2013-2014 SCHOOL IMPROVEMENT PLAN

Roulhac Middle School

1535 BRICKYARD RD
Chipley, FL 32428
850-638-6170
http://rms.wcsdschools.com

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	Yes	37%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	27%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	B	B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Roulhac Middle School

Principal
Kyle Newsom

School Advisory Council chair
Kim Barrett

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kyle Newsom	Principal
Troy Peoples	AP
Delanie Pritchard	Guidance
Joann Blackstock	Academic Spec
Amanda Moore	6th grade team leader (Teacher)
Greg Mathis	7th grade team leader (Teacher)
Angela Owens	8th grade team leader (Teacher)
Gina Carter	5th grade team leader (Teacher)

District-Level Information

District
Washington

Superintendent
Mr. Joseph Taylor

Date of school board approval of SIP
10/14/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC IS comprised of representatives from multiple classifications, ethnic backgrounds, and socioeconomic statuses. The committee consists of 11 parents, 2 students, 1 buisness partner, 2 teachers, 1 support staff and 2 administrators. The parents are made up of black, white, hispanic and other ethnic backgrounds as well as proportional socioeconomic statuses. Kim Barret serves as chair while Tamika Carswell serves as co chair. Mrs. Mary Stewart serves as the secretary. 62% of the committee is not employed by the district.

Involvement of the SAC in the development of the SIP

At our May review meeting last school term the committee reviewed and revised a parent survey to be sent home in an attempt to gain information for planning the upcoming 13/14 school year. During this meeting, the committee also discussed professional development/school needs that were needed in order to focus our efforts when planning.

Activities of the SAC for the upcoming school year

Orientation for all grades was held in August with Open House being held second week of September. Parent Involvement preplanning meeting was held August 5th to begin conversations about the upcoming year. October 8th we will hold our annual SAC/PI meeting. We will have this before a home basketball game to hopefully improve attendance. Part of the agenda will be reviewing the SIP and PIP. November we will provide a parent training "What Common Core Looks Like in the Classroom". This was requested on the survey sent home and in discussion at last years SACS meetings. April we will provide a training opportunity on bullying/cyber bullying and our end of year review will take place in May. The agenda will consists of evaluation progress towards goals established in SIP and PIP as well as gathering information for the 14/15 school year.

Projected use of school improvement funds, including the amount allocated to each project

Funds will be used to purchase materials needed to provide written communication to parents in order to advertise upcomming events/gain feedback.
Student incentitives for attendance/disciplien/academics

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Kyle Newsom
Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	MEd. Ed Leadership Certified in Elem Ed, Middle Integrated, PE, School Principal
Performance Record	Vernon High 3 years - earned a grade of C Bonifay Middle 1 year - earned a grade of B Roulhac Middle school yet to be determined. 1st year at school

Troy Peoples		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	BA in Social Work from UWF Masters in Ed Leadership from American College of Education. Certified in Ed Leadership, School Social Worker, Elem Ed K-6, and ESE Prek-12	
Performance Record	Roulhac Middle School 1 year- earned a grade of C	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jo Ann Blackstock		
Full-time / District-based	Years as Coach: 8	Years at Current School: 8
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Bachelors Degree in Elementary Education Grades 6-8 Reading Endorsement	
Performance Record	2013 - School Grade C (59% students meeting high standards in reading) 2012 - School Grade B (66% students meeting high standards in reading) 2011 - School Grade B (74% students meeting high standards in reading) 2010 - School Grade B (74% students meeting high standards in reading) 2009 - School Grade A (76% students meeting high standards in reading) 2008 - School Grade C (68% students meeting high standards in reading) 2007 - School Grade B (63% students meeting high standards in reading) 2006 - School Grade B (61% students meeting high standards in reading)	

Classroom Teachers

# of classroom teachers

39

 # receiving effective rating or higher
39, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
39, 100%

 # ESOL endorsed
4, 10%

 # reading endorsed
10, 26%

 # with advanced degrees
18, 46%

 # National Board Certified
1, 3%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
3, 8%

 # with 6-14 years of experience
14, 36%

 # with 15 or more years of experience
22, 56%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Vacancy notices will require "Highly qualified" specific areas of certification.
The district utilizes the district website, local media, school site boards, and local colleges to recruit.

New teachers will meet regularly with principal and/or academic analyst regularly and will be observed more often.
All 1st year teachers will meet with academic analyst on a scheduled basis.
All 1st year teachers will have a peer mentor at the school level to provide support/feedback.
When needed professional development is provided to teachers who need extra support. Our district is now using PD 360 as well as face to face opportunities.
The data analyst will support teachers in the classroom throughout the year.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Connie Crutchfield will mentor Christi Futch who is not a new teacher but new to district. Both teach profound students who are alternately assessed.The role of mentor will be to help the teacher navigate RMS systems/software as well as access resources needed to serve students. Mr. Newsom and or Mrs. Peoples will meet with teachers on a regular basis to ensure that the teacher feels comfortable in their environment and are experiencing success.
Jacqueline WIlson will mentor Jennifer Williams who is not a new teacher to the district but new to RMS. Both do support facilitation as ESE teacher in the general ed setting. The role of mentor will be to help the teacher navigate RMS systems/software as well as access resources needed to serve students.Mr. Newsom and or Mrs. Peoples will meet with teachers on a regular basis to ensure that the teacher feels comfortable in their environment and are experiencing success.
Julie Young will mentor Lisa Taylor who is a veteran in district xfer. Both teach reading. The role of mentor will be to help the teacher navigate RMS systems/software as well as access resources needed to serve students.Mr. Newsom and or Mrs. Peoples will meet with teachers on a regular basis to ensure that the teacher feels comfortable in their environment and are experiencing success.
Melissa Whitson will mentor Jiranda White who is a veteran in district xfer both teach LA. The role of mentor will be to help the teacher navigate RMS systems/software as well as access resources needed to serve students. Mr. Newsom and or Mrs. Peoples will meet with teachers on a regular basis to ensure that the teacher feels comfortable in their environment and are experiencing success.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS leadership team meets to determine how and when they will work with the other school teams. They develop criteria for targeting students who may be in need of intervention. Record reviews are conducted and analyzed toward establishing proper goals and interventions. Interventions at each tier are reviewed and determinations are made whether or not sufficient progress is made, whether intervention should be continued, discontinued, altered, or whether a student should be referred for evaluation.The MTSS Leadersip Team will meet at least once every term to develop strategies for implementing the RTI process. Subject area team are required to study and analyze data results and write a plan of action to make improvements for all students at the beginning of the year. Grade level teams meet with the guidance counselor and data specialist and data analyst to determine students who need to be targeted for the RTI process. Team meets periodically to evaluate and adjust the level of intervention needed to support the student in the general curriculum.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS leadership team will evaluate the core curriculum to make sure it is meeting the needs according to information and data gathered and shared through RTI. The MTSS team is directly involved in the development of the SIP. Each grade level chair provides input as to best practices and interventions and communicates the needs, concerns, and feedback from their team. The guidance counselor and academic specialist coordinate meeting times with grade level groups as well as works with the coordinator to develop specific strategies to be implemented in the class. The coordinator provides over site as to the implementation of the MTSS implementation.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

To ensure fidelity each grade level will be meeting with the guidance counselor as well as the academic specialist regularly to engage in dialogue about how teachers are implementing strategies and how targeted students are responding to interventions. Progress monitoring data will be pulled and discussed at these meetings to chart success/deficits. Students grades, student specific data, previous retentions, and special needs will all be considered when making decisions. These meetings will be followed by meetings with the leadership team to ensure continuity.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

FCAT 2.0, Discovery Education Assessment, Writescore, FAIR, FOCUS, Performance Matters, Algebra EOC, Civics EOC

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development will be scheduled during the school year and through faculty meetings. The Guidance Counselor and Academic Specialist will provide professional development to implement strategies to use with students in compliance with RtI.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kyle Newsom	Principal
Jo Ann Blackstock	Academic Specialist
Lisa Taylor	Reading/Language Arts Teacher
Daragh Reed-Gray	Social Studies Teacher
Cindi Padgett	Media Specialist
Renea Newsom	Science Teacher

How the school-based LLT functions

The team will support learning and teaching for students, teachers, and educational leaders.
The team will plan activities to enhance the literacy environment of the school such as, Literacy Week and Accelerated Reader incentives
The purpose of the team is to build a literacy culture, collegiality and collaboratively.

Major initiatives of the LLT

The major initiatives of the LLT will be to assist teachers with the transition from Next Generation Sunshine State Standards to the Common Core Standards. The LLT will plan activities during Florida Literacy Week.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers are provided multiple sources of reading data on all students. Professional development for all teachers is provided throughout the school year focusing on incorporating reading strategies in content area classroom instruction. The Academic Specialists assists teachers by modeling various reading strategies in the classroom. Every teacher is provided with a Next Generation Sunshine State Standards reading standards checklist. They update this checklist each time standards are covered during classroom instruction. This and other reading data is maintained in a data notebook.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	59%	No	70%
American Indian				
Asian				
Black/African American	51%	44%	No	56%
Hispanic	54%	33%	No	59%
White	71%	64%	No	74%
English language learners				
Students with disabilities	39%	27%	No	45%
Economically disadvantaged	58%	49%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	363	59%	69%
Students scoring at or above Achievement Level 4	145	24%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	11	85%	90%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	381	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	100	65%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		45%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	67	52%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	50%	No	63%
American Indian				
Asian				
Black/African American	42%	29%	No	48%
Hispanic	85%	27%	No	87%
White	63%	57%	No	66%
English language learners				
Students with disabilities	28%	23%	No	36%
Economically disadvantaged	49%	37%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	308	50%	55%
Students scoring at or above Achievement Level 4	81	13%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	10	76%	81%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	357	58%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	75	49%	55%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	45	100%	100%
Middle school performance on high school EOC and industry certifications	45	100%	100%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%		No	63%
American Indian				
Asian				
Black/African American	42%		No	48%
Hispanic	85%		No	87%
White	63%		No	66%
English language learners				
Students with disabilities	28%		No	36%
Economically disadvantaged	49%		No	54%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	31%	21%
Students scoring at or above Achievement Level 4	31	69%	79%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	25%	30%
Students scoring at or above Achievement Level 4	71	25%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	19%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	91%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	148	28%	33%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	146	31%	75%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	1	3%	12%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	146	24%	17%
Students who fail a mathematics course	19	3%	0%
Students who fail an English Language Arts course	11	2%	0%
Students who fail two or more courses in any subject	12	2%	0%
Students who receive two or more behavior referrals	131	25%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	71	12%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

For the 2013/2014 school year the primary goal is to increase parent involvement in both parent training as well as SACS/Parent Involvement meetings. Emphasis will be placed on increasing participation of parents in the lower socioeconomic status. All meetings will be advertised to provide child care, interpreter, and will be offered at various times throughout the year to increase participation. We will conduct some meetings in conjunction with athletic/extra curricular activities in order to improve attendance as well. This will help to provide more input into the development of the school compact as well as increase parent participation/buy in to their child's education.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Total parent attendance for 3 SACS/Parent involvement meetings =7% when figuring 1 parent per student	48	7%	10%
Parents attending parent training opurunities =2.5% when figuring 1 parent per student	15	2.5%	7%

Goals Summary

G1.   Increase science scores from 51% to 60% of students scoring a level 3 or higher

G2.   Increase reading scores from 59% level 3 or higher to 70%

G3.   Increase math scores from 50% level 3 or higher to 63%

G4.   Increase lowest quartile FCAT 2.0 Math scores.

G5.   Increase student engagement during instructional delivery through the use of cooperative learning strategies.

G6.   Increase Writing scores so that 55% of students assessed score a level 3.5 or higher.

G7.   Students with disabillities will increase from 27% making level 3 or higher on FCAT reading to 35%

G8.   Increase percentage of students meeting high standards in FCAT reading to 69%

Goals Detail

G1. Increase science scores from 51% to 60% of students scoring a level 3 or higher

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Science curriculum. Dr. Spzpyrka consulting with school. Experienced science teachers

Targeted Barriers to Achieving the Goal

- Time to analyze data and plan instruction

Plan to Monitor Progress Toward the Goal

Progress monitoring data and ultimatly FCAT

Person or Persons Responsible

Dr. Spzyrka, academic analyst, admin

Target Dates or Schedule:

4 x per year counting FCAT

Evidence of Completion:

Increase on 3 progress monitoring and reaching science AMO

G2. Increase reading scores from 59% level 3 or higher to 70%

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Highly qualified teachers

- Support in content classes for SWD

- Wonders Curriculum

- IMPACT supplemental books

Targeted Barriers to Achieving the Goal

- 44% of African American scored at or above level 3

Plan to Monitor Progress Toward the Goal

Evaluation of FAIR data and FCAT

Person or Persons Responsible

Academic specialst, literacy coach, and admin

Target Dates or Schedule:

3 x per year for FAIR and FCAT

Evidence of Completion:

Increase at each benchmark FAIR assessment and FCAT

G3. Increase math scores from 50% level 3 or higher to 63%

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math curriculum. Go math in 5th grade. All SWD will be in the general curriculum rather than resource rooms. Change in 5th grade bell sched to provide more time in math.
-

Targeted Barriers to Achieving the Goal

- Lack of confidence with Go math

- SWD lack fundamental skills

Plan to Monitor Progress Toward the Goal

increased scores on dea test throughout the year as well as FCAT

Person or Persons Responsible
admin, academic specialist

Target Dates or Schedule:
DEA will be 3 times per year and FCAT

Evidence of Completion:
results report

G4. Increase lowest quartile FCAT 2.0 Math scores.

Targets Supported

Resources Available to Support the Goal
- Academic Analyst

- New 5th grade Math curriculum (Go Math)

- Increasing amount of time with non disabled peers for ESE students by implementing a co-teaching model

- 5th grade students have increased instructional time by transitioning classes one time a day.

Targeted Barriers to Achieving the Goal
- Adjusting to a rigorous curriculum

Plan to Monitor Progress Toward the Goal

Data Analysis

Person or Persons Responsible
Kyle Newsom, Principal

Target Dates or Schedule:
After each progress monitoring assessment

Evidence of Completion:
DEA data Formal/Informal classroom assessments Spring 2014 FCAT 2.0 Math data

G5. Increase student engagement during instructional delivery through the use of cooperative learning strategies.

Targets Supported
- Writing

- Civics EOC

- Science - Middle School

- EWS - Middle School

Resources Available to Support the Goal
- Academic Specialist

- Kagan Strategies

Targeted Barriers to Achieving the Goal
- Teacher buy-in

Plan to Monitor Progress Toward the Goal

Increased student achievement in ongoing progress monitoring and student grades

Person or Persons Responsible
Kyle Newsom, Principal

Target Dates or Schedule:
Once a month or as needed

Evidence of Completion:
Higher scores on progress monitoring assessments Increase student grades

G6. Increase Writing scores so that 55% of students assessed score a level 3.5 or higher.

Targets Supported
- Writing

Resources Available to Support the Goal
- New highly qualified teachers hired who have a solid background in writing. Implementation of springboard curriculum. PD in springboard. A sense of urgency communicated to teachers in this area. Implement a climate of success. Implementing a school wide word of the day to improve vocab and impact climate.

Targeted Barriers to Achieving the Goal
- Lack of prerequisite skills by students.

- Lack of confidence by some teachers.

Plan to Monitor Progress Toward the Goal

Write score assessments 3 x per year. FCAT Writing assessment

Person or Persons Responsible
Reviewed by academic specialist and school admin

Target Dates or Schedule:
3 x per year. 1 x per year

Evidence of Completion:
increase at each benchmark assessment as well as goal met on FCAT writing

G7. Students with disabillities will increase from 27% making level 3 or higher on FCAT reading to 35%

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal
- Supplemental materials, RMS has shifted from resource room model to inclusion model, highly qualified ESE teacher in core content classes to assist with reading strategies for SWD. Academic Specialist will model effective reading strategies. Intensive reading classes with reading endorsed teacher.

Targeted Barriers to Achieving the Goal
- Gen Ed teachers lack of confidence when instructing SWD

Plan to Monitor Progress Toward the Goal

FAIR will be administered 3 times per year and analyzed to evaluate gains or lack there of. Instruction will be adjusted accordingly to meet needs of students in the reading curriculum and IEP team can convene to implement/modify accommodations when appropriate.

Person or Persons Responsible
Academic specialist, ESE teachers, Reading teachers

Target Dates or Schedule:
3 x per year

Evidence of Completion:
Data gathered from FAIR assessment will be gathered.

G8. Increase percentage of students meeting high standards in FCAT reading to 69%

Targets Supported
- Writing
- Civics EOC
- Science - Middle School
- STEM - All Levels
- EWS - Middle School

Resources Available to Support the Goal
- Academic Specialist

Targeted Barriers to Achieving the Goal
- Lack of technology
- Lack of funds to purchase additional reading resources

Plan to Monitor Progress Toward the Goal

Increased technology resources and knowledge

Person or Persons Responsible
Kyle Newsom - Principal

Target Dates or Schedule:
On going throughout the school year - at least 3 times a year

Evidence of Completion:
Acquisition of additional technology and increase student achievement on progress monitoring assessments

Action Plan for Improvement

Problem Solving Key

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

G1. Increase science scores from 51% to 60% of students scoring a level 3 or higher

G1.B1 Time to analyze data and plan instruction

G1.B1.S1 Time will be scheduled with Dr. Spzyrka to analyze progress monitoring data, plan instruction vertically, as well as observation time of her teaching lessons.

Action Step 1

Meetings at least 1 time quarterly will occur with science teachers, academic analyst, and Dr. Szpyrka to discuss progress monitoring data, and vertically plan. Time will also be set aside by providing subs, for science teachers to observe Dr. Szpyrka teaching science lessons.

Person or Persons Responsible

Science teachers, co teachers, Dr. Szpyrka, academic analyst

Target Dates or Schedule

no less than 1 x quarterly

Evidence of Completion

sign in sheet, observation

Facilitator:

Dr. Szpyrka

Participants:

Science teachers, co teachers, academic analyst

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

Teachers will be observed to ensure plans/pacing established are followed and that rigorous lessons are being taught.

Person or Persons Responsible

Admin, academic analyst, Dr. Spzyrka

Target Dates or Schedule

quarterly

Evidence of Completion

Observation notes, lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Progress Monitoring data

Person or Persons Responsible

Dr/ Spzyrka and academic analyst

Target Dates or Schedule

3 x per year

Evidence of Completion

increase on progress monitoring data

G2. Increase reading scores from 59% level 3 or higher to 70%

G2.B2 44% of African American scored at or above level 3

G2.B2.S1 Students who are level 1 will have intensive reading and/or CARPD trained Social studies teacher

Action Step 1

Students who are level 1 will have intensive reading and/or CARPD social studies teacher.

Person or Persons Responsible

Reading teachers, Social studies teachers, academic specialist

Target Dates or Schedule

All year long by period

Evidence of Completion

FAIR data

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

Monitoring by guidance and admin to ensure students are appropriately placed into master schedule

Person or Persons Responsible

Guidance and admin

Target Dates or Schedule

At the beginning of year and as new students xfer in.

Evidence of Completion

FAIR data

Plan to Monitor Effectiveness of G2.B2.S1

FAIR data will be compared to identify any gaps and to monitor progress 3 x per year

Person or Persons Responsible

Academic analyst, district literacy coach, and admin

Target Dates or Schedule

3x per year

Evidence of Completion

Increase on each FAIR assessment as well as FCAT

G3. Increase math scores from 50% level 3 or higher to 63%

G3.B1 Lack of confidence with Go math

G3.B1.S1 Professional development in GO Math

Action Step 1

Prof development in GO math

Person or Persons Responsible

all 5th grade math teachers

Target Dates or Schedule

quarterly

Evidence of Completion

sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1

regularly observations to discuss the implementation of the curriculum

Person or Persons Responsible

administration

Target Dates or Schedule

no less than 4 x per year per teacher

Evidence of Completion

observation

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 SWD lack fundamental skills

G3.B2.S1 Provide support via co teaching model for SWD. All students other than student participating in the FAA will be in gen ed class.

Action Step 1

Students will be in gen ed class with support via co teaching model

Person or Persons Responsible

ESE co teacher will provide support to gen ed

Target Dates or Schedule

daily by period in co taught classes

Evidence of Completion

master schedule provides documentation

Facilitator:

PAEC

Participants:

All ESE teachers and gen ed teachers of co taught classes

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Classes will be observed to ensure the fidelity of strategy

Person or Persons Responsible

Admin will observe

Target Dates or Schedule

no less than 1 x quarterly

Evidence of Completion

Documented observations

Plan to Monitor Effectiveness of G3.B2.S1

Increase on progress monitoring

Person or Persons Responsible

Admin, academic analyst

Target Dates or Schedule

3 x per year

Evidence of Completion

increased scores

G4. Increase lowest quartile FCAT 2.0 Math scores.

G4.B1 Adjusting to a rigorous curriculum

G4.B1.S1 Continued teacher professional development based on student and teacher needs

Action Step 1

Professional Development for effective math strategies based on the NGSSS

Person or Persons Responsible

Academic Analyst - Michele Carter

Target Dates or Schedule

Throughout the school year as needed

Evidence of Completion

Follow up activities and observations related to specific area of professional development

Facilitator:

Academic Analyst - Michele Carter

Participants:

All math teachers

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

Follow up activities and observations related to specific area of professional development

Person or Persons Responsible

Kyle Newsom - Principal

Target Dates or Schedule

Principal will monitor fidelity through classroom observations and teacher conferences one week after professional development activity

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Effectiveness of G4.B1.S1

Collecting and analyzing data, studying and planning a course of action, implementing a course of action based on new knowledge, and determining the effectiveness of the course of action.

Person or Persons Responsible

Academic Analyst, Principal, classroom teacher

Target Dates or Schedule

Each grading period

Evidence of Completion

DEA data and formal/informal classroom assessments

G5. Increase student engagement during instructional delivery through the use of cooperative learning strategies.

G5.B1 Teacher buy-in

G5.B1.S1 Professional Development for all teachers

Action Step 1

Professional Development for cooperative learning strategies

Person or Persons Responsible

Kyle Newsom - Principal

Target Dates or Schedule

Periodically throughout the school year as needed

Evidence of Completion

Formal/informal classroom assessments FAIR data Classroom observations, teacher conferences, follow up activities from professional development

Facilitator:

Jo Ann Blackstock - Academic Specialist

Participants:

All faculty

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Next Generation Sunshine State Standards checklist FAIR data (ongoing progress monitoring results) Informal/informal assessments Teachers with poor implementation will have one-on-one coaching sessions and conferences with Academic Specialist. Additionally, the Academic Specialist will model cooperative learning strategies for teacher in the classroom.

Person or Persons Responsible

Kyle Newsom, Principal

Target Dates or Schedule

Once a month

Evidence of Completion

Classroom observations, teacher conferences, ongoing progress monitoring data (FAIR, informal/formal classroom assessments)

Plan to Monitor Effectiveness of G5.B1.S1

Next Generation Sunshine State Standards checklist FAIR data (ongoing progress monitoring results) Informal/informal assessments

Person or Persons Responsible

Kyle Newsom, Principal Jo Ann Blackstock - Academic Specialist

Target Dates or Schedule

Once a month

Evidence of Completion

Classroom observations, teacher conferences, ongoing progress monitoring data (FAIR, informal/ formal classroom assessments)

G6. Increase Writing scores so that 55% of students assessed score a level 3.5 or higher.

G6.B1 Lack of prerequisite skills by students.

G6.B1.S1 Students will practice peer edits.

Action Step 1

Students will have class time to work collaboratively to review, provide feedback, and discuss personal writing samples

Person or Persons Responsible

All LA teachers

Target Dates or Schedule

As determined appropriate by teacher but monitored by admin/academic specialist to ensure is happening regularly.

Evidence of Completion

Write scores will improve, progress monitoring (3x year), improved scores on rubric

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Academic specialist/ Administration observations

Person or Persons Responsible

Academic Specialist and Principal/Assistant Principal

Target Dates or Schedule

Periodically throughout year

Evidence of Completion

On going progress monitoring provides evidence of effectiveness.

Plan to Monitor Effectiveness of G6.B1.S1

write score assessment 3 x per yer

Person or Persons Responsible

Admin/Academic specialist will evaluate data for trends and patterns

Target Dates or Schedule

3x per year

Evidence of Completion

increased scores over time

G6.B1.S2 Writing will be incorporated across content areas.

Action Step 1

Writing will be incorporated in all content areas.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Regularly

Evidence of Completion

lesson plans/ direct observations

Facilitator:

Academic Specialist/ Veteran writing teacher

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Administration will review lesson plans, observe classes. Academic specialist will assess teachers who may be struggling with implementation

Person or Persons Responsible

Admin/Academic Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Documented observation/ documented classroom visits. Lesson plans

Plan to Monitor Effectiveness of G6.B1.S2

Increased scores on Florida writes progress monitoring assessments

Person or Persons Responsible

Academic Specialist/ LA teachers

Target Dates or Schedule

At each benchmark 3x per year

Evidence of Completion

Benchmark data

G6.B2 Lack of confidence by some teachers.

G6.B2.S1 Professional development in writing and springboard curriculum.

Action Step 1

Springbaord training/ Writing PD

Person or Persons Responsible

All LA teachers using springboard will have oppurtunity

Target Dates or Schedule

As oppurtunites are offered

Evidence of Completion

Participation in training

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Administration will monitor participation in oppurtunities.

Person or Persons Responsible

Administration

Target Dates or Schedule

PD participation will be montiored at each semester

Evidence of Completion

registration, participation, and completed follow up on epdc.

Plan to Monitor Effectiveness of G6.B2.S1

Write scores will improve, progress monitoring (3x year), improved scores on rubric

Person or Persons Responsible

Academic specialist/LA teachers

Target Dates or Schedule

3x per year

Evidence of Completion

Data collected from each assessment will serve as evidence

G6.B2.S2 Provide time for LA teachers to collaborate.

Action Step 1

LA teachers will have time to collaborate and share ideas/concerns/what is working/what is not

Person or Persons Responsible

All LA teachers by grade level

Target Dates or Schedule

early release days/professional development days

Evidence of Completion

collected agendas of meetings

Facilitator:

Academic Specialist

Participants:

LA teachers by grade level

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Agendas will be reviewed by administration

Person or Persons Responsible

Administration/ Academic Specialist

Target Dates or Schedule

following each scheduled opportunity for collaboration

Evidence of Completion

collected agendas of meetings

Plan to Monitor Effectiveness of G6.B2.S2

Write scores will improve, progress monitoring (3x year), improved scores on FCAT writing

Person or Persons Responsible

Administration/ Academic Specialist/ LA teachers

Target Dates or Schedule

3 x per year/ 1x per year FCAT

Evidence of Completion

Increase in scores at each assessment.

G7. Students with disabillities will increase from 27% making level 3 or higher on FCAT reading to 35%

G7.B1 Gen Ed teachers lack of confidence when instructing SWD

G7.B1.S1 Each grade is assigned an ESE case manager/support teacher. These teachers will be in constant communication with the reading teachers as well as other gen ed teachers to provide support with reading strategies and accommodations.

Action Step 1

ESE grade level case manager/ support teachers will be in constant communication with the reading teachers as well as other gen ed teachers to provide support with reading strategies and accommodations.

Person or Persons Responsible

ESE teachers, reading teachers, other content teachers

Target Dates or Schedule

no less than 1 x per month

Evidence of Completion

consultative logs, documented meetings with gen ed teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S1

ESE staffing specialist will be making sure consultative logs are being maintained. School admin will meet with ESE teachers monthly to have conversations about how teachers are meting needs of students. F report will be pulled every 9 weeks.

Person or Persons Responsible

ESE staffing specialist, school admin

Target Dates or Schedule

ESE staffing specialist will meet monthly with ESE teachers. Admin will meet monthly with ESE teachers. F report will be pulled every 9 weeks and discussed with ESE and gen ed teachers to make sure all parties have the resources to meet needs of students.

Evidence of Completion

consult logs, monthly meeting agendas

Plan to Monitor Effectiveness of G7.B1.S1

Successful implementation will result in SWD being able to successfully access the general reading curriculum proficiently as measured by fair assessments and FCAT reading.

Person or Persons Responsible

Case managers/Support teachers, Staffing specialist, academic specialist, school administration

Target Dates or Schedule

3 times per year

Evidence of Completion

Gains on benchmark assessments and goal met on FCAT reading

G8. Increase percentage of students meeting high standards in FCAT reading to 69%

G8.B1 Lack of technology

G8.B1.S1 Encumber additional funds for technology through District resources or educational grants

Action Step 1

Additional technology resources

Person or Persons Responsible

Kyle Newsom - Principal

Target Dates or Schedule

Immediately

Evidence of Completion

Greater student achievement with technology demands in the classroom and in computer-based assessments

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Additional technology resources

Person or Persons Responsible

Kyle Newsom - Principal

Target Dates or Schedule

Immediately

Evidence of Completion

Greater student achievement with technology demands in the classroom and in computer-based assessments

Plan to Monitor Effectiveness of G8.B1.S1

Increased technology resources and knowledge

Person or Persons Responsible

Kyle Newsom - Principal

Target Dates or Schedule

On going throughout the school year - at least 3 times a year

Evidence of Completion

Increase student achievement on progress monitoring assessments

G8.B2 Lack of funds to purchase additional reading resources

G8.B2.S1 Apply for educational grants and/or participate in technology related professional development activities with potential opportunities for acquiring additional technology

Action Step 1

Person or Persons Responsible

Kyle Newsom - Principal

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Applications and/or participation in grants or technology professional development by professional staff

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Additional technology resources

Person or Persons Responsible

Kyle Newsom - Principal

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Applications and/or participation in grants or technology professional development by professional staff

Plan to Monitor Effectiveness of G8.B2.S1

Additional technology resources and knowledge

Person or Persons Responsible

Kyle Newsom - Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Additional technology resources and increased technology instructional strategies in the classroom

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A- Purchase of technology as well as intervention reading, math, and science materials in order to enhance instruction. Engagement of parents through parent trainings as well as Title I SAC meetings in order to target the emotional and educational needs of the students as well as provide a forum for sharing and attaining information and for making joint decisions.

Title I Part C- LEP, migrant, disabled, and homeless students have equal access to school services to meet their needs.

Title II- Professional development in Odyssey Ware, Common Core Standards, Springboard, College Board, Performance Matters, On-Going Science, Technology, STEM, Bioscopes, Text Complexity, Promethean Board Training, on going professional development in cooperative learning, vertical/horizontal planning for math and science.

Title x-Homeless- Homeless students are identified and receive needed supplies such as backpacks, pencil, papers, folders, etc...We also ensure they have equal access to school services to meet social, emotional, educational, and nutritional needs.

Violence Prevention Program- Safe and drug free schools, bullying prevention program implemented in schools, parent training on bullying/cyber bullying, and continues commitment to the safety and welfare of students and families.

Nutrition Programs- All students receive a free breakfast and lunch.

Career Component- Will be implemented in Social Studies Class

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase science scores from 51% to 60% of students scoring a level 3 or higher

G1.B1 Time to analyze data and plan instruction

G1.B1.S1 Time will be scheduled with Dr. Spzyrka to analyze progress monitoring data, plan instruction vertically, as well as observation time of her teaching lessons.

PD Opportunity 1

Meetings at least 1 time quarterly will occur with science teachers, academic analyst, and Dr. Szpyrka to discuss progress monitoring data, and vertically plan. Time will also be set aside by providing subs, for science teachers to observe Dr. Szpyrka teaching science lessons.

Facilitator

Dr. Szpyrka

Participants

Science teachers, co teachers, academic analyst

Target Dates or Schedule

no less than 1 x quarterly

Evidence of Completion

sign in sheet, observation

G3. Increase math scores from 50% level 3 or higher to 63%

G3.B2 SWD lack fundamental skills

G3.B2.S1 Provide support via co teaching model for SWD. All students other than student participating in the FAA will be in gen ed class.

PD Opportunity 1

Students will be in gen ed class with support via co teaching model

Facilitator

PAEC

Participants

All ESE teachers and gen ed teachers of co taught classes

Target Dates or Schedule

daily by period in co taught classes

Evidence of Completion

master schedule provides documentation

G4. Increase lowest quartile FCAT 2.0 Math scores.

G4.B1 Adjusting to a rigorous curriculum

G4.B1.S1 Continued teacher professional development based on student and teacher needs

PD Opportunity 1

Professional Development for effective math strategies based on the NGSSS

Facilitator

Academic Analyst - Michele Carter

Participants

All math teachers

Target Dates or Schedule

Throughout the school year as needed

Evidence of Completion

Follow up activities and observations related to specific area of professional development

G5. Increase student engagement during instructional delivery through the use of cooperative learning strategies.

G5.B1 Teacher buy-in

G5.B1.S1 Professional Development for all teachers

PD Opportunity 1

Professional Development for cooperative learning strategies

Facilitator

Jo Ann Blackstock - Academic Specialist

Participants

All faculty

Target Dates or Schedule

Periodically throughout the school year as needed

Evidence of Completion

Formal/informal classroom assessments FAIR data Classroom observations, teacher conferences, follow up activities from professional development

G6. Increase Writing scores so that 55% of students assessed score a level 3.5 or higher.

G6.B1 Lack of prerequisite skills by students.

G6.B1.S2 Writing will be incorporated across content areas.

PD Opportunity 1

Writing will be incorporated in all content areas.

Facilitator

Academic Specialist/ Veteran writing teacher

Participants

All teachers

Target Dates or Schedule

Regularly

Evidence of Completion

lesson plans/ direct observations

G6.B2 Lack of confidence by some teachers.

G6.B2.S2 Provide time for LA teachers to collaborate.

PD Opportunity 1

LA teachers will have time to collaborate and share ideas/concerns/what is working/what is not

Facilitator

Academic Specialist

Participants

LA teachers by grade level

Target Dates or Schedule

early release days/professional development days

Evidence of Completion

collected agendas of meetings

Appendix 2: Budget to Support School Improvement Goals