Common planning will be used to create common assessments/rubrics/objectives

Facilitator

Tikka/Moore/Wilson/Knox/Williams/Page/Grant/Mytnik

Participants

Teachers

Schedule

Weekly, from 9/8/2015 to 6/1/2016

G3. Increase student achievement gains school-wide by focusing on writing within all content areas.

G3.B7 Rigor of writing prompts requires teachers to focus on writing, reading excerpts of non-fiction text, and using support from text

G3.B7.S1 PLC will work together to create common prompts that are related to standards

PD Opportunity 1

PLC/Common planning will be used to create/evaluate common prompts related to standards

Facilitator

Wilson/Williams/Page

Participants

Teachers

Schedule

Weekly, from 9/10/2015 to 6/1/2016

G3.B8 Teacher assessments are not created together and analyzed for rigor and relevance

G3.B8.S1 Teachers will use common planning/PLC time to create/analyze common assessments with focus on rigor/standards

PD Opportunity 1

Teachers will plan and evaluate common assessments/rubrics/objectives for learning

Facilitator

Wilson/Booth/Tikka/Moore/Williams/Page/Grant/Mytnik

Participants

Teachers

Schedule

Weekly, from 9/8/2015 to 6/1/2016

G4. Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning.

G4.B4 Misunderstanding/Fear of Data

G4.B4.S3 PD on Performance Matters

PD Opportunity 1

Data Leaders will offer opportunities for Small Group PD in Performance Matters/Castle to understand different components of data collection/monitoring throughout the year.

Facilitator

Tikka/Grant/Meyer/Moore

Participants

Teachers/Teams

Schedule

Weekly, from 9/8/2015 to 6/1/2016

G4.B4.S5 Castle Program

PD Opportunity 1

Provide PD to faculty in the building to provide support as needed to utilize system effectively

Facilitator

Moore/Meyer/Tikka/Wilson

Participants

Faculty

Schedule

Weekly, from 9/8/2015 to 6/1/2016

G4.B9 Consistency of process/procedures

G4.B9.S4 PLC's will establish and adhere to protocols and procedures

PD Opportunity 1

Establish norms for meetings, mission, visions, and belief statements. Focus on 4 critical questions during PLC time

Facilitator

Wilson/Booth/Tikka/Knox/Moore/Williams/Page/Grant/Mytnik

Participants

Teachers/Teams/Departments

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Technical Assistance Items

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

G2. Increase student achievement gains school-wide by increasing the rigor and relevance of teaching.

G2.B4 Teen Biz is not being utilized at full capacity

G2.B4.S2 Reading Teachers commit to 4 minimum per month

PD Opportunity 1

Commit to completing a minimum of four Teen Biz articles per month during small group activities

Facilitator

Wilson/Williams

Participants

Teachers/Students

Schedule

Weekly, from 9/15/2015 to 6/1/2016

G4. Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning.

G4.B4 Misunderstanding/Fear of Data

G4.B4.S1 Individual Teacher data chats

PD Opportunity 1

Will meet individually with teachers to discuss student data/way of work at CMS

Facilitator

Tikka/Moore/Knox/Wilson/Booth/Cole

Participants

Teachers - how to pull/analyze reports

Schedule

Monthly, from 9/5/2015 to 6/1/2016

Budget

Budget Data

1	G1.B1.S1.A1	Every teacher will take the Gallup Strength Finders survey to determine their top 5 strengths.				\$0.00
2	G1.B1.S1.A2	PLC's will do a book study on Strengths and utilize strengths to support leadership development				\$0.00
3	G1.B1.S2.A1	All teachers will participate in an action committee				\$0.00
4	G2.B4.S1.A1	Provide model lessons for Content teachers				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$2,000.00
<i>Notes: Support PD/ model classrooms/ resources needed to implement plan</i>						
5	G2.B4.S2.A1	Commit to completing a minimum of four Teen Biz articles per month during small group activities				\$0.00
6	G2.B4.S3.A1	Provide PD on Writing Component within Teen Biz and how teachers can utilize in their classroom to support Literacy				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$500.00
<i>Notes: Support PD/ model classrooms/ resources needed to implement plan</i>						
7	G2.B6.S1.A1	PLC/Common planning will be used to create common assessments/rubrics/objectives				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$500.00
<i>Notes: Support PD/ model classrooms/ resources needed to implement plan</i>						
8	G3.B7.S1.A1	PLC/Common planning will be used to create/evaluate common prompts related to standards				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$500.00
<i>Notes: Support PD/ model classrooms/ resources needed to implement plan</i>						
9	G3.B7.S2.A1	ELA teachers will give three prompts to be scored by WriteScore and use targeted lessons based on results				\$0.00
10	G3.B8.S1.A1	Teachers will plan and evaluate common assessments/rubrics/objectives for learning				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$500.00
<i>Notes: Support PD/ model classrooms/ resources needed to implement plan</i>						

Budget Data						
11	G4.B4.S1.A1	Will meet individually with teachers to discuss student data/way of work at CMS				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$250.00
			<i>Notes: Support PD/ model classrooms/ resources needed to implement plan</i>			
12	G4.B4.S3.A1	Data Leaders will offer opportunities for Small Group PD in Performance Matters/Castle to understand different components of data collection/ monitoring throughout the year.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$500.00
			<i>Notes: Support PD/ model classrooms/ resources needed to implement plan</i>			
13	G4.B4.S5.A1	Provide PD to faculty in the building to provide support as needed to utilize system effectively				\$0.00
14	G4.B9.S4.A1	Establish norms for meetings, mission, visions, and belief statements. Focus on 4 critical questions during PLC time				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$800.00
			<i>Notes: Support PD/ model classrooms/ resources needed to implement plan</i>			
					Total:	\$5,550.00