Manatee County Public Schools

Electa Lee Magnet Middle School

2017-18 Schoolwide Improvement Plan

Electa Lee Magnet Middle School

4000 53RD AVE W, Bradenton, FL 34210

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	C

**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 Manatee 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Electa Lee Magnet Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Electa Lee Magnet Middle School is to inspire students to reach their highest potential and to acquire a love of learning by providing an artistically enriched education.

b. Provide the school's vision statement.

Improve academic achievement for all students as well as personalize the educational experience for all students.

2. School Environment

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

Lee Magnet Middle School's core values center around the principles of respect, continuous learning and collegiality – not only with faculty/staff interactions, but also student interactions. Teachers and staff are asked to build relationships with their students through positive interactions. Administrators will provide support to build cultural experiences and relationships. This year we are implementing "Time To Teach" which specifically deals with behavior management. Also, we have a (Positive Behavior Intervention System) PBIS team which meets once a month with the Environmental and Safety Committee. We review discipline data and discuss all issues as they relate to behavior, environment and intervention strategies to secure a positive learning environment.

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

Lee Magnet Middle School is a Magnet School of the Arts. Twenty percent of the student population applies for School CHOICE to attend the school. The other eighty percent are zoned students. Students have seven different areas in the visual and performing arts that they may become involved- band, orchestra, chorus, dance, art, graphic design and theater. Lee also offers a technology and Health/HOSA program to strengthen students' career choice pathways. Lee Middle School strives to create a school environment in which students want to come to school, want to be in class and want to have a voice. Our faculty and staff create opportunities for students to come and talk to them about things going on in their lives that are difficult for them to sort through. Many teachers volunteer to open up their classrooms before school and during lunch periods as a safe place for students to eat their lunch or get additional help with class work. Lee Middle School offers after school sports programs for boys and girls, including soccer, basketball, cross country, girls volleyball and boys flag football. Other extracurricular clubs Lee Middle School offers includes: Technology Student Association, Future Business Leader Association, Health Occupation Student Association, National Junior Honor Society, Student Council and clubs within each of the seven performing and visual arts. In addition, Lee Middle is an Advanced Via Individual Determination (AVID) school. We support students with a consistent process for note taking, Socratic seminars and other comprehensive strategies to assist with organizational and academic skills.

c. 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.

Lee Magnet Middle School is a Positive Behavior Support School (PBIS) meaning we place emphasis on students who do what is expected of them. We use a positive support system called "Hero" to praise students for positive behavior through earning points to be spent at the school store, trading for dance tickets or time in the student technology lounge. Lee Middle School has a clearly defined process for expectations of appropriate behavior in the classroom, cafeteria, hallways and other common areas around campus. Teachers continue to receive training to create and establish a culture of learning in their classroom as well as how to create a behavioral management plan. A school-wide discipline plan has been created and is shared with faculty and staff to create consistency in the consequences rendered for inappropriate behavior. Expectations are focused on learning gains and behavior is to enhance a positive learning environment.
Lee also has a TIER system which discusses student who need extra support on maintaining acceptable classroom and school-wide behavior.

d. 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.

Lee Magnet Middle School strives to create a school environment in which students feel safe and want to come to school each day focused on learning. In order to support the environment, Lee Middle School is staffed with a full-time school resource officer (SRO), a principal, two assistant principals, three guidance counselors, two student support specialists, one college career specialist, one parent liaison, one in-school suspension assistant and community mentors and tutors. A school psychologist and school social worker visit the school one day a week. Along with the guidance counselors and administrative personnel, the individuals listed above provide a multitude of services to our students, including providing one on one and small-group counseling, mediation and mentoring.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Lee Middle School monitors attendance, behavior, academics, and demographics.
Attendance - Students who miss 10% or more of instructional time due to absenteeism will be flagged and monitored for "at risk" behavior to apply assistance with the goal of Lee Middle School improving students attendance in school.
Referrals and Suspensions - Students with two or more behavior referrals in each quarter are monitored and strategies are put in place to redirect negative behavior. Behavior goals are added and student, parent, teacher, staff and administration reinforce positive behavior. All referrals with suspension (defined in s.1003.01(5)F.S.) are monitored and students receive support to turn negative behavior into a positive goal.
Course Failures - All students who fail mathematics, English/language arts (ELA), science, history and/or civics courses are monitored every four weeks and counseled to help grow future success. Parents of all students earning a failing grade are called by the teacher of the given subject. A parent conference is suggested to help develop a plan for student success. Students who have failed two or more courses in any subject are monitored and placed in a credit recovery course.
All FSA Level 1 ELA and math students will be enrolled in an intensive reading and/or intensive math class.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	25	43	31	0	0	0	0	99
One or more suspensions	0	0	0	0	0	0	11	14	45	0	0	0	0	70
Course failure in ELA or Math	0	0	0	0	0	0	15	41	30	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	0	0	0	78	95	120	0	0	0	0	293

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	16	30	32	0	0	0	0	78

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

Intervention strategies used at Lee Middle School include:
*Quarterly meetings with principal and guidance counselors reviewing data of students failing an academic class
*Meeting with the guidance counselor
*Students reviewed and interventions created for students with attendance, tardy or excessive discipline to be reported to the RtI team
*SuccessMaker remediation system is used for students struggling on ELA and Math state assessments.
*Odysseyware is used for student credit recovery.
*Communicate with all stakeholders to support student success.
*Time To Teach
*Extended reading passages and writing to learn across content areas
*Write To Learn
*AVID
*Bright Bytes
*FOCUS
*HERO
*PBIS
*The RtI/MTSS team weekly meetings to follow the problem-solving model, use multi-tiered model (Tier 1, Tier 2, Tier 3), use a problem-solving method to make decisions within a multi-tiered model, use research-based, scientifically validated interventions, review academic, behavior and attendance data to drive decisions, provide counseling and coaching to students identified by RtI team needing such service, monitor student progress to inform instruction, organize the collection of data and support the instructional needs of each child.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/442826.

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

2. 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.

1.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.
Lee Middle employs various approaches to increase parental involvement including:
• School Advisory Council
• Open House/Back to School Night
• Parent Nights
• SAC
• FOCUS & HERO - electronic monitoring systems
• ConnectED - electronic voice messaging system
• Personal phone calls home
• Parent Conferences
• Parent Home Survey
• School Newsletters
• Title 1 – Parent Involvement Nights for all four core classes as well as elective classes.
• ePie - School to business partnership program
2. 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.
School personnel (i.e., one of the student support specialists and administrators) visits or contacts via telephone or solicitation letters local businesses and community members to support in school-wide activities such as seeking donations and/or grants to reward students for academic, attendance, and behavioral accomplishments; having guest speakers speak to our students; and setting up field trips. ePIE is the system by which we monitor business partnerships. Business partners are recognized annually by the Chamber of Commerce and school district for their outstanding contributions to our schools.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Cooper, Scott	Principal
Cornwell, Tamara	Assistant Principal
Zenon, Kimberlain	Assistant Principal
Johnson, Susan	Teacher, K-12
Smith, Crestie	Teacher, K-12
VanLeeuwen, Erika	Instructional Coach
Daly, Stefania	Teacher, K-12
Rohde, Terri	Instructional Media

b. Duties

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

The following leaders meet once a month to serve the school with decision-making practices focused on student achievement. The principal chairs the meeting and creates an open forum for discussion and collaboration. The members of the team represent all departments as well as support departments.
Cooper, Scott – Principal

The assistant principals run the meetings if the principal is absent and support the principal as duties are assigned.
Cornwell, Tamara – Assistant Principal
Richardson, Kim – Assistant Principal

The support teaching and coaching staff are an integral member of the team. The teachers and coaches gather information and disseminate important information. They are a key communication piece that strongly assist with data gathering, monitoring student achievement, behavior, and absenteeism.
Batchelor, Tanya – Reading Coach
VanLeeuwen, Erika - Algebra tutoring support
Weiner, Heather – English Department Chair
Johnson, Susan – Math Department Chair
Luck, Michelle – Science Department Chair
Smith, Crestie – Social Studies Department Chair
Payne, Sabrina - ESE Department Chair
Terri Rohde - Media Specialist
Daly, Stefania - Art / TechnologyTeacher
Boyd, Hannah - Music

District support personnel give our school and students the attention needed to help support student success.
Lindy Carlson Instructional Specialist
Jillian Beiber Instructional Specialist
Myra Cestero ESOL Compliance Specialist
Gosia Stoner ESOL Specialist
Dr. Peter Marsh PT
Megan Bellittra OT
Debbi Zejavac Hearing Impaired
School Psychologist

Karen Furner ESE Specialist
Sara Barnes Behavior Specialist
Courtney Clemmons Visually Impaired
Karina Li Social Worker

2. 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 school leadership team meets monthly as a group. When the meetings convene the central focus is on improved student achievement. The process is as follows:
Collect and chart data
Analyze data and prioritize needs
Set, review, and revise incremental goals
Select common instructional strategies
Determine results indicators
Monitor and evaluate results

Each of the members on the School Leadership Team take an active role in problem solving and making informed decisions to increase student achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Scott Cooper	Principal
Lisa McLean	Parent
Rhiana Mann	Parent
Laura Lewis	Education Support Employee
Kimberly Williams	Parent
Carolyn Ingles	Parent
Ashley Bower	Teacher
Karen Filips	Parent
Leonard Cichewicz	Parent
Trish Hagan	Parent
Kimberlein Richardson	Education Support Employee
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC met on Tuesday, September 19th for the first meeting of the 2017-2018 school year. The SAC briefly discussed last year and reviewed the Title 1 Compact. A discussion occurred and then suggestions, recommendations were presented by members in attendance.

b. Development of this school improvement plan

The principal met with the School Leadership Team at the end of last school year. The team then met in June/July and discussed the school goals.The team established the two main goals for the 17-18 school year which are improve academic achievement for all students and personalize the educational experience for every student. The team then further broke down the goals which are specifically listed in this SIP.

c. Preparation of the school's annual budget and plan

The SAC at the conclusion of the 16-17 school year acknowledged that Lee Middle once again qualified for Title I funds for the coming school year. After review of available data the SAC, the administrative staff and the staff felt it was necessary to support literacy instruction through the employ of a reading coach. Other items reviewed and purchased were remediation and supplemental materials to be used with students.

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

A majority of the funding went to repair musical equipment, services rendered for repairs and other basic supplies. Six thousand, six hundred and four dollars were used for SIP funds. Repairs = 4357.35, Other purchased services = 1352.71 and Supplies - Basic K-12 893. 94.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Cooper, Scott	Principal
Cornwell, Tamara	Assistant Principal
Zenon, Kimberlain	Assistant Principal
Carlson, Dorlinda	Administrative Support

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The School Leadership Team has a component that works specifically with literacy. This committee creates a collaborative system that encourages a literate climate to support effective teaching and learning.The benefits of having this team is to create a positive impact on student learning and a catalyst for school-wide literacy change. The team meets at least once a month and then reports back to the School Leadership Team.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Lee Magnet Middle School has worked hard to establish a faculty/staff culture of respect and collegiality. In doing so, teachers are encouraged to work together in the mornings to plan and develop engaging and
challenging lessons to stretch student thinking. During the 2017-2018 school year, teachers in the core subjects also have common planning with his/her colleagues by grade level. Teachers post weekly lesson plans and are encouraged to share these plans with colleagues. Teachers who exhibit best teaching practices are asked and encouraged to model their expertise for other teachers within their department and the school to build capacity of peers. Teachers are recognized at department and school-wide faculty meetings for classroom and personal accomplishments they have earned throughout the school year. Teachers are completing two book studies on Time To Teach and Teacher 50. Teachers will share out their thoughts on their readings within a school-based Moodle and collaborate learned strategies. Teachers will also complete a Time To Teach workshop and receive supported training and information, from a consultant, on enhancing student behavior, engagement and learning. Teachers, as well, will collaborate for 1 hour per week and will also have a 3 hour quarterly collaborative time. Administration has an ‘open door’ policy with all faculty and staff.

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

Lee Magnet Middle School utilizes the county-based TALEO to hire highly qualified instructors. The administrative team reviews applicants who are direct qualified. The administrative team interviews the District mandated minimum number of direct qualified applicants. Once a final candidate has been selected an offer is extended to the potential hire. The school administrative team completes all necessary requirements electronically through TALEO and contacts Human Resources. Staff retention at the school is imperative. New teachers and staff members are paired with a more experienced instructor or staff member. The pairing is critical to the success and integrity of the newest staff member. Recruitment is offered at District and State job fairs. Administrators attend the job fair and encourage applicants to apply for open district positions.

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

New teachers and staff members are paired with a more experienced instructor or staff member (as mentors). The pairing is critical to the success and integrity of the newest staff member. School-based coaches support teachers with strategies to strengthen all areas of teaching. District support is offered if a teacher is in critical need of improvement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Each core subject area receives quarterly curriculum maps provided by the district with specific standards that will be taught for each quarter. Quarter assessment tests will be generated by the

District to measure proficiency on specific benchmarks. Every teacher at the school completes weekly lesson plans on OnCourse; plans are reviewed weekly by the administration. Classroom walk-throughs conducted by the administration will also measure the progress and pacing for each individual teacher. Teachers will receive additional time, once a quarter, to collaborate.

b. Instructional Strategies

1. 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.

Lee Magnet Middle School uses student achievement data to differentiate instruction:
• Students are placed in high school dual enrollment, advanced, regular and/or intensive classes for the subjects for language arts and mathematics based on the previous year's FSA scores and previous school year's grades in each subject area.
• Students scoring at achievement level 1 on the ELA portion of the FSA will have a regular language arts class in addition to an intensive reading class. All students who attained a level one will complete Success Maker in his/her intensive reading and/or critical thinking class. During the direct instruction students will work with Ready LAFS support materials. Students who attained a level 2, 3, 4 or 5 may be in either a regular Language Arts, Advanced Language Arts or English 1 for 8th grade students.
• Students scoring at a level 1 on the Math FSA will have a regular math class and an intensive math class. Students will complete SuccessMaker in the intensive math class. During the direct instruction, students will work with Ready MAFS support materials. All students scoring at a level 2, 3, 4 or 5 will be placed in either a regular math class, advanced math class, Algebra 1, Algebra 1 Honors or Geometry class.

2. 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: 3,240

Teachers pull students before school, after school and during lunch for classroom support.

Strategy Rationale

Some students need extra time to master a standard.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cooper, Scott, coopers@manateeschools.net

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

Students review, with the teacher, data from FSA and benchmark tests as well as classroom assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Students from the feeder elementary schools scoring at levels 2 and 3 in fifth grade were invited to a bridge camp. The camp gave the students an opportunity to begin work on the next year's standards early and lessen the impact of summer academic losses. Bridge camp focused on math and language arts standards.

Eighth grade students receive a welcome from the high school beginning in January. Students interested in applying school choice options may do so once the choice window opens. High school student groups visit to explain high school programs and students register for high school classes in May. At least twice a year performing arts middle school students perform with the high school groups.

b. College and Career Readiness

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

Lee Middle School offers a career counselor for students interested in pursuing specific career avenues. Students are eligible to study for industry certifications. Industry certifications are nationally recognized and provide students with a career and technical certification to help expand the students' workforce opportunities.
We also oversee the opportunities for job shadowing and bring in professional speakers to reinforce career awareness.

Lee Middle School also offers the AVID program (Advancement Via Individual Determination) which is dedicated to closing the achievement gap by preparing all students for college and other post-secondary opportunities.

Both Industry Certification and AVID offers our students the chances for knowledge in college and career awareness.

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

The career and technical education programs available to our Lee Middle School students are Art and Design, and three levels of technology. This year we are adding Health and HOSA (Health Occupation Student Association). The Industry certifications we are giving our students the opportunity to earn is the entire ADOBE Suite including Premiere Pro, IC3 Sparks, and our newest certification is Learn2Serve.

Adobe Production Premium CS6 includes:
After Effects
Audition
Bridge
Encore
ExtendScript Toolkit
Extention Manager
Flash Professional
Illustrator
Media Encoder
Photoshop

Prelude
Premiere Pro
SpeedGrade

Adobe Creative Cloud 2015
After Effects
Bridge
Character Animator (Preview)
Dreamweaver
Flash Professional
Illustrator
InCopy
InDesign
Media Encoder
Muse
Photoshop
Premiere Pro

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

Lee Middle school has infused many of the Industry certifications into our Arts, and Technology classes. We expanded these opportunities to include Business and Health. The core classes align their projects and class work to expanding learning about industry certification standards into their curriculum expectations. Students then are able to understand and align the need to learn academic standards for workforce use.

4. 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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Eighth grade students who were level 3 on the FSA but had no background in Algebra.

B. 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"Â? 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.

We offered a bridge camp before school began to assist the forty students who now will attend algebra but did not receive Pre-algebra. These same students will receive pull-out tutoring during the school year to assist with their information gaps.

C. Strategic Goals

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. By providing teachers time for facilitated, collaborative planning for targeted, rigorous, and engaging instruction, student achievement will improve.

G2. By implementing a revised schoolwide positive behavior incentive plan, student behavior and attendance will improve by at least 10%.

Strategic Goals Detail

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

G1. By providing teachers time for facilitated, collaborative planning for targeted, rigorous, and engaging instruction, student achievement will improve. 1a

G097793

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	85.0
FSA Mathematics Achievement	50.0
Civics EOC Pass	65.0
FSA ELA Achievement	42.0
Statewide Science Assessment Achievement	36.0

Targeted Barriers to Achieving the Goal 3

- Students lack classroom participation due to lessons not meeting high standards of engagement. This was observed through classroom walks and classroom observations.
- Teachers lack sufficient knowledge or confidence in planning rigorous and engaging lessons including planning for student misconceptions, appropriate scaffolding, and the pre-planning of higher order questions. All proficient 8th grade students (3 and above on FSA) must be assigned to Algebra. Forty of these students did not have pre-algebra.
- Lack of consumable remedial materials. All math students and lowest 25% of our students are not making adequate gains on FSA Math. In order to support adequate learning gains within our lowest quartile, we offer intensive math classes using the Success Maker program. We, as well, are including Intensive Math workbooks to further improve learning gains with the goal of all students reaching proficiency. We will offer math camps, student tutorial sessions and opportunities for teachers to collaboratively plan to improve overall math scores.
- Teachers do not have enough time to collaborate. We will hire substitutes to allow teachers time to work together and plan rigorous and engaging lessons, complete data analysis and problem solve solutions for highest levels of student success. Teachers and Administrators do not have enough opportunity to grow professionally. The need for this growth is based on administrative observations of low levels of engaging and rigorous classrooms.
- Providing all of the accommodations needed for ELL and ESE students
- Students lack necessary resources to complete Civics curriculum. Students lack home support to complete their homework and projects. Students may not understand, to mastery, the standards presented during class. Students may not have the study skills to represent their knowledge on a test or exam.
- Civics teachers focusing and reinforcing standards; Civics Teachers monitoring standards from Benchmark assessments and sharing the results with students and parents.
- Opportunities for students to engage in interactive opportunities is limited.
- Students are not making adequate gains on ELA assessments. Remedial material and support is required.
- School grade slipped to a D level. Extra support is needed.
- Students are not linking ELA standards to real to life learning opportunities
- Students are losing academic skills over the summer.

- Teachers have not aligned the "Nature of Science" standards to the instructional practices. Hands-on labs and discovery sessions must be included encouraging engaging collaboration among students. Organization across curriculum areas assist students with understanding expecatations.
- Alignment of the Science EOC with the County benchmarks.
- School wide student disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks keep students out of class. Time to Teach, HERO and application of best practices assist teachers to positively reward students for doing the "right" thing. AVID strategies are taught to assist students with growing their organizational skills.
- Students struggle with getting work completed. Approximately 46% of our student body speak different home languages - other than English. Students often need extra time for additional instructional support to enhance their Mastery opportunities.
- Students lack academic support during the summer and often lose academic skills.
- Students do not relate Science classwork to real life experiences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Purchasing Math manipulatives and calculators will assist math students with hands-on tools for higher levels of rigorous and engaging classes. Purchase of Promethean boards (interactive computer display) and Smart TV's.
- Professional Development Reading Coach Graduation Enhancement Technician School Resource Officer Trained coaches on campus to facilitate Professional Development Attendance Clerk Guidance Clerk HERO - attendance and behavior tracking AVID SuccessMaker - Before school and after school sessions for non-proficient reading and math students PBS school incentives and rewards Time To Teach Book studies Write To Learn Study Island District Instructional Curriculum Specialist working with school.
- Math Remedial Workbooks to be used during Success Maker
- Substitutes will be hired to allow teachers time to collaborate, plan and analyze data for problem solving levels of highest student success.
- Math teachers will attend conferences to learn about strategies to support student math proficiency
- Study Island Benchmark Tests Time To Teach AVID District Support Specialist
- Purchase Gateway Civics Workbooks
- Teachers will be hired to provide extended learning opportunities for additional instruction through tutoring and mentoring opportunities. These sessions will occur during various days and times so that student availability is extensive. Teachers will be paid their non-contracted hourly rate.
- Intensive Reading workbooks will be purchased for individual student use. Substitute teachers will be hired to give teachers the opportunities for times to analyze data, collaborate and plan. Teachers will be given the opportunity to analyze data, collaborate and plan through using non-contracted hourly opportunities during non-instructional times. Teachers will be given greater opportunities for professional development through attendance at State and National conferences. School Improvement Specialist will assist school at least twice a week for support. Additional instructional support will be provided to prepare students for classwork, benchmarks and FSA exams. A transitional Bridge Camp will be offered to students for two weeks, during the summer, to support continuing academic support

Plan to Monitor Progress Toward G1. 8

The data that will be collected and reviewed quarterly throughout the year, are the increases in student participation scores as compared after technological influx as compared to before technology use and implementation.

Person Responsible
Tanya Batchelor

Schedule
Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion
The evidence that will be gathered to demonstrate the goal has been met is comparing students participation grades within the classroom. It is expected these grades should have an impact on student increases in benchmark and State assessments as well. These participation scores will be monitored by the teacher and shared with the reading coach for presentation at the leadership meetings for fidelity.

Plan to Monitor Progress Toward G1. 8

Classroom walks and observations will be implemented and shared and reviewed throughout the year. Target is to increase rigor and engagement within math classrooms reciprocally increasing students' classroom participation.

Person Responsible
Scott Cooper

Schedule
Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion
The evidence will be the increase in students' classroom participation scores. Decrease of student discipline infractions.

Plan to Monitor Progress Toward G1. 8

OnCourse Lesson Plans

Person Responsible
Scott Cooper

Schedule
Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion
Increased rigor in daily assignments Re-teach standards commonly missed on state assessments

Plan to Monitor Progress Toward G1. 8

Data Chats

Person Responsible
Tanya Batchelor

Schedule
Annually, from 8/10/2017 to 5/31/2018

Evidence of Completion
Completion of Academic and Behavior Action Plan in Student Agenda Weekly conversations facilitated and led by first period teachers

Plan to Monitor Progress Toward G1. 8

Levels of Thinking and Questioning in Blooms', Webb and Costas' Depth of Knowledge

Person Responsible
Scott Cooper

Schedule
Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion
OnCourse Lesson Plans Evidence in Classroom on Common Board Configuration Data acquired from walk-throughs INB notebooks Rubrics created and used to fidelity for classroom projects

Plan to Monitor Progress Toward G1. 8

AVID strategies (i.e.Cornell Notes, Socratic Seminars, AVID binders)

Person Responsible
Scott Cooper

Schedule
Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion
Student work samples Increase reading scores on FSA and EOC exams Write to Learn increased proficiency INB notebooks

Plan to Monitor Progress Toward G1. 8

Increase of student and teacher collaboration.

Person Responsible
Scott Cooper

Schedule
On 8/31/2018

Evidence of Completion
Students will be observed collaborating during classroom walks and observations. Teachers will develop collaborative PDP's and provide evidence of professional development growth through sharing of positive interactive classroom experiences during leadership and faculty meetings. The target is to create an atmosphere for continuous growth and productive change in both student and faculty communities.

Plan to Monitor Progress Toward G1. 8

FSA , Benchmark and Classroom assessments will be monitored.

Person Responsible
Tamara Cornwell

Schedule
Every 3 Weeks, from 8/10/2017 to 8/31/2018

Evidence of Completion
The evidence gathered from this data will enable us to problem solve issues that May arise in that we have two new Civics teachers who must first learn the classroom management and teaching methods to reinforce Civics standards.

Plan to Monitor Progress Toward G1. 8

OnCourse Lesson Plans

Person Responsible
Scott Cooper

Schedule
Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion
Increased rigor in daily assignments Re-teach standards commonly missed on state assessments

Plan to Monitor Progress Toward G1. 8

Lesson plans will be monitored. Non- recorded classroom walk-throughs will increase. District personnel will attend some walks as well. OnCourse lesson plans will be monitored.

Person Responsible
Scott Cooper

Schedule
Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion
Referrals will lessen OnCourse lesson plans INB notebooks Increase EOC scores and pass/ on all state assessments Increase in District Benchmarks scores from quarter to quarter

Plan to Monitor Progress Toward G1. 8

Administrators and teachers will present and share PD earned at conferences with their peers.

Person Responsible
Mark Ruscetta

Schedule
Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion
Agendas will include administrators and teachers presentations. Student classroom achievement growth data will be analyzed and compared to non-attending students.

Plan to Monitor Progress Toward G1. 8

Success Maker for all Level 1 as reported on FSA.

Person Responsible
Scott Cooper

Schedule
Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion
Bi-weekly cumulative performance reports from the SuccessMaker program will be gathered, reviewed, and discussed with instructional staff.

Plan to Monitor Progress Toward G1. 8

Classroom observations, data analysis of classroom grades, benchmark and FSA results

Person Responsible
Tanya Batchelor

Schedule
Biweekly, from 9/1/2017 to 8/31/2018

Evidence of Completion
Classroom observations will be monitored and shared. Data will be analyzed, presented and results problem solved. Classroom grades, benchmark and FSA scores will be monitored and analyzed with the goal of whole school proficiency.

Plan to Monitor Progress Toward G1. 8

Classroom, benchmark and FSA scores will be collected and reviewed for adequate progress. The goal is for 100% of our students to be proficient.

Person Responsible
Kimberlain Zenon

Schedule
Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion
Classroom grades, benchmark scores and FSA results will be monitored with the goal of meeting adequate progress and ultimately all students achieving proficiency on the FSA.

Plan to Monitor Progress Toward G1. 8

Student achievement data will be gathered and reviewed with the school and district team.

Person Responsible
Scott Cooper

Schedule
Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion
Classroom, benchmark and FSA scores will be analyzed for monitoring adequate student gains. Tutored students as well will be monitored for academic successes and shared with the students' family.

Plan to Monitor Progress Toward G1. 8

A two week summer Bridge Camp will be offered to assist students with transitioning from one grade level to the next.

Person Responsible
Kimberlain Zenon

Schedule
Annually, from 6/4/2018 to 8/31/2018

Evidence of Completion
Students will be monitored through out the year to assess academic progression. The target would be proficiency and growth among attending students.

Plan to Monitor Progress Toward G1. 8

Opportunities for providing students with extended community learning experiences will be offered. The students classroom and benchmark scores will be monitored for increases in science standards based on real-life experience inclusion. The lead science teacher will gather these results and report to the administrator who in turn will present the adequate learning gains to the leadership team.

Person Responsible
Kimberlain Zenon

Schedule
Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion
The evidence gathered will demonstrate the effects of hands-on learning opportunities assisting with adequate progress to reinforce mastery of science standards.

Plan to Monitor Progress Toward G1. 8

Benchmark assessment and classroom assessment data will be used and reviewed with all stakeholders. Teachers will monitor standard mastery.

Person Responsible
Kimberlain Zenon

Schedule
Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion
Benchmark assessment data results

Plan to Monitor Progress Toward G1. 8

Science teachers will lead students in creating interactive notebooks that include writing lab reports during inquiry based science projects. Time To Teach strategies will be used to support behavior. Attendance will be monitored.

Person Responsible
Scott Cooper

Schedule
Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion
Samples of student INB used throughout the year FOCUS HERO Time To Teach reflections INB notebooks increase EOC scores and pass/success on all state assessments Increased benchmark scores from quarter to quarter

Plan to Monitor Progress Toward G1. 8

Tutors will gather classroom and benchmark data and monitor students progress with the target of achieving proficiency. These results will be reported to the administrator.

Person Responsible
Kimberlain Zenon

Schedule
Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion
Student classroom learning gains will be monitored and shared with the student, families, teachers, and administration. The target is to meet student proficiency.

Plan to Monitor Progress Toward G1. 8

Students will have the opportunity to attend a two week bridge camp to assist with transition to the next grade level. The attendees benchmark and FSA scores will be monitored and reported to the leadership team and whole faculty to assess program effectiveness.

Person Responsible
Kimberlain Zenon

Schedule
Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion
Bridge Camp summer attendees benchmark and FSA scores will be monitored for adequate learning gains. The target is to provide additional support to increase gains in students skills over the summer break. The target is to increase student proficiency in Science.

G2. By implementing a revised schoolwide positive behavior incentive plan, student behavior and attendance will improve by at least 10%. 1a

G097794

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0

Targeted Barriers to Achieving the Goal 3

- Home related student attendance issues: absence from school, frequent late arrivals or early pickups
- School-related student disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks
- Students need support in completing classwork, homework and tutoring for tests and exams.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Students will attend off campus extended learning opportunites to further their understanding of the impact reading and writing has on our everyday life.
- PBIS

Plan to Monitor Progress Toward G2. 8

Data Chats

Person Responsible
Scott Cooper

Schedule
Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion
Increase student awareness of goal setting Increase in days attended and decrease tardies Increase student academic yearly growth as measured by Success Maker, EOC and state assessments Increase in District Benchmarks scores from quarter to quarter

Plan to Monitor Progress Toward G2. 8

Classroom and academic results will be shared with the administrative, leadership team and whole school.

Person Responsible
Heather Weiner

Schedule
Semiannually, from 9/1/2017 to 8/31/2018

Evidence of Completion
The lead teacher will gather the data and will monitor the written and presented data for adequate progress. She will share these results with administrators, leadership team members and whole school. The ultimate target being ELA whole school proficiency.

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. By providing teachers time for facilitated, collaborative planning for targeted, rigorous, and engaging instruction, student achievement will improve. 1

G097793

G1.B1 Students lack classroom participation due to lessons not meeting high standards of engagement. This was observed through classroom walks and classroom observations. 2

B262905

G1.B1.S1 Students will be able to actively participate in classroom collaboration and demonstration through the use of hands on opportunities. Students will gain experience using technology to prepare them for FSA testing as well as future job pursuits. 4

S278354

Strategy Rationale

Students have a desire to use technology but often cannot afford the technology tools. By using these tools it develops students capacity as a 21st century learner, preparing them for their futures, as well as, providing them practice for taking computer based tests.

Using manipulatives provides higher levels of mastery through student collaborative lab like learning. This increases problem solving skills and provides higher levels of mastery through manipulative uses.

Action Step 1 5

Teachers will need technical assistance and equipment to increase classroom engagement opportunities.

Person Responsible

Scott Cooper

Schedule

On 8/31/2018

Evidence of Completion

Evidence of increasing engagement will be gathered during classroom walk-throughs and observations

Action Step 2 5

Students will be given the opportunity to use manipulatives within interactive math classrooms. This will increase rigorous and engaging classrooms through collaborative- interactive lessons.

Person Responsible

Susan Johnson

Schedule

On 9/30/2017

Evidence of Completion

The lead math teacher will place the order for the math manipulatives. The administrators will monitor math classes for students' collaborative-manipulative tool use during classroom walks and observations.

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

To monitor and meet continuous fidelity of technological use, Administrators will observe and evaluate classroom use of technology as a tool for building engaging classroom opportunities inorder to increase student participation and building of understanding.

Person Responsible

Scott Cooper

Schedule

Every 6 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

The evidence that will be collected is the results of the teacher walks and observations during the evaluation process and the increase of student scores due to participating in an engaging classroom setting.

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

Administrators will monitor math collaborative-manipulative tool uses through lesson plan review, classroom walks and observations. Administrators will compare classroom data of teachers who regularly implement manipulatives to those who continue to use lecture style.

Person Responsible

Scott Cooper

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Administrators will collect data of students' scores in classrooms who use manipulatives at least once a week to those classrooms that do not. This data will be shared with the individual teacher and generically schoolwide for greater levels of teacher acceptance on using these dynamic tools.

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

To monitor and support the effectiveness of technological use within an engaging classroom setting will be the increase in student classroom, benchmark and FSA scores as well as increase in teacher scores during the evaluation process. This engagement will be supported through continuous professional development opportunities to assist teachers in growth of creating engaging classroom settings.

Person Responsible

Scott Cooper

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The evidence that will be gathered is the increase of student scores in classroom, benchmark and assessment scores. These gains will be monitored for continuous growth with the ultimate goal of a 25% increase in student participation through analysis of teachers' classroom grades.

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

The generic scores of teachers using weekly collaboration through manipulative use will be compared to those who do not. The data will be monitored for student learning gains and presented at faculty and department meetings.

Person Responsible

Tamara Cornwell

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The classroom participation and benchmark gains will be collected and shared school and department wide. These scores will continuously be monitored, as well as, student discipline issues coming from these classrooms. The effectiveness of this use will be continuously shared through out the school year, with final assessments of FSA scores.

G1.B1.S2 Teachers classrooms lack rigorous and engaging lessons. Lecture and book tape student sessions are often observed. Teachers need professional development opportunities to grow in skills needed to develop rigorous and engaging classroom opportunities. Attending conferences give teachers the opportunity to grow in academic development and understanding. 4

S278355

Strategy Rationale

Rigorous and engaging classrooms offer higher levels of student participation, collaboration, academic gains and mastery. Conference attendance gives teachers the opportunity to attend professional development classes for personal growth as well as opportunities to collaborate with State and national peers.

Action Step 1 5

Teachers and administrators will attend conferences to grow in academic knowledge, personal development and building peer relationships for goal of achieving higher levels of student learning gains.

Person Responsible

Scott Cooper

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

conference agendas

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

ELA teachers and administrators will present information from the conference back to the school. Administrators will monitor attending teachers' classrooms for fidelity and data will be gathered on student academic gains as compared to non-attendees.

Person Responsible

Kimberlain Zenon

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Classroom data analysis will be gathered for student academic gain monitoring. Observations and walks will be assessed for fidelity of professional development lessons learned. Teachers will be placed on agendas and share results with their peers during department and school wide meetings and assist their non-attending members with application of learned skills.

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

Administrators, Coaches and district personnel will assess teachers using the learned PD skills within their classroom walks and observations. Lesson plans will be reviewed for PD inclusion. Student data will be analyzed comparing gains in achievement as compared to non-attending peers.

Person Responsible

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Evaluation data will be used to demonstrate action was completed with fidelity. Agenda minutes will be monitored for active sharing and collaboration among peers. Student achievement levels will be compared between classes attending PD and those non-attending.

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

Administrators, Coaches and district personnel will assess teachers using the learned PD skills within their classroom walks and observations. Lesson plans will be reviewed for PD inclusion. Student data will be analyzed comparing gains in achievement as compared to non-attending peers.

Person Responsible

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Evaluation data will be used to demonstrate action was completed with fidelity. Agenda minutes will be monitored for active sharing and collaboration among peers. Student achievement levels will be compared between classes attending PD and those non-attending.

G1.B2 Teachers lack sufficient knowledge or confidence in planning rigorous and engaging lessons including planning for student misconceptions, appropriate scaffolding, and the pre-planning of higher order questions. All proficient 8th grade students (3 and above on FSA) must be assigned to Algebra. Forty of these students did not have pre-algebra. 2

B262906

G1.B2.S1 Teachers must use data to define where their students are achieving and where they need to remediate. (All proficient 8th graders (3+ on FSA) - will be scheduled for Algebra. Those students who did not have pre-algebra will be given a pull-out session to reinforce their math skills for success.) 4

S278356

Strategy Rationale

This process will allow teachers to know how to effectively plan their lessons for remediation or to move forward on a standards. (These students are in our school denominator for State grade and the 3+ on FSA indicates they are eligible to handle a higher level math with support.)

Action Step 1 5

All FSA Proficient 8th graders (Level 3 and above) will be placed in Algebra.

Person Responsible

Kimberlain Zenon

Schedule

On 8/9/2017

Evidence of Completion

FSA Math scores will increase due to all eligible students receiving the opportunity to attend Algebra.

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

All FSA proficient 8th grade math students (Level 3 and above) will be placed in Algebra. Forty students who did not attend pre-algebra will have individual pull-out tutor sessions.

Person Responsible

Kimberlain Zenon

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

FSA Math scores will increase due to the increase in students passing Algebra.

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

Students will be monitored through benchmark and classroom assessment data.

Person Responsible

Scott Cooper

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

FSA math scores will increase due to the support of teachers and placement of all eligible students (FSA 3+) into Algebra.

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

Students will be monitored through benchmark and classroom assessment data.

Person Responsible

Scott Cooper

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

FSA math scores will increase due to the support of teachers and placement of all eligible students (FSA 3+) into Algebra.

G1.B2.S2 Professional development will be provided throughout the year to insure higher order questions, scaffolding and the importance of creating rigorous and relevant work for students. 4

S278357

Strategy Rationale

Educate all staff members the importance of differentiated instruction.

Action Step 1 5

Professional development will be provided on differentiated instruction and higher order work. Professional Development focused on student engagement and relationship building includes: Time To Teach, AVID and Books Studies.

Person Responsible

Scott Cooper

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

OnCourse Lesson Plans will show differentiated instruction and higher order questioning. Also, walk throughs will show mastery.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

OnCourse lesson plans and Walkthroughs

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

feedback based on Danielson rubric

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

OnCourse lesson plans and Walkthroughs

Person Responsible

Scott Cooper

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

feedback based on the Danielson rubric

G1.B4 Lack of consumable remedial materials. All math students and lowest 25% of our students are not making adequate gains on FSA Math. In order to support adequate learning gains within our lowest quartile, we offer intensive math classes using the Success Maker program. We, as well, are including Intensive Math workbooks to further improve learning gains with the goal of all students reaching proficiency. We will offer math camps, student tutorial sessions and opportunities for teachers to collaboratively plan to improve overall math scores. 2

B262908

G1.B4.S1 Our lowest quartile are not making adequate learning gains - nor ultimately, meeting math proficiency. We are purchasing Intensive Math workbooks to be used during Success Maker - Teacher Time. These workbooks will assist student with greater support, thereby increasing learning gains on the math FSA. 4

S278359

Strategy Rationale

Using these intensive math workbooks, which are aligned to the standards taught on the FSA, will further assist students, with a tool, to reach math proficiency.

Action Step 1 5

Intensive Math teachers will use Intensive Math workbooks as a supplemental during Success Maker - Teacher Time.

Person Responsible

Scott Cooper

Schedule

On 9/30/2017

Evidence of Completion

packing slips or purchase order

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Intensive Math - Success Maker data will be reviewed monthly and monitored for increases in standard mastery every week by the teacher. This data will be presented to the administrator twice a quarter.

Person Responsible

Scott Cooper

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

The success Maker data will be used as evidence of making learning gains. This will be monitored and reviewed weekly by the instructor and reported to the administrator twice a quarter.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Success Maker data will be monitored by the teacher and administrator. The administrator will hold discussions of improvements and needs for remediation and share the data with the grade level math department.

Person Responsible

Scott Cooper

Schedule

On 5/31/2018

Evidence of Completion

Success Maker data will be used as evidence and the strategy will be to reinforce the improvements and remediate the losses based on these data results. This data will be monitored weekly by the instructor and reported monthly to the math department for collaborative solution-building meetings. The ultimate goal is to gain student math proficiency with the additional workbook support.

G1.B4.S2 Our lowest quartile are not making adequate learning gains - nor, ultimately, meeting math proficiency. We are purchasing head phones for highest level of opportunity for listening comprehension on the Success Maker computer program. 4

S278360

Strategy Rationale

The headphones will prevent students from hearing ambient noise and will enable greater levels of concentration opportunities.

Action Step 1 5

Students will be required to use the whole ear headphones, for math Success Maker program, to prevent ambient noise distraction. This also makes in easier to clean the head phones from person to person use.The math Success Maker head phones are used daily.

Person Responsible

Tanya Batchelor

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

classroom observations

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

The use of the new headphones will provide greater students concentration levels, which will increase the time on task and will be monitored during Success Maker.

Person Responsible

Tanya Batchelor

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The Success Maker time-on- task data will be collected and monitored for increases of student participation due to use of the new head phones which prohibit much of the ambient noise, decreasing distractions.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

The Success Maker data will be monitored for time-on-task data. Due to the use of new headphones there will be less distractions.

Person Responsible

Tanya Batchelor

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The Success Maker time-on-task data will be collected and will be monitored for head phone use effectiveness.

G1.B4.S3 There is a need for individual student assistance. Our students are not making adequate learning gains - nor ultimately, meeting math proficiency. We will hire a teacher assistant to provide support for the math classes, by providing opportunities for student small group sessions, as well as individual support. 4

S278361

Strategy Rationale

Small group and individual support provides greater opportunities for learning to struggling students.

Action Step 1 5

A teacher assistant will be hired to provide student small group and individual support, to the math classes.

Person Responsible

Scott Cooper

Schedule

Daily, from 9/1/2017 to 8/31/2018

Evidence of Completion

The Success Maker and benchmark data will be used to monitor student increases of adequate math progression.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Students' Math - classroom Success Maker and benchmark scores will be monitored and used to assess adequate progression. Students will receive extra support in small group or on a individual basis based on the data results. This will assure support for fidelity of implementation.

Person Responsible

Scott Cooper

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Math - classroom, Success Maker and benchmark data will be collected and based upon these results, students will receive higher levels of assistance through providing opportunities for small group and individual support. This will be done on a daily basis by the math instructor and will be reported to the administrator. The teacher assistant will work with the math teachers to provide the small group and individual instruction on a daily basis.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

The Math - classroom, Success Maker and Benchmark data will be monitored by the math teacher for effective implementation and reported to the administrator. The administrator will make weekly alterations to the teacher assistants schedule, based on greatest level of need.

Person Responsible

Scott Cooper

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The math classroom grades, Success Maker and Benchmark data will be collected and monitored for best use of the math assistants time. The administrator will reassign the math assistant's schedule, weekly, for highest levels of implementation effectiveness.

G1.B4.S4 One hundred percent of our Algebra and Geometry students are not meeting math EOC exam proficiency. We will offer additional tutorial instruction through Saturday and evening camps. These additional learning opportunities will prepare students for ultimately passing the EOC high school exams. 4

S278362

Strategy Rationale

All students with a level 3 or higher on the 7th grade FSA math test will be placed in Algebra. These students will need the extra support opportunities to have a comfort level provided for successful EOC exam proficiency. The Geometry students, as well, need the extra math support for the highest level of potential proficiency.

Action Step 1 5

Extra math support will be provided in the form of Math camps on Saturdays and evenings.

Person Responsible

Scott Cooper

Schedule

Every 3 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

The math classroom and benchmark test scores will be used to determine the number of student camp opportunities needed. Prior to FSA all math students will be given an opportunity to attend math camp.

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

The classroom and benchmark data will be monitored and several math camps will be offered to students who need this support based on data review for highest levels of fidelity of implementation. Prior to the FSA, all math students will be invited to a math camp to provide greatest level of support.

Person Responsible

Scott Cooper

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Students' Math and Benchmark test scores will be monitored for invitation to a math camp opportunity. All students will be invited to attend the FSA math camp prior to the State test being given.

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Students' math classroom and benchmark tests will be monitored to support students' attendance at the math camp opportunities.

Person Responsible

Scott Cooper

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Students' levels of understanding in math will increase due to the extra support provided through the math camp opportunities. This will be monitored through classroom grades as well as benchmark test results.

G1.B4.S5 Incoming 6th graders and transitioning 7th and 8th graders are not prepared for the next level math course. A bridge camp will be offered to provide students with extra opportunities for transitional learning. This summer instruction will better prepare students for increasing their math knowledge. 4

S278363

Strategy Rationale

The nine weeks of summer is a long break time for students and often they lose learned math memory. As well, sixth graders are nervous and not prepared for entering secondary math levels. We provide a two week camp to better prepare students for their math grade level transition.

Action Step 1 5

A two week summer bridge camp will be offered to help 6th, 7th and 8th graders transition to next level math class.

Person Responsible

Scott Cooper

Schedule

Annually, from 6/1/2018 to 8/31/2018

Evidence of Completion

Students are better prepared for transitioning to next level math classes. This is evident in higher levels of beginning year progression with less time needed to remediate former grade level math skills.

Plan to Monitor Fidelity of Implementation of G1.B4.S5 6

Math teachers will plan the summer sessions based o the results of the FSA scores. These summer sessions will focus on math skills needed for the next transition year math requirements.

Person Responsible

Schedule

On 8/31/2018

Evidence of Completion

Students will be better prepared for their transitional math class as evident by pace of beginning of year math classes. The former year FSA scores as well as beginning of year classroom scores will be monitored for higher levels of achievement.

Plan to Monitor Effectiveness of Implementation of G1.B4.S5 7

Math teachers will assess FSA scores and build camp curriculum around math deficits needed for improvement for beginning of the transitional year. This will allow for faster pacing in lessons due to this significant summer intervention.

Person Responsible

Scott Cooper

Schedule

On 8/31/2018

Evidence of Completion

FSA scores will be gathered and analyzed. The summer bridge curriculum will be based on the deficits of these scores. Beginning of the year math class grades will be monitored for data affects of fidelity of the summer bridge camp students.

G1.B5 Teachers do not have enough time to collaborate. We will hire substitutes to allow teachers time to work together and plan rigorous and engaging lessons, complete data analysis and problem solve solutions for highest levels of student success. Teachers and Administrators do not have enough opportunity to grow professionally. The need for this growth is based on administrative observations of low levels of engaging and rigorous classrooms. 2

B262909

G1.B5.S1 Teachers need time to plan and collaborate in order to produce highest levels of student success. Substitutes will be hired to allow for extra time for teacher planning sessions. This time is essential, so all stakeholders have highest levels of time allowance for student success opportunities. 4

S278364

Strategy Rationale

Time is needed to allow teachers to plan, analyze data and

Action Step 1 5

Substitutes will be hired to give teachers time for collaboration, planning and data analysis.

Person Responsible

Scott Cooper

Schedule

Every 3 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

lesson plans and sign insheets

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Teachers will be required to submit goals and products which will be shared with other faculty members as well as monitored by the administrator.

Person Responsible

Schedule

Every 3 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

Teachers will produce plannings and goals for the highest level of student achievement. These plans will be monitored by the administrator and shared with the leadership staff for collaboration across the disciplines.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

The math department head will submit plans and goals to the administrator as well as present at the leadership team meeting.

Person Responsible

Schedule

Every 3 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

Administrative Walk-throughs and observations will be used to make sure plannings and goals are met with fidelity. The administrator will assess the results through gains in students' classroom grades and analysis of benchmark data.

G1.B5.S2 Teachers need time to plan during the summer and on non-school days in order to plan for highest levels of student achievement. Teachers will be given non-contracted hourly pay in order to be given the extra time needed for this planning. 4

S278365

Strategy Rationale

Teachers do not have enough time to plan and create rigorous and engaging lesson plans, as well as, analyze data or problem solve for student remediation opportunities. Giving non-contracted hourly pay gives teachers the opportunities to hold collaborative planning sessions.

Action Step 1 5

Teachers need time to collaboratively plan. Using non-contracted hourly pay assists teachers with extra time for planning, data analysis and problem solving opportunities.

Person Responsible

Schedule

Every 3 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

Teachers will produce plans and goals to the administrator. The lead math teacher will present these plans and goals to the leadership team to collaborate across the disciplines. The administrator will monitor these goals during walks and observations for highest levels of fidelity.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Teachers will present plans and goals to the administrator. The lead math teacher will present plans and outcomes to the leadership team for cross curriculum collaboration. The administrator will monitor plans and goals during walks and observations for highest levels of fidelity implementation.

Person Responsible

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Planning sheets and goals will be collected from teacher planning sessions. Lead teachers will be on the leadership agenda. Data from administrative walks and observations will document planning outcomes giving highest levels of fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Students classroom and benchmark scores will increase due to the planning sessions. These increases will be reported to the administrator as well as to the leadership team.

Person Responsible

Scott Cooper

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Planning and goal sheets will be collected from each planning session and reported to the administrator. The leadership team will ask questions of the lead teacher to provide greatest levels of understanding. The administrator will provide evidence within teacher walks and observations that the plans and goals are being implemented within the classroom.

G1.B5.S3 Teachers and Administrators need to attend conferences to make gains in creating rigorous and engaging classrooms. Conferences also give teachers opportunities to collaborate across the State and Nation with other teachers. Often relationships are built and strategies are shared for highest levels of curriculum growth. 4

S278366

Strategy Rationale

Teachers and Administrators need to attend conferences to make continuous learning gains to create highest levels of student rigor and relevance for engaging, interactive classrooms.

Action Step 1 5

Teachers and Administrators will attend conferences to glean the highest levels of strategies in order to formulate rigorous and engaging classrooms.

Person Responsible

Scott Cooper

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Conference agendas and meeting notes

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Classroom will develop and grow in rigorous and engaging classrooms. Administrators will be monitoring the classrooms for implementation of change.

Person Responsible

Scott Cooper

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Administrators will document an increase of rigorous and engaging classrooms based on walks and observations as well as an increase of students' grades in classrooms that have fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Math teachers will implement the new strategies learned during professional development sessions at conferences. They, as well as administrators, will be required to present these strategies to departments and whole school. Administrators will monitor these strategies for and increase of student success through classroom walks and observations. A data analysis of students' grades in participating conference attending teachers classrooms will be compared to those of non-attending teachers.

Person Responsible

Scott Cooper

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Whole school presentations and PD opportunities will be given by Administrators and teachers to implement new strategies learned at the conference. The attending teachers classes will be monitored by administrators for fidelity of rigor and engagement during classroom walks and observations.

G1.B5.S4 Teachers are not given the opportunity to analyze data, collaborate with their peers nor to plan rigorous and engaging lessons nor problem solve remedial solutions and re-teach moments. Using substitutes and non-contracted hourly opportunities provide teachers with the time needed to support adequate student achievement growth. 4

S278367

Strategy Rationale

Teachers classrooms are observed lacking engaging and rigorous lessons. To increase these opportunities there is a need for additional teacher planning sessions.

Action Step 1 5

Teachers will be given the opportunity for additional time to plan through substitute use and non-contracted hourly opportunities.

Person Responsible

Kimberlain Zenon

Schedule

Every 3 Weeks, from 8/10/2017 to 6/1/2018

Evidence of Completion

sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Teachers lesson plans will include strategies and lessons designed to increase student participation, engagement and rigor.

Person Responsible

Kimberlain Zenon

Schedule

Every 3 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

Classroom walks, observations and lesson plans will be assessed and reviewed for gains in classroom engagement, student collaboration and rigorous lessons.

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7

Administrators, coaches and district personnel will complete fidelity checks through out the school year. Results will be shared with individual teachers and generically with leadership team, department and school.

Person Responsible

Kimberlain Zenon

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Administrators, Coaches and District personnel will observe classes and participate in individual teacher discussions for greatest levels of rigor and engagement opportunity gains. Overall data will be shared with the department and leadership team for higher levels of school wide collaboration. Data results will be shared school wide for highest level of change implementation and student growth.

G1.B6 Providing all of the accommodations needed for ELL and ESE students 2

B262910

G1.B6.S1 The ESE and ELL population has increased immensely at Lee Middle School. 4

S278368

Strategy Rationale

The student demographics indicate a drastic rise in ESE and ELL students.

Action Step 1 5

Staff will receive multiple sessions of professional development to assist and provide strategies to service these populations.

Person Responsible

Tamara Cornwell

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Administrators, District Support Specialist, and Consultants.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

OnCourse lesson plans, walk throughs and attendance at professional development trainings.

Person Responsible

Scott Cooper

Schedule

On 6/1/2018

Evidence of Completion

OnCourse lesson plans, walk throughs and attendance at professional development trainings.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Walk throughs, attendance at professional development trainings, and quarterly benchmark assessment data.

Person Responsible

Schedule

Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Walk throughs using the Danielson Framework and attendance at professional development trainings will provide qualitative data biweekly, and quarterly benchmark assessment data will provide quantitative data quarterly.

G1.B7 Students lack necessary resources to complete Civics curriculum. Students lack home support to complete their homework and projects. Students may not understand, to mastery, the standards presented during class. Students may not have the study skills to represent their knowledge on a test or exam. 2

B262911

G1.B7.S1 Teachers will develop engaging lessons using supplemental resource to prepare students for End of Course Exam (EOC). 4

S278369

Strategy Rationale

Student were not making gains in Civics and Civic scores dropped 51%. Through this strategy we will make learning gains from 51% to 65%.

Action Step 1 5

Teachers will use the supplemental materials within each class. Every student will be issued their own workbook.

Person Responsible

Tamara Cornwell

Schedule

On 8/31/2018

Evidence of Completion

Increase scores within the classroom and an increase of scores on EOC from 51% to 65% being the final goal.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Classroom monitoring will be completed quarterly. EOC will be at the end of year.

Person Responsible

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The evidence collected will be increases in student classroom scores and on the EOC. The action plan will be to monitor progression and remediate standards as needed through data review. The administrator will monitor for fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Student scores will be assessed weekly by teachers and quarterly by administrator.

Person Responsible

Tamara Cornwell

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Student assessment grades will be the evidence collected and monitored. Teachers will meet with the administrator and plan for remedial, as well as, mastery needs.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Student scores will be assessed weekly by teachers and quarterly by administrator.

Person Responsible

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Student assessment grades will be the evidence collected and monitored. Teachers will meet with the administrator and plan for remedial, as well as, mastery needs.

G1.B7.S2 Students will be offered additional instruction, by certified teachers, to assist with homework, classwork, exam and test preparation. 4

S278370

Strategy Rationale

Students do not have the support at home to complete their work, study, or create presentations, due to language deficits or parents knowledge, working and not present for support.

Action Step 1 5

Students will receive extra individualized academic support by certified teachers during tutoring sessions throughout the year.

Person Responsible

Schedule

Daily, from 9/1/2017 to 8/31/2018

Evidence of Completion

Students classwork, test and EOC exam scores will increase.

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

Teachers will monitor students who attended tutor sessions for increases in classwork and on test scores, as well as on the EOC.

Person Responsible

Tamara Cornwell

Schedule

Daily, from 9/1/2017 to 8/31/2018

Evidence of Completion

The classroom homework, classwork, project and exam scores of students who attend tutoring sessions, will be monitored for mastery. Continual student support will be offered until mastery is achieved.

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7

Teachers will research the student classwork and exam results of those students who regularly attend the tutor sessions. The teacher will make phone calls home giving parents updates on students' achievements. The teachers will report these results to the administrator for effective implementation.

Person Responsible

Tamara Cornwell

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The evidence collected will be the increase in attending students scores. This evidence will be tracked by the attending teacher and reported to the administrator.

G1.B8 Civics teachers focusing and reinforcing standards; Civics Teachers monitoring standards from Benchmark assessments and sharing the results with students and parents. 2

B262912

G1.B8.S1 New teachers will receive a mentor to support their needs. An administrator will support their classroom through time given during school to collaboratively plan. Administrator will monitor new teachers and give support as needed. 4

S278371

Strategy Rationale

Teachers are not familiar with the curriculum and will require a great deal of time and collaboration opportunities to grow their classroom skills.

Action Step 1 5

New teachers hired to teach Civics for the first year.

Person Responsible

Tamara Cornwell

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Benchmark assessment grades, attendance and behavior data.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Administrators will review data with the district support specialist. We will then unpack that data a formulate a plan from the results. We will share this plan with the instructors for greatest level of by-in and the instructors will address the students with the needed strategies.

Person Responsible

Tamara Cornwell

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

FSA data from last year will be reviewed to gain knowledge of standard deficits. Benchmark test results will be monitored and strategies will be put into place to better understand student needs.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Once the team has reviewed the FSA and Benchmark data (as applicable). Teachers will monitor students for mastery remediating standards, where needed, and retesting during regular class assessments to assure fidelity

Person Responsible

Tamara Cornwell

Schedule

Every 3 Weeks, from 8/10/2017 to 6/1/2018

Evidence of Completion

Evidence will be gathered from seventh grade subject level meetings and plans will be put into place for student intervention needs.

G1.B9 Opportunities for students to engage in interactive opportunities is limited. 2

B262913

G1.B9.S1 Increase technology in classrooms to increase student engagement in learning. 4

S278372

Strategy Rationale

All core / remedial classes will have interactive technology to increase student engagement.

Action Step 1 5

Purchase Promethean Boards for all Civic classrooms

Person Responsible

Scott Cooper

Schedule

On 8/31/2018

Evidence of Completion

All Civic classrooms will have Promethean Boards.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Review lesson plans for evidence of teacher and student interaction with boards.

Person Responsible

Tamara Cornwell

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Student engagement in these classes will increase and classroom and district assessment scores will reflect high levels of learning.

Person Responsible

Tamara Cornwell

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

district benchmark assessment scores

G1.B10 Students are not making adequate gains on ELA assessments. Remedial material and support is required. 2

B262914

G1.B10.S1 Remedial Reading workbooks and vocabulary text-dependent question books will be purchased for student use with the goal of improving learning gains for our students and focusing on our lowest 25% classrooms. 4

S278373

Strategy Rationale

With the extra support of this workbook and vocabulary text-dependent question book curriculum, ELA and ELA remedial teachers will have additional material for student learning gain support.

Action Step 1 5

Teachers will use the remedial material as a resource for support.

Person Responsible

Scott Cooper

Schedule

Biweekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Teachers will monitor and assess increases in students mastery of ELA Standards.

Person Responsible

Kimberlain Zenon

Schedule

Every 3 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

The administrator will complete a quarterly review to monitor gains. Administrator will meet with instructors for creation of strategies if gains are not met. Scores will be reviewed with students for greater levels of understanding.

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Administrator will monitor classroom scores and will offer additional curriculum suggestions for remedial resources.

Person Responsible

Kimberlain Zenon

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Evidence will be collected in the form of students' classroom grades and progression as monitored through benchmark and Success Maker data.The action plan will include changes to the process to assure adequate learning gains.

G1.B10.S3 Students require headphones in remedial classes. We are using a Success Maker program which gives the student electronic verbal prompts and information. 4

S278375

Strategy Rationale

Students need to listen intently to the Success Maker program. Headphones that can be cleaned are essential to the integrity of the Success Maker program.

Action Step 1 5

Headphones will be purchased to allow for higher levels of hearing of the Success Maker program.

Person Responsible

Kimberlain Zenon

Schedule

On 8/31/2018

Evidence of Completion

Participation of the Success Maker program will be monitored by the teacher and reported to the Administrator.

Plan to Monitor Fidelity of Implementation of G1.B10.S3 6

Increased student time on the Success Maker program will support the fidelity of instruction. The teacher will report these results to the administrator.

Person Responsible

Kimberlain Zenon

Schedule

Every 6 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

Students increase in time on the Success Maker system will be the evidence gathered and monitored.

Plan to Monitor Effectiveness of Implementation of G1.B10.S3 7

Student time on task will be monitored for the effectiveness of implementation by the teacher and reported every six weeks to the administrator.

Person Responsible

Kimberlain Zenon

Schedule

Every 6 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

The results of the time on task records from the Success Maker program will demonstrate that the headphones made a difference in the overall participation scores. These time on task scores will be monitored by the teacher and reported to the administrator every six weeks.

Plan to Monitor Effectiveness of Implementation of G1.B10.S3 7

Student time on task will be monitored for the effectiveness of implementation by the teacher and reported every six weeks to the administrator.

Person Responsible

Kimberlain Zenon

Schedule

Every 6 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

The results of the time on task records from the Success Maker program will demonstrate that the headphones made a difference in the overall participation scores. These time on task scores will be monitored by the teacher and reported to the administrator every six weeks.

G1.B10.S4 Support will be provided to remedial math classes through hiring an aide. This additional staff member will allow for higher levels of sufficient time for small class instruction and collaborative groupings. 4

S278376

Strategy Rationale

Students need higher levels of individualized instruction to assist with remediation needs.

Action Step 1 5

A teacher assistant will be hired to assist the teacher with small group instruction and individualized student support. The teacher will report the increases in group scores to the Administrator once every six weeks.

Person Responsible

Kimberlain Zenon

Schedule

On 8/31/2018

Evidence of Completion

The teacher will print a success maker report for the administrator to monitor. This task will be completed every every six weeks.

Plan to Monitor Fidelity of Implementation of G1.B10.S4 6

The teacher will monitor the increase in class participation and report the results to the administrator every six weeks. The administrator will monitor for fidelity.

Person Responsible

Kimberlain Zenon

Schedule

Every 6 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

The teacher will print out a success maker report and monitor fidelity of the program,

Plan to Monitor Fidelity of Implementation of G1.B10.S4 6

The teacher will monitor the increase in class participation and report the results to the administrator every six weeks. The administrator will monitor for fidelity.

Person Responsible

Kimberlain Zenon

Schedule

Every 6 Weeks, from 9/1/2017 to 8/31/2018

Evidence of Completion

The teacher will print out a success maker report and monitor fidelity of the program,

Plan to Monitor Effectiveness of Implementation of G1.B10.S4 7

A Success Maker report will be pulled every six weeks and shared with the administrator. The administrator will present the results quarterly to the leadership team. Action steps will be changed or continued to be monitored, dependent on results.

Person Responsible

Kimberlain Zenon

Schedule

On 8/31/2018

Evidence of Completion

The evidence will be the Success Maker program results and the creation of an action plan based on the results of the data findings. The action plan will be monitored quarterly for effectiveness.

G1.B10.S5 Students in ELA courses will be eligible to attend community events to support Language Arts standards and demonstration of use of the standards in real life application. 4

S278377

Strategy Rationale

Students develop higher levels of understanding when they have the opportunity to visualize and experience real life use of standard application. This can be experienced through multiple resource such as visits to museums, plays and theater productions, TV studios and many other community events.

Action Step 1 5

Students will be given opportunities to visit community events to extend their learning opportunities.

Person Responsible

Kimberlain Zenon

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Students will reflect on their experience through written and verbal presentations.

Plan to Monitor Fidelity of Implementation of G1.B10.S5 6

Students attendance and reflections will be monitored for fidelity of implementation.

Person Responsible

Kimberlain Zenon

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Students will write or verbally present a reflection on their community trip. These reflections will support writing and influences on real life experiences.

Plan to Monitor Effectiveness of Implementation of G1.B10.S5 7

Students attendance will be monitored and students will write a reflection on the influences the trip had from their experiences. These reflections will follow writing protocols.

Person Responsible

Heather Weiner

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The evidence gathered will be monitored as an increase of attendance and participation due to the students' real to life experiences. These will be compared to classwork not supported with trip influences.

Plan to Monitor Effectiveness of Implementation of G1.B10.S5 7

Students attendance will be monitored and students will write a reflection on the influences the trip had from their experiences. These reflections will follow writing protocols.

Person Responsible

Heather Weiner

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The evidence gathered will be monitored as an increase of attendance and participation due to the students' real to life experiences. These will be compared to classwork not supported with trip influences.

G1.B11 School grade slipped to a D level. Extra support is needed. 2

B262915

G1.B11.S1 A district school support specialist will assist our school twice a week (40%). 4

S278378

Strategy Rationale

Extra support is needed and the schools support specialist will provide this support to administration and teachers.

Action Step 1 5

The school improvment specialist will meet with teachers and the administrative team to assist with collaboration and problem solving.

Person Responsible

Scott Cooper

Schedule

On 8/31/2018

Evidence of Completion

specialist's logs and instructional review reports

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

A school improvement specialist will was assigned by the district to monitor data and assist with student achievement.

Person Responsible

Scott Cooper

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Twice a week a Student Improvement Specialist will assist our school with strategies to improve student success. She will issue an action plan to the administrators of what needs should be met and problem solve strategies for success.

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

The School Improvement Specialist will monitor and analyze student data and make suggestions for support and assist with needed change.

Person Responsible

Scott Cooper

Schedule

Weekly, from 9/1/2017 to 8/24/2018

Evidence of Completion

The School Improvement Specialist will report results to the school and district for highest levels of continuous support with the goal of increasing student achievement.

G1.B12 Students are not linking ELA standards to real to life learning opportunities 2

B262916

G1.B12.S1 Students have an inadequate understanding of essential reading and writing applications in our everyday lives. Providing extended opportunities by providing community resources in the forms of plays, school to work and college visits; students gain an understanding of the importance of the application of reading and writing to real-life experiences. 4

S278379

Strategy Rationale

Giving students the ability to experience extended community learning opportunities opens their eyes to the applications of ELA essential skill of reading and writing uses. These real-life experiences provide highest levels of learning through hands-on visits and future school and job related opportunities.

Action Step 1 5

Students will attend extended community learning opportunities through college visits, plays and museum/planetarium visits.

Person Responsible

Kimberlain Zenon

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

permission slips and attendance

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Students will complete a written assessment of their visit and use ELA writing strategies to complete the reflection. They will use technological research and current presentations either in written or presentation form.

Person Responsible

Kimberlain Zenon

Schedule

Every 2 Months, from 9/1/2017 to 8/31/2018

Evidence of Completion

Students classroom grades will increase due to these community learning opportunities. Hands on experiences have high yields for greatest levels of student achievement. The students writing and reading scores will increase due to the experience and follow up assignment and will be monitored for academic growth.

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

Students grades and benchmark tests will be monitored for adequate learning gains.

Person Responsible

Heather Weiner

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The department head will gather the data evidence and report the gains to the administrators and leadership team. She will share the overall results with the school.

G1.B13 Students are losing academic skills over the summer. 2

B262917

G1.B13.S1 Students lose academic knowledge during the summer break. Sixth grade students need additional support in transitioning into secondary levels. Providing a two week Bridge Camp will assist 6th, 7th and 8th graders with needed support for transitioning into the next grade level and assist with beginning of the year pacing. 4

S278380

Strategy Rationale

Students often do not study during the summer months losing academic skills. The application of providing a two week summer start up program just before school starts gives students an academic gain to beginning school with some start-up first quarter standard based knowledge.

Action Step 1 5

Students will be offered the opportunity to attend a two week summer academic Bridge Camp to assist with grade level transition.

Person Responsible

Kimberlain Zenon

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Attending students academic learning scores will be monitored in both the classroom and on benchmark results.

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Bridge Camp student classroom and benchmark scores will be monitored for academic growth

Person Responsible

Kimberlain Zenon

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Students academic scores in both the classroom and on the benchmark will be moniotred by the teacher and academic progress will be reported to the administrators from the students who attended the Bridge Camp. These scores will be compared to non-attending students.

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Bridge Camp summer attendees classroom and benchmark tests will be monitored by the teacher for adequate learning gains and reported to the administrator.

Person Responsible

Kimberlain Zenon

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The administrator will report the Bridge Camp student attendees academic results to the leadership team for analysis and assessment of growth for securing effective implementation.

G1.B14 Teachers have not aligned the "Nature of Science" standards to the instructional practices. Hands-on labs and discovery sessions must be included encouraging engaging collaboration among students. Organization across curriculum areas assist students with understanding expecatations. 2

B262918

G1.B14.S1 Teachers will collaborate and meet bi-weekly to discuss student progression. Progression based on FSA, Benchmark and Classroom Assessment data. Teachers will meet monthly with District Support Specialist. 4

S278381

Strategy Rationale

Dues and Fees for material to enhance staffs understanding on educational and social issues with Title 1 students. Substitute teacher use for one half day collaboration.

Action Step 1 5

Science teachers will have multiple opportunities to plan, collaborate and receive professional development amidst this academic school year.

Person Responsible

Scott Cooper

Schedule

Monthly, from 8/10/2017 to 8/31/2018

Evidence of Completion

Study Island data, District benchmark data and EOC scores

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

FSA, District Benchmark and Classroom Assessment Data

Person Responsible

Scott Cooper

Schedule

Monthly, from 8/10/2017 to 8/31/2018

Evidence of Completion

FSA, District Benchmark and Classroom Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 7

FSA, District Benchmark and Classroom Assessment data will be used to guide instruction.

Person Responsible

Scott Cooper

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Study Island Data and District Benchmark Assessment data will be used to guide instruction.

G1.B15 Alignment of the Science EOC with the County benchmarks. 2

B262919

G1.B15.S1 Ensure all instructors who teach Science opportunities to collaborate, plan and receive professional development to accomplish goals. 4

S278382

Strategy Rationale

The District has not yet completely aligned the County benchmarks with the Science EOC. Facilitated teacher collaboration will generate alignments and increase rigorous classroom expectations in science.

Action Step 1 5

Out of county travel for information and educational purposes

Person Responsible

Scott Cooper

Schedule

On 8/31/2018

Evidence of Completion

Administrators and Staff

Plan to Monitor Fidelity of Implementation of G1.B15.S1 6

OnCourse lesson plans, District benchmark data and Classroom Assessment data will be used to measure success and fidelity. Administrators and Teachers will attend training's to enhance their knowledge and application of progress monitoring as well as behavior modification opportunities.

Person Responsible

Scott Cooper

Schedule

Monthly, from 8/1/2017 to 6/29/2018

Evidence of Completion

OnCourse lesson plans, FSA, District benchmark data and Classroom Assessment Data, Behavior data and attendance will be used to measure success and fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B15.S1 7

OnCourse lesson plans, FSA, District benchmark data, Classroom Assessment data, Behavior data, Attendance data will be used to measure success and fidelity. These results will be tracked to assist all Tiers of students with their academic ad social needs.

Person Responsible

Scott Cooper

Schedule

On 6/29/2018

Evidence of Completion

OnCourse lesson plans, FSA, District benchmark data, Classroom Assessment data, Behavior data, Attendance data will be used to measure success and fidelity.

G1.B16 School wide student disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks keep students out of class. Time to Teach, HERO and application of best practices assist teachers to positively reward students for doing the "right" thing. AVID strategies are taught to assist students with growing their organizational skills. 2

B262920

G1.B16.S1 Monitoring of behavior, Attendance and HERO data will be used to create a positive behavior plan. This plan will assist our school with growing into a Positive Behavioral Interventions and Supports (PBIS). 4

S278383

Strategy Rationale

Student engagement should increase as they enjoy earning positive behavior points and rewards. This positive behavior plan will enhance all in a proactive positive plan.

Action Step 1 5

Administrators, SSS and Teachers will enhance instruction through PBIS.

Person Responsible

Tamara Cornwell

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

HERO points and behavior referral numbers will be monitored by administration.

Plan to Monitor Fidelity of Implementation of G1.B16.S1 6

Behavior and attendance will improve

Person Responsible

Tamara Cornwell

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

Data will be pulled from attendance, Behavior system (FOCUS) and HERO system. There should be a decrease in referrals and an increase in attendance and engagement.

Plan to Monitor Effectiveness of Implementation of G1.B16.S1 7

Attendance, Behavior and HERO systems will be monitored

Person Responsible

Tamara Cornwell

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Reduction in referrals (Behavior) and attendance will improve.

G1.B17 Students struggle with getting work completed. Approximately 46% of our student body speak different home languages - other than English. Students often need extra time for additional instructional support to enhance their Mastery opportunities. 2

B262921

G1.B17.S1 Students often struggle with classwork, homework and tests. Some of this is due to over 45% of our students having non-English speaking home languages. Other students do not receive academic support due to working parents non-involvement. Students need extra support from certified teachers in the form of tutoring. 4

S278384

Strategy Rationale

Tutoring will provide students with extended support in working toward making academic gains.

Action Step 1 5

Students will attend tutoring by certified instructors.

Person Responsible

Kimberlain Zenon

Schedule

Biweekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B17.S1 6

Tutor will communicate with teacher and with families on students' progression and report this data to the administrator.

Person Responsible

Kimberlain Zenon

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Tutors will monitor and review academic gains with students, parents, teachers and administrators.

Plan to Monitor Effectiveness of Implementation of G1.B17.S1 7

Tutors will provide additional support as needed and will report the effectiveness of the sessions to the administrator.

Person Responsible

Kimberlain Zenon

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Tutor will communicate with the classroom teacher to assure work was complete3d correctly. Tutor will as well monitor learning gains on classroom tests.

G1.B18 Students lack academic support during the summer and often lose academic skills. 2

B262922

G1.B18.S1 Students often do not continue academic pursuits during the summer months. Often academic skills are lost due to this time lag. We will offer a two week summer bridge camp to assist with the grade transition, as well as, strengthen academic skills for first quarter transitional academic enhancement. 4

S278385

Strategy Rationale

Students often lose skills over the summer months. A two week summer camp assists student with a jump-start to learning. Sixth graders really struggle with the transition from elementary to secondary classes. The bridge camp is especially important for these transitioning students but as well support 7th and 8th grade students with practicing needed academic skills.

Action Step 1 5

A two week summer bridge camp will be offered.

Person Responsible

Kimberlain Zenon

Schedule

Annually, from 6/4/2018 to 8/3/2018

Evidence of Completion

The teachers will monitor the bridge camp attendees academic progress and compare this progress to non-attending students. This data will be reported to the administrator.

Plan to Monitor Fidelity of Implementation of G1.B18.S1 6

Teachers will monitor the camp attendees progression as compared to the non-attending students. These academic scores will be presented to the administrator.

Person Responsible

Kimberlain Zenon

Schedule

Daily, from 6/4/2018 to 6/29/2018

Evidence of Completion

The administrator will report the attending Bridge Camp students' progress and share the results with the leadership to assure fidelity of the program.

Plan to Monitor Effectiveness of Implementation of G1.B18.S1 7

The school will monitor the camp attendees progress through benchmark and FSA scores. These scores will be compared to non-attending students.

Person Responsible

Kimberlain Zenon

Schedule

Semiannually, from 6/4/2018 to 8/31/2018

Evidence of Completion

The monitored results of the benchmark and FSA tests will be shared with the faculty to assess implemntation effectiveness.

G1.B19 Students do not relate Science classwork to real life experiences. 2

B262923

G1.B19.S1 Students do not often relate science classwork to real life experiences. Providing extended community learning opportunities assist student with the understanding of why learning science is important. 4

S278386

Strategy Rationale

Students can not relate science classroom assignments to real life experiences.

Action Step 1 5

Students will be given the opportunity to attend extended real-life community learning opportunities through attending trips to zoos, labs, colleges, planetariums and other scientific hands on community events.

Person Responsible

Kimberlain Zenon

Schedule

Semiannually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Students real to life experiences will increase knowledge of Science standards and will be monitored through classroom and benchmark tests.

Plan to Monitor Fidelity of Implementation of G1.B19.S1 6

Students will increase in understanding of science standards as monitored through classwork and benchmark results. The lead teacher will report these results to the administrator.

Person Responsible

Michelle Luck

Schedule

Monthly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Students class and benchmark scores will be monitored for improvement and implementation of learned skills will be assessed with fidelity and reported to the administrator.

Plan to Monitor Effectiveness of Implementation of G1.B19.S1 7

The administrator will share the classroom and benchmark results with the science department and leadership team.

Person Responsible

Kimberlain Zenon

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The leadership team will assess the adequate learning progress and assess the effectiveness of the student experiences based on learning gain assessments.

G2. By implementing a revised schoolwide positive behavior incentive plan, student behavior and attendance will improve by at least 10%. 1

G097794

G2.B1 Home related student attendance issues: absence from school, frequent late arrivals or early pickups 2

B262924

G2.B1.S1 Home related student frequent late arrivals or early pickups.Late morning bus transportation. 4

S278387

Strategy Rationale

Title 1 population, multi-family dwellings and students at home to watch younger siblings while parents work. Students need time on task and must attend as much class time as possible.

Action Step 1 5

A Graduation Enhancement Tech has been hired to help monitor this problem.

Person Responsible

Scott Cooper

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

FOCUS data

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

FOCUS data will be pulled to monitor attendance. HERO data will be pulled to monitor tardies.

Person Responsible

Scott Cooper

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

FOCUS data, HERO data, Graduation Enhancement Tech meetings with families and home visits.

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

FOCUS data and HERO data. Bright Bytes will be used as well - if available.

Person Responsible

Scott Cooper

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

FOCUS data will monitor student attendance, HERO will monitor tardies, Bright Bytes is an attendance monitoring tool as well.

G2.B2 School-related student disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks 2

B262925

G2.B2.S1 School related student attendance issues: disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks. 4

S278388

Strategy Rationale

All of the above listed school related student attendance issues impede on student academic performance.

Action Step 1 5

HERO a new data tracking device will allow us to track all of the barriers listed. Also, FOCUS data will be used.

Person Responsible

Tamara Cornwell

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

HERO data and FOCUS data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

FOCUS data and HERO data will be discussed at weekly meetings held with administration. Also, staff will meet monthly to review, discuss, monitor and modify anything that needs completed to increase performance.

Person Responsible

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

HERO data and FOCUS data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Suspension rates will go down, tardies will decrease and bell to bell instruction will be optimized due to less student disengagement.

Person Responsible

Tamara Cornwell

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

FOCUS data and HERO data

G2.B3 Students need support in completing classwork, homework and tutoring for tests and exams. 2

B262926

G2.B3.S1 Additional student academic support will be offered to assist students with academic success. Over 45% of our students come from families who speak other languages. Providing additional support will assist them as well as struggling students with greater learning opportunities to reach academic proficiency. 4

S278389

Strategy Rationale

Tutoring by a certified teacher will assist all students, no matter their needs, with higher levels of academic support.

Action Step 1 5

Certified teachers will provide tutoring to all students for the goal of proficiency.

Person Responsible

Kimberlain Zenon

Schedule

Daily, from 9/1/2017 to 8/31/2018

Evidence of Completion

The administrator will monitor tutors and assist them with application of reliable data.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Students' grades will be monitored and reviewed by the teacher tutor.

Person Responsible

Kimberlain Zenon

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

Students grades will be monitored and teachers and parents will be contacted for greatest level of academic support.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The tutor will report academic results to the administrator.

Person Responsible

Kimberlain Zenon

Schedule

Weekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

The administrator will monitor and share the students' results of the tutor sessions with the leadership team. The administrator will assist with communication to the parents for highest level of academic support.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A1 A374990	All FSA Proficient 8th graders (Level 3 and above) will be placed in Algebra.	Zenon, Kimberlain	8/1/2017	FSA Math scores will increase due to all eligible students receiving the opportunity to attend Algebra.	8/9/2017 one-time
G1.B1.S1.A2 A374988	Students will be given the opportunity to use manipulatives within interactive math classrooms....	Johnson, Susan	9/1/2017	The lead math teacher will place the order for the math manipulatives. The administrators will monitor math classes for students' collaborative-manipulative tool use during classroom walks and observations.	9/30/2017 one-time
G1.B4.S1.A1 A374992	Intensive Math teachers will use Intensive Math workbooks as a supplemental during Success Maker - ...	Cooper, Scott	9/1/2017	packing slips or purchase order	9/30/2017 one-time
G1.MA2 M404971	Classroom walks and observations will be implemented and shared and reviewed throughout the year....	Cooper, Scott	9/1/2017	The evidence will be the increase in students' classroom participation scores. Decrease of student discipline infractions.	5/31/2018 quarterly
G1.MA3 M404972	OnCourse Lesson Plans	Cooper, Scott	8/10/2017	Increased rigor in daily assignments Re-teach standards commonly missed on state assessments	5/31/2018 weekly
G1.MA4 M404973	Data Chats	Batchelor, Tanya	8/10/2017	Completion of Academic and Behavior Action Plan in Student Agenda Weekly conversations facilitated and led by first period teachers	5/31/2018 annually
G1.MA5 M404974	Levels of Thinking and Questioning in Blooms', Webb and Costas' Depth of Knowledge	Cooper, Scott	8/10/2017	OnCourse Lesson Plans Evidence in Classroom on Common Board Configuration Data acquired from walk-throughs INB notebooks Rubrics created and used to fidelity for classroom projects	5/31/2018 daily
G1.MA6 M404975	AVID strategies (i.e.Cornell Notes, Socratic Seminars, AVID binders)	Cooper, Scott	8/10/2017	Student work samples Increase reading scores on FSA and EOC exams Write to Learn increased proficiency INB notebooks	5/31/2018 daily
G1.B2.S1.MA1 M404907	Students will be monitored through benchmark and classroom assessment data.	Cooper, Scott	8/10/2017	FSA math scores will increase due to the support of teachers and placement of all eligible students (FSA 3+) into Algebra.	5/31/2018 weekly
G1.B2.S1.MA1 M404908	Students will be monitored through benchmark and classroom assessment data.	Cooper, Scott	8/10/2017	FSA math scores will increase due to the support of teachers and placement of all eligible students (FSA 3+) into Algebra.	5/31/2018 weekly
G1.B2.S1.MA1 M404909	All FSA proficient 8th grade math students (Level 3 and above) will be placed in Algebra. Forty...	Zenon, Kimberlain	8/10/2017	FSA Math scores will increase due to the increase in students passing Algebra.	5/31/2018 daily
G1.B4.S1.MA1 M404912	Success Maker data will be monitored by the teacher and administrator. The administrator will hold...	Cooper, Scott	9/1/2017	Success Maker data will be used as evidence and the strategy will be to reinforce the improvements and remediate the losses based on these data results. This data will be monitored weekly by the instructor and reported monthly to the math department for collaborative solution-building meetings. The ultimate goal is to gain student math proficiency with the additional workbook support.	5/31/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1 M404913	Intensive Math - Success Maker data will be reviewed monthly and monitored for increases in...	Cooper, Scott	8/10/2017	The success Maker data will be used as evidence of making learning gains. This will be monitored and reviewed weekly by the instructor and reported to the administrator twice a quarter.	5/31/2018 weekly
G1.B4.S2.A1 A374993	Students will be required to use the whole ear headphones, for math Success Maker program, to...	Batchelor, Tanya	8/10/2017	classroom observations	5/31/2018 daily
G1.MA9 M404978	OnCourse Lesson Plans	Cooper, Scott	8/10/2017	Increased rigor in daily assignments Re-teach standards commonly missed on state assessments	6/1/2018 weekly
G1.MA12 M404981	Success Maker for all Level 1 as reported on FSA.	Cooper, Scott	8/10/2017	Bi-weekly cumulative performance reports from the SuccessMaker program will be gathered, reviewed, and discussed with instructional staff.	6/1/2018 biweekly
G1.MA17 M404986	Opportunities for providing students with extended community learning experiences will be offered....	Zenon, Kimberlain	8/10/2017	The evidence gathered will demonstrate the effects of hands-on learning opportunities assisting with adequate progress to reinforce mastery of science standards.	6/1/2018 quarterly
G1.MA18 M404987	Benchmark assessment and classroom assessment data will be used and reviewed with all...	Zenon, Kimberlain	8/10/2017	Benchmark assessment data results	6/1/2018 weekly
G1.MA19 M404988	Science teachers will lead students in creating interactive notebooks that include writing lab...	Cooper, Scott	8/10/2017	Samples of student INB used throughout the year FOCUS HERO Time To Teach reflections INB notebooks increase EOC scores and pass/success on all state assessments Increased benchmark scores from quarter to quarter	6/1/2018 biweekly
G2.MA1 M404997	Data Chats	Cooper, Scott	8/10/2017	Increase student awareness of goal setting Increase in days attended and decrease tardies Increase student academic yearly growth as measured by Success Maker, EOC and state assessments Increase in District Benchmarks scores from quarter to quarter	6/1/2018 weekly
G1.B6.S1.MA1 M404930	Walk throughs, attendance at professional development trainings, and quarterly benchmark assessment...		8/10/2017	Walk throughs using the Danielson Framework and attendance at professional development trainings will provide qualitative data biweekly, and quarterly benchmark assessment data will provide quantitative data quarterly.	6/1/2018 biweekly
G1.B6.S1.MA1 M404931	OnCourse lesson plans, walk throughs and attendance at professional development trainings.	Cooper, Scott	8/10/2017	OnCourse lesson plans, walk throughs and attendance at professional development trainings.	6/1/2018 one-time
G1.B6.S1.A1 A375001	Staff will receive multiple sessions of professional development to assist and provide strategies...	Cornwell, Tamara	8/10/2017	Administrators, District Support Specialist, and Consultants.	6/1/2018 monthly
G1.B8.S1.MA1 M404937	Once the team has reviewed the FSA and Benchmark data (as applicable). Teachers will monitor...	Cornwell, Tamara	8/10/2017	Evidence will be gathered from seventh grade subject level meetings and plans will be put into place for student intervention needs.	6/1/2018 every-3-weeks
G1.B8.S1.MA1 M404938	Administrators will review data with the district support specialist. We will then unpack that data...	Cornwell, Tamara	8/10/2017	FSA data from last year will be reviewed to gain knowledge of standard deficits. Benchmark test results will be monitored and strategies will be put into place to better understand student needs.	6/1/2018 weekly
G1.B8.S1.A1 A375004	New teachers hired to teach Civics for the first year.	Cornwell, Tamara	8/10/2017	Benchmark assessment grades, attendance and behavior data.	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B14.S1.MA1 M404958	FSA, District Benchmark and Classroom Assessment data will be used to guide instruction.	Cooper, Scott	8/10/2017	Study Island Data and District Benchmark Assessment data will be used to guide instruction.	6/1/2018 monthly
G1.B16.S1.MA1 M404962	Attendance, Behavior and HERO systems will be monitored	Cornwell, Tamara	8/10/2017	Reduction in referrals (Behavior) and attendance will improve.	6/1/2018 weekly
G1.B16.S1.MA1 M404963	Behavior and attendance will improve	Cornwell, Tamara	8/10/2017	Data will be pulled from attendance, Behavior system (FOCUS) and HERO system. There should be a decrease in referrals and an increase in attendance and engagement.	6/1/2018 daily
G1.B16.S1.A1 A375016	Administrators, SSS and Teachers will enhance instruction through PBIS.	Cornwell, Tamara	8/10/2017	HERO points and behavior referral numbers will be monitored by administration.	6/1/2018 daily
G2.B1.S1.MA1 M404991	FOCUS data and HERO data. Bright Bytes will be used as well - if available.	Cooper, Scott	8/10/2017	FOCUS data will monitor student attendance, HERO will monitor tardies, Bright Bytes is an attendance monitoring tool as well.	6/1/2018 weekly
G2.B1.S1.MA1 M404992	FOCUS data will be pulled to monitor attendance. HERO data will be pulled to monitor tardies.	Cooper, Scott	8/10/2017	FOCUS data, HERO data, Graduation Enhancement Tech meetings with families and home visits.	6/1/2018 weekly
G2.B1.S1.A1 A375020	A Graduation Enhancement Tech has been hired to help monitor this problem.	Cooper, Scott	8/10/2017	FOCUS data	6/1/2018 weekly
G2.B2.S1.MA1 M404993	Suspension rates will go down, tardies will decrease and bell to bell instruction will be optimized...	Cornwell, Tamara	8/10/2017	FOCUS data and HERO data	6/1/2018 weekly
G2.B2.S1.MA1 M404994	FOCUS data and HERO data will be discussed at weekly meetings held with administration. Also, staff...		8/10/2017	HERO data and FOCUS data	6/1/2018 weekly
G2.B2.S1.A1 A375021	HERO a new data tracking device will allow us to track all of the barriers listed. Also, FOCUS data...	Cornwell, Tamara	8/10/2017	HERO data and FOCUS data	6/1/2018 weekly
G1.B2.S2.MA1 M404910	OnCourse lesson plans and Walkthroughs	Cooper, Scott	8/10/2017	feedback based on the Danielson rubric	6/1/2018 weekly
G1.B2.S2.MA1 M404911	OnCourse lesson plans and Walkthroughs		8/10/2017	feedback based on Danielson rubric	6/1/2018 one-time
G1.B2.S2.A1 A374991	Professional development will be provided on differentiated instruction and higher order work....	Cooper, Scott	8/10/2017	OnCourse Lesson Plans will show differentiated instruction and higher order questioning. Also, walk throughs will show mastery.	6/1/2018 monthly
G1.B5.S4.A1 A375000	Teachers will be given the opportunity for additional time to plan through substitute use and...	Zenon, Kimberlain	8/10/2017	sign in sheets	6/1/2018 every-3-weeks
G1.B15.S1.MA1 M404960	OnCourse lesson plans, FSA, District benchmark data, Classroom Assessment data, Behavior data,...	Cooper, Scott	8/10/2017	OnCourse lesson plans, FSA, District benchmark data, Classroom Assessment data, Behavior data, Attendance data will be used to measure success and fidelity.	6/29/2018 one-time
G1.B15.S1.MA1 M404961	OnCourse lesson plans, District benchmark data and Classroom Assessment data will be used to...	Cooper, Scott	8/1/2017	OnCourse lesson plans, FSA, District benchmark data and Classroom Assessment Data, Behavior data and attendance will be used to measure success and fidelity.	6/29/2018 monthly
G1.B18.S1.MA1 M404967	Teachers will monitor the camp attendees progression as compared to the non-attending students....	Zenon, Kimberlain	6/4/2018	The administrator will report the attending Bridge Camp students' progress and share the results with the leadership to assure fidelity of the program.	6/29/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B18.S1.A1 A375018	A two week summer bridge camp will be offered.	Zenon, Kimberlain	6/4/2018	The teachers will monitor the bridge camp attendees academic progress and compare this progress to non-attending students. This data will be reported to the administrator.	8/3/2018 annually
G1.B11.S1.MA1 M404952	The School Improvement Specialist will monitor and analyze student data and make suggestions for...	Cooper, Scott	9/1/2017	The School Improvement Specialist will report results to the school and district for highest levels of continuous support with the goal of increasing student achievement.	8/24/2018 weekly
G1.MA1 M404970	The data that will be collected and reviewed quarterly throughout the year, are the increases in...	Batchelor, Tanya	9/1/2017	The evidence that will be gathered to demonstrate the goal has been met is comparing students participation grades within the classroom. It is expected these grades should have an impact on student increases in benchmark and State assessments as well. These participation scores will be monitored by the teacher and shared with the reading coach for presentation at the leadership meetings for fidelity.	8/31/2018 quarterly
G1.MA7 M404976	Increase of student and teacher collaboration.	Cooper, Scott	9/1/2017	Students will be observed collaborating during classroom walks and observations. Teachers will develop collaborative PDP's and provide evidence of professional development growth through sharing of positive interactive classroom experiences during leadership and faculty meetings. The target is to create an atmosphere for continuous growth and productive change in both student and faculty communities.	8/31/2018 one-time
G1.MA8 M404977	FSA , Benchmark and Classroom assessments will be monitored.	Cornwell, Tamara	8/10/2017	The evidence gathered from this data will enable us to problem solve issues that May arise in that we have two new Civics teachers who must first learn the classroom management and teaching methods to reinforce Civics standards.	8/31/2018 every-3-weeks
G1.MA10 M404979	Lesson plans will be monitored. Non-recorded classroom walk-throughs will increase. District...	Cooper, Scott	9/1/2017	Referrals will lessen OnCourse lesson plans INB notebooks Increase EOC scores and pass/ on all state assessments Increase in District Benchmarks scores from quarter to quarter	8/31/2018 weekly
G1.MA11 M404980	Administrators and teachers will present and share PD earned at conferences with their peers.	Ruscetta, Mark	9/1/2017	Agendas will include administrators and teachers presentations. Student classroom achievement growth data will be analyzed and compared to non-attending students.	8/31/2018 monthly
G1.MA13 M404982	Classroom observations, data analysis of classroom grades, benchmark and FSA results	Batchelor, Tanya	9/1/2017	Classroom observations will be monitored and shared. Data will be analyzed, presented and results problem solved. Classroom grades, benchmark and FSA scores will be monitored and analyzed with the goal of whole school proficiency.	8/31/2018 biweekly
G1.MA14 M404983	Classroom, benchmark and FSA scores will be collected and reviewed for adequate progress. The goal...	Zenon, Kimberlain	9/1/2017	Classroom grades, benchmark scores and FSA results will be monitored with the goal of meeting adequate progress and ultimately all students achieving proficiency on the FSA.	8/31/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA15 M404984	Student achievement data will be gathered and reviewed with the school and district team.	Cooper, Scott	9/1/2017	Classroom, benchmark and FSA scores will be analyzed for monitoring adequate student gains. Tutored students as well will be monitored for academic successes and shared with the students' family.	8/31/2018 quarterly
G1.MA16 M404985	A two week summer Bridge Camp will be offered to assist students with transitioning from one grade...	Zenon, Kimberlain	6/4/2018	Students will be monitored through out the year to assess academic progression. The target would be proficiency and growth among attending students.	8/31/2018 annually
G1.MA20 M404989	Tutors will gather classroom and benchmark data and monitor students progress with the target of...	Zenon, Kimberlain	9/1/2017	Student classroom learning gains will be monitored and shared with the student, families, teachers, and administration. The target is to meet student proficiency.	8/31/2018 monthly
G1.MA21 M404990	Students will have the opportunity to attend a two week bridge camp to assist with transition to...	Zenon, Kimberlain	9/1/2017	Bridge Camp summer attendees benchmark and FSA scores will be monitored for adequate learning gains. The target is to provide additional support to increase gains in students skills over the summer break. The target is to increase student proficiency in Science.	8/31/2018 quarterly
G2.MA2 M404998	Classroom and academic results will be shared with the administrative, leadership team and whole...	Weiner, Heather	9/1/2017	The lead teacher will gather the data and will monitor the written and presented data for adequate progress. She will share these results with administrators, leadership team members and whole school. The ultimate target being ELA whole school proficiency.	8/31/2018 semiannually
G1.B1.S1.MA1 M404900	To monitor and support the effectiveness of technological use within an engaging classroom setting...	Cooper, Scott	9/1/2017	The evidence that will be gathered is the increase of student scores in classroom, benchmark and assessment scores. These gains will be monitored for continuous growth with the ultimate goal of a 25% increase in student participation through analysis of teachers' classroom grades.	8/31/2018 monthly
G1.B1.S1.MA4 M404901	The generic scores of teachers using weekly collaboration through manipulative use will be compared...	Cornwell, Tamara	9/1/2017	The classroom participation and benchmark gains will be collected and shared school and department wide. These scores will continuously be monitored, as well as, student discipline issues coming from these classrooms. The effectiveness of this use will be continuously shared through out the school year, with final assessments of FSA scores.	8/31/2018 monthly
G1.B1.S1.MA1 M404902	To monitor and meet continuous fidelity of technological use, Administrators will observe and...	Cooper, Scott	9/1/2017	The evidence that will be collected is the results of the teacher walks and observations during the evaluation process and the increase of student scores due to participating in an engaging classroom setting.	8/31/2018 every-6-weeks
G1.B1.S1.MA3 M404903	Administrators will monitor math collaborative-manipulative tool uses through lesson plan review,...	Cooper, Scott	9/1/2017	Administrators will collect data of students' scores in classrooms who use manipulatives at least once a week to those classrooms that do not. This data will be shared with the individual teacher and generically schoolwide for greater levels of	8/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				teacher acceptance on using these dynamic tools.	
G1.B1.S1.A1 A374987	Teachers will need technical assistance and equipment to increase classroom engagement...	Cooper, Scott	9/1/2017	Evidence of increasing engagement will be gathered during classroom walk-throughs and observations	8/31/2018 one-time
G1.B5.S1.MA1 M404922	The math department head will submit plans and goals to the administrator as well as present at the...		9/1/2017	Administrative Walk-throughs and observations will be used to make sure plannings and goals are met with fidelity. The administrator will assess the results through gains in students' classroom grades and analysis of benchmark data.	8/31/2018 every-3-weeks
G1.B5.S1.MA1 M404923	Teachers will be required to submit goals and products which will be shared with other faculty...		9/1/2017	Teachers will produce plannings and goals for the highest level of student achievement. These plans will be monitored by the administrator and shared with the leadership staff for collaboration across the disciplines.	8/31/2018 every-3-weeks
G1.B5.S1.A1 A374997	Substitutes will be hired to give teachers time for collaboration, planning and data analysis.	Cooper, Scott	9/1/2017	lesson plans and sign insheets	8/31/2018 every-3-weeks
G1.B7.S1.MA1 M404932	Student scores will be assessed weekly by teachers and quarterly by administrator.	Cornwell, Tamara	9/1/2017	Student assessment grades will be the evidence collected and monitored. Teachers will meet with the administrator and plan for remedial, as well as, mastery needs.	8/31/2018 quarterly
G1.B7.S1.MA3 M404933	Student scores will be assessed weekly by teachers and quarterly by administrator.		9/1/2017	Student assessment grades will be the evidence collected and monitored. Teachers will meet with the administrator and plan for remedial, as well as, mastery needs.	8/31/2018 quarterly
G1.B7.S1.MA1 M404934	Classroom monitoring will be completed quarterly. EOC will be at the end of year.		9/1/2017	The evidence collected will be increases in student classroom scores and on the EOC. The action plan will be to monitor progression and remediate standards as needed through data review. The administrator will monitor for fidelity.	8/31/2018 quarterly
G1.B7.S1.A1 A375002	Teachers will use the supplemental materials within each class. Every student will be issued their...	Cornwell, Tamara	9/1/2017	Increase scores within the classroom and an increase of scores on EOC from 51% to 65% being the final goal.	8/31/2018 one-time
G1.B9.S1.MA1 M404939	Student engagement in these classes will increase and classroom and district assessment scores will...	Cornwell, Tamara	9/1/2017	district benchmark assessment scores	8/31/2018 quarterly
G1.B9.S1.MA1 M404940	Review lesson plans for evidence of teacher and student interaction with boards.	Cornwell, Tamara	9/1/2017	lesson plans	8/31/2018 weekly
G1.B9.S1.A1 A375005	Purchase Promethean Boards for all Civic classrooms	Cooper, Scott	9/1/2017	All Civic classrooms will have Promethean Boards.	8/31/2018 one-time
G1.B10.S1.MA1 M404941	Administrator will monitor classroom scores and will offer additional curriculum suggestions for...	Zenon, Kimberlain	9/1/2017	Evidence will be collected in the form of students' classroom grades and progression as monitored through benchmark and Success Maker data.The action plan will include changes to the process to assure adequate learning gains.	8/31/2018 quarterly
G1.B10.S1.MA1 M404942	Teachers will monitor and assess increases in students mastery of ELA Standards.	Zenon, Kimberlain	9/1/2017	The administrator will complete a quarterly review to monitor gains. Administrator will meet with instructors for creation of strategies if gains are not met. Scores will be reviewed with	8/31/2018 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				students for greater levels of understanding.	
G1.B10.S1.A1 A375006	Teachers will use the remedial material as a resource for support.	Cooper, Scott	9/1/2017	lesson plans	8/31/2018 biweekly
G1.B11.S1.MA1 M404953	A school improvement specialist will was assigned by the district to monitor data and assist with...	Cooper, Scott	9/1/2017	Twice a week a Student Improvement Specialist will assist our school with strategies to improve student success. She will issue an action plan to the administrators of what needs should be met and problem solve strategies for success.	8/31/2018 weekly
G1.B11.S1.A1 A375011	The school improvment specialist will meet with teachers and the administrative team to assist with...	Cooper, Scott	9/1/2017	specialist's logs and instructional review reports	8/31/2018 one-time
G1.B12.S1.MA1 M404954	Students grades and benchmark tests will be monitored for adequate learning gains.	Weiner, Heather	9/1/2017	The department head will gather the data evidence and report the gains to the administrators and leadership team. She will share the overall results with the school.	8/31/2018 monthly
G1.B12.S1.MA1 M404955	Students will complete a written assessment of their visit and use ELA writing strategies to...	Zenon, Kimberlain	9/1/2017	Students classroom grades will increase due to these community learning opportunities. Hands on experiences have high yields for greatest levels of student achievement. The students writing and reading scores will increase due to the experience and follow up assignment and will be monitored for academic growth.	8/31/2018 every-2-months
G1.B12.S1.A1 A375012	Students will attend extended community learning opportunities through college visits, plays and...	Zenon, Kimberlain	9/1/2017	permission slips and attendance	8/31/2018 quarterly
G1.B13.S1.MA1 M404956	Bridge Camp summer attendees classroom and benchmark tests will be monitored by the teacher for...	Zenon, Kimberlain	9/1/2017	The administrator will report the Bridge Camp student attendees academic results to the leadership team for analysis and assessment of growth for securing effective implementation.	8/31/2018 quarterly
G1.B13.S1.MA1 M404957	Bridge Camp student classroom and benchmark scores will be monitored for academic growth	Zenon, Kimberlain	9/1/2017	Students academic scores in both the classroom and on the benchmark will be moniotred by the teacher and academic progress will be reported to the administrators from the students who attended the Bridge Camp. These scores will be compared to non-attending students.	8/31/2018 quarterly
G1.B13.S1.A1 A375013	Students will be offered the opportunity to attend a two week summer academic Bridge Camp to assist...	Zenon, Kimberlain	9/1/2017	Attending students academic learning scores will be monitored in both the classroom and on benchmark results.	8/31/2018 annually
G1.B14.S1.MA1 M404959	FSA, District Benchmark and Classroom Assessment Data	Cooper, Scott	8/10/2017	FSA, District Benchmark and Classroom Assessment Data	8/31/2018 monthly
G1.B14.S1.A1 A375014	Science teachers will have multiple opportunities to plan, collaborate and receive professional...	Cooper, Scott	8/10/2017	Study Island data, District benchmark data and EOC scores	8/31/2018 monthly
G1.B15.S1.A1 A375015	Out of county travel for information and educational purposes	Cooper, Scott	7/1/2017	Administrators and Staff	8/31/2018 one-time
G1.B17.S1.MA1 M404964	Tutors will provide additional support as needed and will report the effectiveness of the sessions...	Zenon, Kimberlain	9/1/2017	Tutor will communicate with the classroom teacher to assure work was complete3d correctly. Tutor will as well monitor learning gains on classroom tests.	8/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B17.S1.MA1 M404965	Tutor will communicate with teacher and with families on students' progression and report this data...	Zenon, Kimberlain	9/1/2017	Tutors will monitor and review academic gains with students, parents, teachers and administrators.	8/31/2018 weekly
G1.B17.S1.A1 A375017	Students will attend tutoring by certified instructors.	Zenon, Kimberlain	9/1/2017		8/31/2018 biweekly
G1.B18.S1.MA1 M404966	The school will monitor the camp attendees progress through benchmark and FSA scores. These scores...	Zenon, Kimberlain	6/4/2018	The monitored results of the benchmark and FSA tests will be shared with the faculty to assess implemntation effectiveness.	8/31/2018 semiannually
G1.B19.S1.MA1 M404968	The administrator will share the classroom and benchmark results with the science department and...	Zenon, Kimberlain	9/1/2017	The leadership team will assess the adequate learning progress and assess the effectiveness of the student experiences based on learning gain assessments.	8/31/2018 quarterly
G1.B19.S1.MA1 M404969	Students will increase in understanding of science standards as monitored through classwork and...	Luck, Michelle	9/1/2017	Students class and benchmark scores will be monitored for improvement and implementation of learned skills will be assessed with fidelity and reported to the administrator.	8/31/2018 monthly
G1.B19.S1.A1 A375019	Students will be given the opportunity to attend extended real-life community learning...	Zenon, Kimberlain	9/1/2017	Students real to life experiences will increase knowledge of Science standards and will be monitored through classroom and benchmark tests.	8/31/2018 semiannually
G2.B3.S1.MA1 M404995	The tutor will report academic results to the administrator.	Zenon, Kimberlain	9/1/2017	The administrator will monitor and share the students' results of the tutor sessions with the leadership team. The administrator will assist with communication to the parents for highest level of academic support.	8/31/2018 weekly
G2.B3.S1.MA1 M404996	Students' grades will be monitored and reviewed by the teacher tutor.	Zenon, Kimberlain	9/1/2017	Students grades will be monitored and teachers and parents will be contacted for greatest level of academic support.	8/31/2018 weekly
G2.B3.S1.A1 A375022	Certified teachers will provide tutoring to all students for the goal of proficiency.	Zenon, Kimberlain	9/1/2017	The administrator will monitor tutors and assist them with application of reliable data.	8/31/2018 daily
G1.B1.S2.MA1 M404904	Administrators, Coaches and district personnel will assess teachers using the learned PD skills...		9/1/2017	Evaluation data will be used to demonstrate action was completed with fidelity. Agenda minutes will be monitored for active sharing and collaboration among peers. Student achievement levels will be compared between classes attending PD and those non-attending.	8/31/2018 quarterly
G1.B1.S2.MA1 M404905	Administrators, Coaches and district personnel will assess teachers using the learned PD skills...		9/1/2017	Evaluation data will be used to demonstrate action was completed with fidelity. Agenda minutes will be monitored for active sharing and collaboration among peers. Student achievement levels will be compared between classes attending PD and those non-attending.	8/31/2018 quarterly
G1.B1.S2.MA1 M404906	ELA teachers and administrators will present information from the conference back to the school....	Zenon, Kimberlain	9/1/2017	Classroom data analysis will be gathered for student academic gain monitoring. Observations and walks will be assessed for fidelity of professional development lessons learned. Teachers will be placed on agendas and share results with their peers during department and school wide meetings and assist their non-attending members with application of learned skills.	8/31/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1 A374989	Teachers and administrators will attend conferences to grow in academic knowledge, personal...	Cooper, Scott	9/1/2017	conference agendas	8/31/2018 quarterly
G1.B4.S2.MA1 M404914	The Success Maker data will be monitored for time-on-task data. Due to the use of new headphones...	Batchelor, Tanya	9/1/2017	The Success Maker time-on-task data will be collected and will be monitored for head phone use effectiveness.	8/31/2018 quarterly
G1.B4.S2.MA1 M404915	The use of the new headphones will provide greater students concentration levels, which will...	Batchelor, Tanya	9/1/2017	The Success Maker time-on- task data will be collected and monitored for increases of student participation due to use of the new head phones which prohibit much of the ambient noise, decreasing distractions.	8/31/2018 quarterly
G1.B5.S2.MA1 M404924	Students classroom and benchmark scores will increase due to the planning sessions. These increases...	Cooper, Scott	9/1/2017	Planning and goal sheets will be collected from each planning session and reported to the administrator. The leadership team will ask questions of the lead teacher to provide greatest levels of understanding. The administrator will provide evidence within teacher walks and observations that the plans and goals are being implemented within the classroom.	8/31/2018 monthly
G1.B5.S2.MA1 M404925	Teachers will present plans and goals to the administrator. The lead math teacher will present...		9/1/2017	Planning sheets and goals will be collected from teacher planning sessions. Lead teachers will be on the leadership agenda. Data from administrative walks and observations will document planning outcomes giving highest levels of fidelity.	8/31/2018 monthly
G1.B5.S2.A1 A374998	Teachers need time to collaboratively plan. Using non-contracted hourly pay assists teachers with...		9/1/2017	Teachers will produce plans and goals to the administrator. The lead math teacher will present these plans and goals to the leadership team to collaborate across the disciplines. The administrator will monitor these goals during walks and observations for highest levels of fidelity.	8/31/2018 every-3-weeks
G1.B7.S2.MA1 M404935	Teachers will research the student classwork and exam results of those students who regularly...	Cornwell, Tamara	9/1/2017	The evidence collected will be the increase in attending students scores. This evidence will be tracked by the attending teacher and reported to the administrator.	8/31/2018 quarterly
G1.B7.S2.MA1 M404936	Teachers will monitor students who attended tutor sessions for increases in classwork and on test...	Cornwell, Tamara	9/1/2017	The classroom homework, classwork, project and exam scores of students who attend tutoring sessions, will be monitored for mastery. Continual student support will be offered until mastery is achieved.	8/31/2018 daily
G1.B7.S2.A1 A375003	Students will receive extra individualized academic support by certified teachers during tutoring...		9/1/2017	Students classwork, test and EOC exam scores will increase.	8/31/2018 daily
G1.B4.S3.MA1 M404916	The Math - classroom, Success Maker and Benchmark data will be monitored by the math teacher for...	Cooper, Scott	9/1/2017	The math classroom grades, Success Maker and Benchmark data will be collected and monitored for best use of the math assistants time. The administrator will reassign the math assistant's schedule, weekly, for highest levels of implementation effectiveness.	8/31/2018 weekly
G1.B4.S3.MA1 M404917	Students' Math - classroom Success Maker and benchmark scores will be monitored and used to assess...	Cooper, Scott	9/1/2017	Math - classroom, Success Maker and benchmark data will be collected and based upon these results, students will receive higher levels of assistance	8/31/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				through providing opportunities for small group and individual support. This will be done on a daily basis by the math instructor and will be reported to the administrator. The teacher assistant will work with the math teachers to provide the small group and individual instruction on a daily basis.	
G1.B4.S3.A1 A374994	A teacher assistant will be hired to provide student small group and individual support, to the...	Cooper, Scott	9/1/2017	The Success Maker and benchmark data will be used to monitor student increases of adequate math progression.	8/31/2018 daily
G1.B5.S3.MA1 M404926	Math teachers will implement the new strategies learned during professional development sessions at...	Cooper, Scott	9/1/2017	Whole school presentations and PD opportunities will be given by Administrators and teachers to implement new strategies learned at the conference. The attending teachers classes will be monitored by administrators for fidelity of rigor and engagement during classroom walks and observations.	8/31/2018 monthly
G1.B5.S3.MA1 M404927	Classroom will develop and grow in rigorous and engaging classrooms. Administrators will be...	Cooper, Scott	9/1/2017	Administrators will document an increase of rigorous and engaging classrooms based on walks and observations as well as an increase of students' grades in classrooms that have fidelity of implementation.	8/31/2018 quarterly
G1.B5.S3.A1 A374999	Teachers and Administrators will attend conferences to glean the highest levels of strategies in...	Cooper, Scott	9/1/2017	Conference agendas and meeting notes	8/31/2018 quarterly
G1.B10.S3.MA1 M404943	Student time on task will be monitored for the effectiveness of implementation by the teacher and...	Zenon, Kimberlain	9/1/2017	The results of the time on task records from the Success Maker program will demonstrate that the headphones made a difference in the overall participation scores. These time on task scores will be monitored by the teacher and reported to the administrator every six weeks.	8/31/2018 every-6-weeks
G1.B10.S3.MA1 M404944	Student time on task will be monitored for the effectiveness of implementation by the teacher and...	Zenon, Kimberlain	9/1/2017	The results of the time on task records from the Success Maker program will demonstrate that the headphones made a difference in the overall participation scores. These time on task scores will be monitored by the teacher and reported to the administrator every six weeks.	8/31/2018 every-6-weeks
G1.B10.S3.MA1 M404945	Increased student time on the Success Maker program will support the fidelity of instruction. The...	Zenon, Kimberlain	9/1/2017	Students increase in time on the Success Maker system will be the evidence gathered and monitored.	8/31/2018 every-6-weeks
G1.B10.S3.A1 A375008	Headphones will be purchased to allow for higher levels of hearing of the Success Maker program.	Zenon, Kimberlain	9/1/2017	Participation of the Success Maker program will be monitored by the teacher and reported to the Administrator.	8/31/2018 one-time
G1.B4.S4.MA1 M404918	Students' math classroom and benchmark tests will be monitored to support students' attendance at...	Cooper, Scott	9/1/2017	Students' levels of understanding in math will increase due to the extra support provided through the math camp opportunities. This will be monitored through classroom grades as well as benchmark test results.	8/31/2018 monthly
G1.B4.S4.MA1 M404919	The classroom and benchmark data will be monitored and several math camps will be offered to...	Cooper, Scott	9/1/2017	Students' Math and Benchmark test scores will be monitored for invitation to a math camp opportunity. All	8/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				students will be invited to attend the FSA math camp prior to the State test being given.	
G1.B4.S4.A1 A374995	Extra math support will be provided in the form of Math camps on Saturdays and evenings.	Cooper, Scott	9/1/2017	The math classroom and benchmark test scores will be used to determine the number of student camp opportunities needed. Prior to FSA all math students will be given an opportunity to attend math camp.	8/31/2018 every-3-weeks
G1.B5.S4.MA1 M404928	Administrators, coaches and district personnel will complete fidelity checks through out the school...	Zenon, Kimberlain	9/1/2017	Administrators, Coaches and District personnel will observe classes and participate in individual teacher discussions for greatest levels of rigor and engagement opportunity gains. Overall data will be shared with the department and leadership team for higher levels of school wide collaboration. Data results will be shared school wide for highest level of change implementation and student growth.	8/31/2018 monthly
G1.B5.S4.MA1 M404929	Teachers lesson plans will include strategies and lessons designed to increase student...	Zenon, Kimberlain	9/1/2017	Classroom walks, observations and lesson plans will be assessed and reviewed for gains in classroom engagement, student collaboration and rigorous lessons.	8/31/2018 every-3-weeks
G1.B10.S4.MA1 M404946	A Success Maker report will be pulled every six weeks and shared with the administrator. The...	Zenon, Kimberlain	9/1/2017	The evidence will be the Success Maker program results and the creation of an action plan based on the results of the data findings. The action plan will be monitored quarterly for effectiveness.	8/31/2018 one-time
G1.B10.S4.MA1 M404947	The teacher will monitor the increase in class participation and report the results to the...	Zenon, Kimberlain	9/1/2017	The teacher will print out a success maker report and monitor fidelity of the program,	8/31/2018 every-6-weeks
G1.B10.S4.MA1 M404948	The teacher will monitor the increase in class participation and report the results to the...	Zenon, Kimberlain	9/1/2017	The teacher will print out a success maker report and monitor fidelity of the program,	8/31/2018 every-6-weeks
G1.B10.S4.A1 A375009	A teacher assistant will be hired to assist the teacher with small group instruction and...	Zenon, Kimberlain	9/1/2017	The teacher will print a success maker report for the administrator to monitor. This task will be completed every every six weeks.	8/31/2018 one-time
G1.B4.S5.MA1 M404920	Math teachers will assess FSA scores and build camp curriculum around math deficits needed for...	Cooper, Scott	6/1/2018	FSA scores will be gathered and analyzed. The summer bridge curriculum will be based on the deficits of these scores. Beginning of the year math class grades will be monitored for data affects of fidelity of the summer bridge camp students.	8/31/2018 one-time
G1.B4.S5.MA1 M404921	Math teachers will plan the summer sessions based o the results of the FSA scores. These summer...		6/1/2018	Students will be better prepared for their transitional math class as evident by pace of beginning of year math classes. The former year FSA scores as well as beginning of year classroom scores will be monitored for higher levels of achievement.	8/31/2018 one-time
G1.B4.S5.A1 A374996	A two week summer bridge camp will be offered to help 6th, 7th and 8th graders transition to next...	Cooper, Scott	6/1/2018	Students are better prepared for transitioning to next level math classes. This is evident in higher levels of beginning year progression with less time needed to remediate former grade level math skills.	8/31/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B10.S5.MA1 M404949	Students attendance will be monitored and students will write a reflection on the influences the...	Weiner, Heather	9/1/2017	The evidence gathered will be monitored as an increase of attendance and participation due to the students' real to life experiences. These will be compared to classwork not supported with trip influences.	8/31/2018 monthly
G1.B10.S5.MA1 M404950	Students attendance will be monitored and students will write a reflection on the influences the...	Weiner, Heather	9/1/2017	The evidence gathered will be monitored as an increase of attendance and participation due to the students' real to life experiences. These will be compared to classwork not supported with trip influences.	8/31/2018 monthly
G1.B10.S5.MA1 M404951	Students attendance and reflections will be monitored for fidelity of implementation.	Zenon, Kimberlain	9/1/2017	Students will write or verbally present a reflection on their community trip. These reflections will support writing and influences on real life experiences.	8/31/2018 quarterly
G1.B10.S5.A1 A375010	Students will be given opportunities to visit community events to extend their learning...	Zenon, Kimberlain	9/1/2017	Students will reflect on their experience through written and verbal presentations.	8/31/2018 quarterly

V. Professional Development Opportunities

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

G1. By providing teachers time for facilitated, collaborative planning for targeted, rigorous, and engaging instruction, student achievement will improve.

G1.B1 Students lack classroom participation due to lessons not meeting high standards of engagement. This was observed through classroom walks and classroom observations.

G1.B1.S1 Students will be able to actively participate in classroom collaboration and demonstration through the use of hands on opportunities. Students will gain experience using technology to prepare them for FSA testing as well as future job pursuits.

PD Opportunity 1

Teachers will need technical assistance and equipment to increase classroom engagement opportunities.

Facilitator

Mr. Cooper

Participants

Teachers and technology district support personnel

Schedule

On 8/31/2018

G1.B1.S2 Teachers classrooms lack rigorous and engaging lessons. Lecture and book tape student sessions are often observed. Teachers need professional development opportunities to grow in skills needed to develop rigorous and engaging classroom opportunities. Attending conferences give teachers the opportunity to grow in academic development and understanding.

PD Opportunity 1

Teachers and administrators will attend conferences to grow in academic knowledge, personal development and building peer relationships for goal of achieving higher levels of student learning gains.

Facilitator

conference presenters

Participants

teachers and administrators

Schedule

Quarterly, from 9/1/2017 to 8/31/2018

G1.B2 Teachers lack sufficient knowledge or confidence in planning rigorous and engaging lessons including planning for student misconceptions, appropriate scaffolding, and the pre-planning of higher order questions. All proficient 8th grade students (3 and above on FSA) must be assigned to Algebra. Forty of these students did not have pre-algebra.

G1.B2.S1 Teachers must use data to define where their students are achieving and where they need to remediate. (All proficient 8th graders (3+ on FSA) - will be scheduled for Algebra. Those students who did not have pre-algebra will be given a pull-out session to reinforce their math skills for success.)

PD Opportunity 1

All FSA Proficient 8th graders (Level 3 and above) will be placed in Algebra.

Facilitator

Administrators, District Support Specialists, Teachers, Consultants

Participants

Students and parents

Schedule

On 8/9/2017

G1.B2.S2 Professional development will be provided throughout the year to insure higher order questions, scaffolding and the importance of creating rigorous and relevant work for students.

PD Opportunity 1

Professional development will be provided on differentiated instruction and higher order work. Professional Development focused on student engagement and relationship building includes: Time To Teach, AVID and Books Studies.

Facilitator

Administrators, District Personnel, Consultants, Teachers

Participants

all teachers

Schedule

Monthly, from 8/10/2017 to 6/1/2018

G1.B5 Teachers do not have enough time to collaborate. We will hire substitutes to allow teachers time to work together and plan rigorous and engaging lessons, complete data analysis and problem solve solutions for highest levels of student success. Teachers and Administrators do not have enough opportunity to grow professionally. The need for this growth is based on administrative observations of low levels of engaging and rigorous classrooms.

G1.B5.S4 Teachers are not given the opportunity to analyze data, collaborate with their peers nor to plan rigorous and engaging lessons nor problem solve remedial solutions and re-teach moments. Using substitutes and non-contracted hourly opportunities provide teachers with the time needed to support adequate student achievement growth.

PD Opportunity 1

Teachers will be given the opportunity for additional time to plan through substitute use and non-contracted hourly opportunities.

Facilitator

district and outside facilitators

Participants

teachers and administrators

Schedule

Every 3 Weeks, from 8/10/2017 to 6/1/2018

G1.B6 Providing all of the accommodations needed for ELL and ESE students

G1.B6.S1 The ESE and ELL population has increased immensely at Lee Middle School.

PD Opportunity 1

Staff will receive multiple sessions of professional development to assist and provide strategies to service these populations.

Facilitator

Administrators, District Support Specialist, and Consultants.

Participants

teachers

Schedule

Monthly, from 8/10/2017 to 6/1/2018

G1.B8 Civics teachers focusing and reinforcing standards; Civics Teachers monitoring standards from Benchmark assessments and sharing the results with students and parents.

G1.B8.S1 New teachers will receive a mentor to support their needs. An administrator will support their classroom through time given during school to collaboratively plan. Administrator will monitor new teachers and give support as needed.

PD Opportunity 1

New teachers hired to teach Civics for the first year.

Facilitator

Peer teachers, District Support Specialist and School Administrators

Participants

new teachers

Schedule

Weekly, from 8/10/2017 to 6/1/2018

G1.B11 School grade slipped to a D level. Extra support is needed.

G1.B11.S1 A district school support specialist will assist our school twice a week (40%).

PD Opportunity 1

The school improvment specialist will meet with teachers and the administrative team to assist with collaboration and problem solving.

Facilitator

Melinda Hill-Lovering

Participants

Administrators and teachers

Schedule

On 8/31/2018

G1.B14 Teachers have not aligned the "Nature of Science" standards to the instructional practices. Hands-on labs and discovery sessions must be included encouraging engaging collaboration among students. Organization across curriculum areas assist students with understanding expecatations.

G1.B14.S1 Teachers will collaborate and meet bi-weekly to discuss student progression. Progression based on FSA, Benchmark and Classroom Assessment data. Teachers will meet monthly with District Support Specialist.

PD Opportunity 1

Science teachers will have multiple opportunities to plan, collaborate and receive professional development amidst this academic school year.

Facilitator

District Staff and Mrs. Richardson-AP and Heather Weiner-Dept. Head

Participants

Science teachers

Schedule

Monthly, from 8/10/2017 to 8/31/2018

G1.B15 Alignment of the Science EOC with the County benchmarks.

G1.B15.S1 Ensure all instructors who teach Science opportunities to collaborate, plan and receive professional development to accomplish goals.

PD Opportunity 1

Out of county travel for information and educational purposes

Facilitator

Administrators, Consultants, District Personnel

Participants

Administrators and staff

Schedule

On 8/31/2018

G1.B16 School wide student disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks keep students out of class. Time to Teach, HERO and application of best practices assist teachers to positively reward students for doing the "right" thing. AVID strategies are taught to assist students with growing their organizational skills.

G1.B16.S1 Monitoring of behavior, Attendance and HERO data will be used to create a positive behavior plan. This plan will assist our school with growing into a Positive Behavioral Interventions and Supports (PBIS).

PD Opportunity 1

Administrators, SSS and Teachers will enhance instruction through PBIS.

Facilitator

Administrators, District Personnel and Consultants.

Participants

Teachers, Staff, Parents and Students

Schedule

Daily, from 8/10/2017 to 6/1/2018

G2. By implementing a revised schoolwide positive behavior incentive plan, student behavior and attendance will improve by at least 10%.

G2.B1 Home related student attendance issues: absence from school, frequent late arrivals or early pickups

G2.B1.S1 Home related student frequent late arrivals or early pickups.Late morning bus transportation.

PD Opportunity 1

A Graduation Enhancement Tech has been hired to help monitor this problem.

Facilitator

Administrators and District Trainers

Participants

Teachers, Students and Parents

Schedule

Weekly, from 8/10/2017 to 6/1/2018

G2.B2 School-related student disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks

G2.B2.S1 School related student attendance issues: disengagement, suspension, time out of classroom, ISS, skipping, tardy, lengthy restroom breaks.

PD Opportunity 1

HERO a new data tracking device will allow us to track all of the barriers listed. Also, FOCUS data will be used.

Facilitator

Tamara Cornwell

Participants

all staff

Schedule

Weekly, from 8/10/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	**G1.B1.S1.A1**	**Teachers will need technical assistance and equipment to increase classroom engagement opportunities.**				**$196,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$196,000.00
			Notes: 21 Promethean Boards $95,000 20 Smart TV's $50,000 2 High Def. Projectors $ 4, 000 20 Elmos / Doc. Cameras $ 12,000 50 Laptops with 2 Carts $ 35,000			
2	**G1.B1.S1.A2**	**Students will be given the opportunity to use manipulatives within interactive math classrooms. This will increase rigorous and engaging classrooms through collaborative- interactive lessons.**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$10,000.00
3	**G1.B1.S2.A1**	**Teachers and administrators will attend conferences to grow in academic knowledge, personal development and building peer relationships for goal of achieving higher levels of student learning gains.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$5,000.00
			Notes: Teachers and Administrators will attend conferences to develop skills and share professional development opportunities for the goal of achieving greater levels of student gains.			
4	**G1.B10.S1.A1**	**Teachers will use the remedial material as a resource for support.**				**$6,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$6,500.00
			Notes: 350 Intensive reading workbooks. 20 Vocabulary / test-dependent questions books			
5	**G1.B10.S3.A1**	**Headphones will be purchased to allow for higher levels of hearing of the Success Maker program.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$1,000.00
6	**G1.B10.S4.A1**	**A teacher assistant will be hired to assist the teacher with small group instruction and individualized student support. The teacher will report the increases in group scores to the Administrator once every six weeks.**				**$30,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$30,000.00
			Notes: Teacher Assistant for ELA Remedial Courses.			
7	**G1.B10.S5.A1**	**Students will be given opportunities to visit community events to extend their learning opportunities.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$2,500.00
8	**G1.B11.S1.A1**	**The school improvment specialist will meet with teachers and the administrative team to assist with collaboration and problem solving.**				**$35,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$35,000.00
9	**G1.B12.S1.A1**	**Students will attend extended community learning opportunities through college visits, plays and museum/planetarium visits.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$2,500.00
10	**G1.B13.S1.A1**	**Students will be offered the opportunity to attend a two week summer academic Bridge Camp to assist with grade level transition.**				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$7,000.00
			Notes: Summer two week Bridge Camp			
11	**G1.B14.S1.A1**	**Science teachers will have multiple opportunities to plan, collaborate and receive professional development amidst this academic school year.**				**$1,793.03**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	330-Travel	0761 - Electa Lee Magnet Middle	Title, I Part A		$1,793.03
			Notes: Out of County Travel			
12	**G1.B15.S1.A1**	**Out of county travel for information and educational purposes**				**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	330-Travel	0761 - Electa Lee Magnet Middle	Title, I Part A		$6,000.00
			Notes: Includes travel and fees for conferences and consultants.			

13	**G1.B16.S1.A1**	**Administrators, SSS and Teachers will enhance instruction through PBIS.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		$5,000.00
14	**G1.B17.S1.A1**	**Students will attend tutoring by certified instructors.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$3,000.00
15	**G1.B18.S1.A1**	**A two week summer bridge camp will be offered.**				**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$6,000.00
16	**G1.B19.S1.A1**	**Students will be given the opportunity to attend extended real-life community learning opportunities through attending trips to zoos, labs, colleges, planetariums and other scientific hands on community events.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$2,500.00
			Notes: Students attending extended community based learning opportunities.			
17	**G1.B2.S1.A1**	**All FSA Proficient 8th graders (Level 3 and above) will be placed in Algebra.**				**$4,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		$4,500.00
18	**G1.B2.S2.A1**	**Professional development will be provided on differentiated instruction and higher order work. Professional Development focused on student engagement and relationship building includes: Time To Teach, AVID and Books Studies.**				**$7,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0761 - Electa Lee Magnet Middle	Title, I Part A		$7,200.00
19	**G1.B4.S1.A1**	**Intensive Math teachers will use Intensive Math workbooks as a supplemental during Success Maker - Teacher Time.**				**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$6,000.00

20	**G1.B4.S2.A1**	**Students will be required to use the whole ear headphones, for math Success Maker program, to prevent ambient noise distraction. This also makes in easier to clean the head phones from person to person use.The math Success Maker head phones are used daily.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$1,000.00
			Notes: Purchase headphones			
21	**G1.B4.S3.A1**	**A teacher assistant will be hired to provide student small group and individual support, to the math classes.**				**$30,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$30,000.00
			Notes: Hiring a teacher assistant for support in providing student small group and individual support.			
22	**G1.B4.S4.A1**	**Extra math support will be provided in the form of Math camps on Saturdays and evenings.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$3,000.00
			Notes: Math camp opportunities			
23	**G1.B4.S5.A1**	**A two week summer bridge camp will be offered to help 6th, 7th and 8th graders transition to next level math class.**				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$7,000.00
			Notes: Math Summer Bridge camp for 6th, 7th and graders.			
24	**G1.B5.S1.A1**	**Substitutes will be hired to give teachers time for collaboration, planning and data analysis.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$3,000.00
25	**G1.B5.S2.A1**	**Teachers need time to collaboratively plan. Using non-contracted hourly pay assists teachers with extra time for planning, data analysis and problem solving opportunities.**				**$8,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$8,500.00

26	**G1.B5.S3.A1**	**Teachers and Administrators will attend conferences to glean the highest levels of strategies in order to formulate rigorous and engaging classrooms.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$5,000.00
27	**G1.B5.S4.A1**	**Teachers will be given the opportunity for additional time to plan through substitute use and non-contracted hourly opportunities.**				**$11,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$11,000.00
			Notes: Teachers will use substitutes, non-contracted hourly to be given time to analyze data, collaborate and plan for creation of engaging and rigorous lessons.			
28	**G1.B6.S1.A1**	**Staff will receive multiple sessions of professional development to assist and provide strategies to service these populations.**				**$9,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		$9,200.00
29	**G1.B7.S1.A1**	**Teachers will use the supplemental materials within each class. Every student will be issued their own workbook.**				**$12,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$12,000.00
30	**G1.B7.S2.A1**	**Students will receive extra individualized academic support by certified teachers during tutoring sessions throughout the year.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$3,000.00
			Notes: Student Tutors sessions through out the year paying certified teachers at the non-contracted hourly rate.			
31	**G1.B8.S1.A1**	**New teachers hired to teach Civics for the first year.**				**$16,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3489	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		$8,000.00
	5100	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		$8,500.00
32	**G1.B9.S1.A1**	**Purchase Promethean Boards for all Civic classrooms**				**$47,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

			0761 - Electa Lee Magnet Middle	UniSIG		$47,500.00
33	**G2.B1.S1.A1**	**A Graduation Enhancement Tech has been hired to help monitor this problem.**				**$231.34**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	750-Other Personal Services	0761 - Electa Lee Magnet Middle	Title, I Part A		$231.34
34	**G2.B2.S1.A1**	**HERO a new data tracking device will allow us to track all of the barriers listed. Also, FOCUS data will be used.**				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	0761 - Electa Lee Magnet Middle	Title, I Part A		$7,000.00
35	**G2.B3.S1.A1**	**Certified teachers will provide tutoring to all students for the goal of proficiency.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0761 - Electa Lee Magnet Middle	UniSIG		$3,000.00
					Total:	**$504,424.37**