2013-2014 SCHOOL IMPROVEMENT PLAN

Clewiston Middle School

601 W PASADENA AVE
Clewiston, FL 33440
863-983-1530
http://hendry-schools.org/education/school/
school.php?sectionid=6&sc_id=1171294169

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	Yes	84%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	82%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
F	F	D	C

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.

Table of Contents

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
Focus Year 3 or more	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Clewiston Middle School

Principal
R. Scott Cooper

School Advisory Council chair
Lisa Knaack

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

Name	Title
Kristi Durance	Assistant Principal
Karen Richardson	Science Coach
Catisia Williams	Reading Coach
Vermell White	7th grade Reading Teacher
Cheryl Stein	8th grade Reading Teacher
Andrea Pflum	6th grade Language Arts Teacher
Lory Moss	Physical Education Teacher 6-8
David Bustamante	8th grade History Teacher
R. Scott Cooper	Principal

District-Level Information

District
Hendry

Superintendent
Mr. Paul K Puletti

Date of school board approval of SIP
11/12/2013

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

Lisa Knaack - parent
Cynthia Potter - parent
Ruby Tarter - parent
Karen Richardson - Science Coach
Rosa Perez - parent
Kristi Durance - Assistant Principal
Scott Cooper - Principal

Jeremy Greaves - teacher
Vermell White - teacher
Karson Turner - community member
*Officers will be voted on at the next meeting.

Involvement of the SAC in the development of the SIP

SAC has only had one meeting this year. The budget for the 2013-2014 school year was discussed. We also discussed the accelerated math and science programs now in place at CMS. SAC will be looking in depth at discipline and attendance records.

Activities of the SAC for the upcoming school year

SAC will provide binders for students who are unable to purchase them. Members of SAC will serve as parent representatives, and they will bring parent concerns to administration for discussion. Members of SAC will also work together to bridge the gap between the community and the school.

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

2012-2013: Rolled Over Budget: $2,796.47
2013-2014: Budget: $7,898.00
2013-2014: Total: $10,694.47
Expenditures:
Student Supplies (binders/dividers): $1,048.00
Teacher Supplies (charts/markers): $425.88
Total Expenditures: $1,473.88
Remaining Budget: $9,220.59

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
3

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

Administrator Information:

R. Scott Cooper		
Principal	Years as Administrator:	Years at Current School:

| **Credentials** | Educational Leadership (All Levels)
Chemistry
Physics (6-12)
Biology (6-12) | |

Performance Record

Kristi C. Durance		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

| **Credentials** | Educational Leadership / All Levels
Elementary Education / Grades 1-6
English For Speakers of Other Languages / Endorsement
Reading / Endorsement | |

Performance Record

Vance Johnston		
Asst Principal	Years as Administrator:	Years at Current School:

| **Credentials** | Educational Leadership (All levels)
History (6-12)
Physical Education (K-12)
Physical Education
English for Speakers of Other Languages (Endorsement) | |

Performance Record

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Catisia Williams		
Full-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	K-6 Elementary Education Reading Endorsement English to Speakers of Other Languages	

Performance Record

Danielle Jean		
Full-time / District-based	Years as Coach:	Years at Current School:
Areas	Mathematics	
Credentials	Educational Leadership English to Speakers of Other Languages French (K-12) Mathematics (6-12)	

Performance Record

Karen Richardson		
Full-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Science	
Credentials	Biology (6-12) Elementary Education (1-6) English for Speakers of Other Languages / Endorsement Psychology (6-12)	

Performance Record

Classroom Teachers

# of classroom teachers
41

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
83%

 # certified in-field
38, 93%

 # ESOL endorsed
21, 51%

 # reading endorsed
10, 24%

 # with advanced degrees
10, 24%

 # National Board Certified
, 0%

 # first-year teachers
7, 17%

 # with 1-5 years of experience
8, 20%

 # with 6-14 years of experience
12, 29%

 # with 15 or more years of experience
14, 34%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # 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

1. Call District to post open position
2. List position on paperless application system
3. E-mail or call possible candidates
4. Interview potential candidates
5. Hire potential candidates
6. Partner new teachers with veteran teachers
Persons responsible are Teresa Garcia, Human Resources, R. Scott Cooper (principal), and Kristi Durance (assistant principal).

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

The planned mentoring activities include guide implementation of curriculum, classroom management, pacing guides, procedures/routines, teaching strategies, and data chats.
All mentors are members of the leadership team and Clinical Educators.

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/RTI team works together to ensure intervention support is taking place for students in need. The team will work together to represent teachers' concerns regarding struggling students. Team members will collaborate to develop and maintain a problem-solving system to enable students to be successful. The MTSS/RTI team will meet bi-monthly, or more often as needed. The team will share ideas on strategies that are working for teachers, analyze the effectiveness of strategies, observe implementation of strategies, make strategy suggestions, and assist with new strategies.

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

Principal: R. Scott Cooper - Team Leader
Assistant Principal: Kristi Durance - Co-Leader
Reading Coach: Catisia Williams - Reading Expertise
Science Coach: Karen Richardson - Science Expertise
Math Coach: Danielle Jean - Math Expertise
Guidance Counselor: Sue Akin - Social/Emotional Behaviors
Staffing Specialist: Stacie Perkins - ESE/RTI Resource
Speech Therapist: Stephanie Snyder - Speech Expertise
7th Grade Language Arts: Susan Gilreath - Language Arts Expertise
Varying Exceptionalities: Tammy West - Special Education Resource
8th Grade Reading: Cheryl Stein - Reading Expertise
8th Grade History: David Bustamante - History Expertise
7th Grade Critical Thinking: Jeremy Greaves: Motivational Skills for Students

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

The leadership team will review and discuss agenda and minutes from MTSS/RTI and SAC meetings. The leadership team will ensure communication takes place between teachers regarding students' educational needs.

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

CMS uses FAIR assessment, Performance Matters, and FCIMs for progress monitoring in core subject areas. Success Maker is used for intensive reading and math. Read 180 is another intensive reading supplemental curriculum.

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

The MTSS/RTI team will meet with SAC to analyze and assist with the SIP. Rigor will be focused on across all disciplines, and data will be analyzed to guide instruction. The team will assist teachers with the "I Do, We Do, You Do" process when instructing students.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Title 1 funds an after-school program at CMS. The after-school program will begin at the end of October and will extend through April. Students in grades 6-8 will have the opportunity to attend the program. The program will be opened to struggling students, based upon assessment scores and teacher recommendation, first. Any open slots will then be filled on a first-come, first-serve basis. The after-school program will focus on nonfiction reading comprehension and math skills.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

After-school teachers will communicate with classroom teachers to inquire about student growth and achievement. After-school teachers will work closely with classroom teachers to ensure deficient skills are being addressed in the after-school program.

Who is responsible for monitoring implementation of this strategy?

Mr. Cooper, Mrs. Durance, Barbara Mundy, and the instructional coaches will monitor closely the implementation of the after-school program.

Literacy Leadership Team (LLT)

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

Name	Title
Kristi Durance	Assistant Principal
Catisia Williams	Reading Coach
Kathy Irey	Reading Resource
Andrea Pflum	Language Arts Teacher
Vermell White	Reading Teacher

How the school-based LLT functions

The Literacy Leadership Team meets once a month to monitor and analyze data generated from Performance Matters, FAIR, and common assessments. The team will monitor student mastery of benchmarks and make decisions on how to best serve students.

Major initiatives of the LLT

The focus will be on high critical thinking and questioning and rigor.

Every Teacher Contributes to Reading Instruction

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

Reading strategies will be taught to all students across the curriculum.
Reading resource teacher, as well as AVID students, will assist the low achieving students in obtaining

success in their classes as well as on the end of the year state-wide assessment.

Research based and proven reading programs will be utilized in classrooms. The Pearson Success Maker lab will be used to support students in areas of weakness in reading and math. Data will be collected and analyzed to evaluate students' progress.

Students in grades 6 and 7, lacking proficiency in reading, will be enrolled in a 90-minute reading block utilizing the Read 180 program.

Students in grade 8, lacking proficiency in reading, will be enrolled in a 90-minute reading block utilizing the Springboard curriculum, but will have additional resources added to the curriculum for better understanding of reading strategies.

Social Studies and Science classes will incorporate reading strategies into their curriculum to develop and enhance reading strategies and skills.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

8th grade students are enrolled in Career Research & Decision Making. Students are encouraged to think about what their future will look like in terms of education, career, family, etc. Volunteers, from the community, come in and speak to the students about the career they have chosen and how that career became possible. Students are also taught about GPAs, how to calculate them, and why they are important.

7th and 8th grade students are given the opportunity to enroll in AVID. Students in AVID focus on organizational skills, GPAs, and strengthening of comprehension skills through the use of Cornell notes.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Based upon state-wide assessment scores and individual class grades, students are placed into remedial courses, on-level courses, and advanced courses. Students who need additional support in reading and math are enrolled into a 46-minute Success Maker lab course.

Strategies for improving student readiness for the public postsecondary level

Students scoring a level 3, 4, or 5 on the state-wide assessment are enrolled in Pre-Algebra, Algebra I, Algebra I Honors, and/or Physical Science Honors. Students taking and passing the EOC in Algebra I and Algebra I Honors receive a high school credit for the course. Students taking and passing Physical Science Honors receive a high school credit for the course. Both Algebra and Physical Science courses count toward students' GPAs.

Expected Improvements

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	49%	42%	No	54%
American Indian				
Asian				
Black/African American	39%	33%	No	45%
Hispanic	50%	43%	No	55%
White	59%	55%	No	63%
English language learners	41%	9%	No	47%
Students with disabilities	30%	12%	No	37%
Economically disadvantaged	44%	39%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	179	25%	32%
Students scoring at or above Achievement Level 4	121	17%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		18%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	347	49%	56%
Students in lowest 25% making learning gains (FCAT 2.0)	89	49%	56%

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)	10	27%	32%
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]*		29%
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]*		29%

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	62	28%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		75%

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	53%	36%	No	58%
American Indian				
Asian				
Black/African American	39%	26%	No	45%
Hispanic	56%	39%	No	60%
White	63%	45%	No	67%
English language learners	58%	12%	No	63%
Students with disabilities	33%	18%	No	39%
Economically disadvantaged	50%	36%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	22%	31%
Students scoring at or above Achievement Level 4	95	13%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		58%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	282	40%	49%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	79	44%	53%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	45	6%	15%
Middle school performance on high school EOC and industry certifications	40	6%	15%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	49%	54%
Students scoring at or above Achievement Level 4	18	40%	45%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	27%	32%
Students scoring at or above Achievement Level 4	24	11%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		83%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	195	27%	22%
Students who fail a mathematics course	105	15%	10%
Students who fail an English Language Arts course	18	2%	1%
Students who fail two or more courses in any subject	83	12%	7%
Students who receive two or more behavior referrals	287	40%	35%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	213	30%	25%

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

Clewiston Middle School's faculty and staff work with parents to provide a safe, caring environment where students can learn and be successful.
A SAC committee will be formed according to state requirements. The SAC committee will meet monthly to review and discuss the SIP, the use of SAC funds, concerns of parents, and Title 1 programs provided by the school. CMS also has a PTO that meets monthly as well.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
More parental participation in students' education			40%

Goals Summary

G1. CMS will increase writing proficiency using instructional arrangements in which students work together to plan, draft, revise, and edit their compositions.

G2. CMS will increase average daily attendance through early identification of poor attendance patterns, especially in the area of discipline.

G3. CMS will increase Science proficiency through the engagement of students in science activities and learning.

G4. CMS will increase proficiency in Reading through the implementation of data-driven instruction and high quality instruction, which meets the needs of all students.

G5. CMS will increase proficiency in Math through implementing data-driven instruction and high quality instruction, which meets the needs of all students.

Goals Detail

G1. CMS will increase writing proficiency using instructional arrangements in which students work together to plan, draft, revise, and edit their compositions.

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Coach
- 8th Grade Teachers as Models
- Team Teaching
- Professional Development

Targeted Barriers to Achieving the Goal
- No time permitted for students, from different classes, to work together with planning, drafting, revising, and editing compositions.

Plan to Monitor Progress Toward the Goal

Sample writings will be submitted to reading coach and administration, which demonstrates peer planning, drafting, revisions, and editing.

Person or Persons Responsible
8th grade Writing teachers, Mrs. Williams, Mrs. Durance, Mr. Cooper

Target Dates or Schedule:
on-going

Evidence of Completion:
Students will show growth and improvement in writing skills based on school-wide writing prompts.

G2. CMS will increase average daily attendance through early identification of poor attendance patterns, especially in the area of discipline.

Targets Supported
- EWS - Middle School

Resources Available to Support the Goal
- Mrs. Brown
- Teachers
- TIPS Program
- Parent Connection
- Report by Class Period to Ms. Byers

Targeted Barriers to Achieving the Goal
- Discipline / Suspensions

Plan to Monitor Progress Toward the Goal

Teachers will implement 4 interventions before sending a student to the discipline office.

Person or Persons Responsible
Mr. Greaves and Mr. Bustamante will ensure that 4 interventions have taken place before a student is seen by either of them. Mr. Greaves and Mr. Bustamante will consult with Mr. Cooper prior to any out of school suspensions.

Target Dates or Schedule:
Daily

Evidence of Completion:
CMS will have less suspensions and less discipline referrals than previous year.

G3. CMS will increase Science proficiency through the engagement of students in science activities and learning.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- Science Fair
- Nonfiction Selection of Library Books
- Science Week Magazine
- Virtual Labs
- Microscopes
- ThinkCentral.com

Targeted Barriers to Achieving the Goal
- Lack of hands-on materials

Plan to Monitor Progress Toward the Goal

Review, analyze, and compare data; observe classroom teachers implementing strategies that engage students in science activities and learning.

Person or Persons Responsible
Karen Richardson (Science Coach), R. Scott Cooper (Principal), Kristi Durance (Assistant Principal)

Target Dates or Schedule:
On-Going

Evidence of Completion:
Performance Matters data will show growth in areas where student engagement is necessary to learning the skills.

G4. CMS will increase proficiency in Reading through the implementation of data-driven instruction and high quality instruction, which meets the needs of all students.

Targets Supported

Resources Available to Support the Goal
- Success Maker computer program
- 90-minute Reading/Language Arts block
- Read 180 program
- Springboard Curriculum
- Reading Coach
- AVID
- CIS Training
- Performance Matters
- Model Classrooms

Targeted Barriers to Achieving the Goal
- Lack of Accountability

Plan to Monitor Progress Toward the Goal

Administration, Reading Coach, and classroom teachers will analyze data from FCIMs, classroom assessments, and Performance Matters. Student growth will be the focus of analyzing data.

Person or Persons Responsible
Mr. Cooper (Principal), Mrs. Durance (Assistant Principal), and Mrs. Williams (Reading Coach).

Target Dates or Schedule:
Monthly

Evidence of Completion:
State-wide assessment scores will improve from prior year.

G5. CMS will increase proficiency in Math through implementing data-driven instruction and high quality instruction, which meets the needs of all students.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra 1

- Success Maker Lab

- After-School program

- Common Planning Time

Targeted Barriers to Achieving the Goal

- Pacing Issue

Plan to Monitor Progress Toward the Goal

classroom observation, data analysis

Person or Persons Responsible

Danielle Jean, Mr. Cooper, Mrs. Durance

Target Dates or Schedule:

on-going

Evidence of Completion:

Increase in scores on standardized testing

Action Plan for Improvement

Problem Solving Key

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

G1. CMS will increase writing proficiency using instructional arrangements in which students work together to plan, draft, revise, and edit their compositions.

G1.B4 No time permitted for students, from different classes, to work together with planning, drafting, revising, and editing compositions.

G1.B4.S3 8th grade Writing teachers will pair up their classes to conduct writing workshops on a weekly basis.

Action Step 1

8th grade Writing teachers will conduct weekly writing workshops in which students will work with other students, from different classes, to plan, draft, revise, and edit compositions.

Person or Persons Responsible

8th grade writing teachers: Mrs. Stein, Mrs. Sanchez, Mr. Thomas, and Ms. Chesler, Reading Coach: Mrs. Williams

Target Dates or Schedule

Weekly (Thursdays)

Evidence of Completion

Students' writing scores will improve over time with different prompts.

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

Students will be self-motivated to work together in the writing process: plan, draft, revise, and edit.

Person or Persons Responsible

8th grade Writing teachers, Reading coach, Mr. Cooper, Mrs. Durance

Target Dates or Schedule

Thursday of every week

Evidence of Completion

Students will begin to pair up with peers without being prompted to do so by the teacher. Writing scores will improve over time.

Plan to Monitor Effectiveness of G1.B4.S3

Students accept constructive criticism from their peers in reference to their compositions.

Person or Persons Responsible

8th grade Writing teachers, Mrs. Williams, Mr. Cooper, Mrs. Durance

Target Dates or Schedule

on-going

Evidence of Completion

Writing teachers will observe positive peer collaboration with their students.

G2. CMS will increase average daily attendance through early identification of poor attendance patterns, especially in the area of discipline.

G2.B1 Discipline / Suspensions

G2.B1.S1 Clarify student consequences with teachers, and implement steps for teachers to take before sending a student to the discipline office

Action Step 1

Clarifying exact expectations on discipline plan

Person or Persons Responsible

Mr. Greaves and Mr. Bustamante

Target Dates or Schedule

Pre-Planning Week, Daily, As Needed

Evidence of Completion

Less office referrals and suspensions

Facilitator:

Mr. Cooper, Mr. Greaves, Mrs. Durance, Mr. Bustamante

Participants:

All teachers

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

Ensuring the proper steps/interventions are taking place before a student is sent to the discipline office.

Person or Persons Responsible

Mr. Greaves and Mr. Bustamante

Target Dates or Schedule

Daily

Evidence of Completion

Less office referrals and suspensions

Plan to Monitor Effectiveness of G2.B1.S1

Review and analyze the total number of discipline referrals and suspensions per week

Person or Persons Responsible

Mr. Greaves, Mr. Bustamante, and Ms. Byers

Target Dates or Schedule

Weekly

Evidence of Completion

Average daily attendance will increase (all day and per class period)

G3. CMS will increase Science proficiency through the engagement of students in science activities and learning.

G3.B1 Lack of hands-on materials

G3.B1.S3 Students will be given more time to work with hands-on projects/assignments.

Action Step 1

Science teachers will engage students in hands-on learning experiences.

Person or Persons Responsible

All Science teachers, Mrs. Richardson (Science coach)

Target Dates or Schedule

on-going

Evidence of Completion

Administrators will observe students participating in hands-on learning experiences when conducting walk-throughs.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Students will become more confident when participating in classroom experiments.

Person or Persons Responsible

Science Teachers, Mrs. Richardson (Science coach)

Target Dates or Schedule

on-going

Evidence of Completion

Administration will observe students working more independently with classroom experiments.

Plan to Monitor Effectiveness of G3.B1.S3

More students will complete meaningful Science Fair projects.

Person or Persons Responsible

Science teachers, Mrs. Richardson, Mr. Cooper, Mrs. Durance

Target Dates or Schedule

December 2013

Evidence of Completion

More meaningful Science Fair projects will be completed, and students will be able to answer questions pertaining to the projects they completed.

G4. CMS will increase proficiency in Reading through the implementation of data-driven instruction and high quality instruction, which meets the needs of all students.

G4.B8 Lack of Accountability

G4.B8.S2 Common Planning with focus being on analyzing data

Action Step 1

Planning times will be set according to grade level and content area.

Person or Persons Responsible

Mr. Cooper (Principal), Mrs. Durance (Assistant Principal), Mrs. Williams (Reading Coach) and classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

On-going

Plan to Monitor Fidelity of Implementation of G4.B8.S2

Ensuring that teachers are meeting together and discussing strong and weak areas according to Performance Matters data. Teachers will have sign in sheets for the weekly meetings they have.

Person or Persons Responsible

Mr. Cooper (Principal), Mrs. Durance (Assistant Principal), and Mrs. Williams (Reading Coach)

Target Dates or Schedule

Weekly

Evidence of Completion

Growth will be evident according to Performance Matters data.

Plan to Monitor Effectiveness of G4.B8.S2

Administration, Reading Coach, and classroom teachers will analyze data from FCIMs, classroom assessments, and Performance Matters. Student proficiency will be the focus of analyzing data.

Person or Persons Responsible

Mr. Cooper (Principal), Mrs. Durance (Assistant Principal), and Mrs. Williams (Reading Coach).

Target Dates or Schedule

Monthly

Evidence of Completion

Growth will be demonstrated on state-wide assessment scores.

G5. CMS will increase proficiency in Math through implementing data-driven instruction and high quality instruction, which meets the needs of all students.

G5.B3 Pacing Issue

G5.B3.S2 Instruction will be data-driven. Teachers, coaches, and administration will work collaboratively to analyze data and use results to drive instruction. Performance Matters, mini-assessments, and progress monitoring will be used for obtaining data.

Action Step 1

PLCs to analyze data and align instruction with the data; Math bell work, based on performance matters data, will be implemented across all content areas

Person or Persons Responsible

Mr. Cooper (Principal), Mrs. Durance (Assistant Principal), and Mrs. Jean (Math Coach)

Target Dates or Schedule

Bi-weekly

Evidence of Completion

On-going

Facilitator:

Danielle Jean

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Data observation/analysis, model lessons, observe lessons, meet individually with teachers, monitor effective use of common planning and utilizing data to guide lessons

Person or Persons Responsible

Danielle Jean

Target Dates or Schedule

Weekly

Evidence of Completion

On-going review of Baseline results and FCIMs Data will be reviewed and analyzed after every FCIM and Baseline assessment

Plan to Monitor Effectiveness of G5.B3.S2

Review and analyze data

Person or Persons Responsible

Danielle Jean

Target Dates or Schedule

Weekly

Evidence of Completion

Growth will be demonstrated through Performance Matters.

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

Services under Title 1, Part A are integrated and coordinated with other programs funded under NCLB including Title 1, Part C, Title 2, Part A, Title 3, and Title 6, part B subpart 2. All of these programs will provide funds for before/after school tutorials, resource personnel to meet the needs of teachers and students in the areas of math, reading, ELL, and technology. Also, funds will be used from Title 1, part A, Title 2, and Title 6 for professional development that will focus on the needs of students in subgroups not making AYP. Funds from Title 1, Part A will be coordinated with funds from Title 1, Part C, Title 3, and Title 6 to provide intervention materials that will be used in the before/after school tutorials and during the school day.

Title 3 coordinates with Title 1, Part A to provide resource teachers to work with general education classroom teachers, to provide services to ELL students and professional development to teachers.

Title X is integrated with Title 1, Part C and Title 1, Part A to provide supplemental supplies and tutorials for students identified in the LEA as homeless and in need of these services. Additionally, there is a set aside in Title 1, Part A to address these needs for identified homeless students in the LEA.

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.

G2. CMS will increase average daily attendance through early identification of poor attendance patterns, especially in the area of discipline.

G2.B1 Discipline / Suspensions

G2.B1.S1 Clarify student consequences with teachers, and implement steps for teachers to take before sending a student to the discipline office

PD Opportunity 1

Clarifying exact expectations on discipline plan

Facilitator

Mr. Cooper, Mr. Greaves, Mrs. Durance, Mr. Bustamante

Participants

All teachers

Target Dates or Schedule

Pre-Planning Week, Daily, As Needed

Evidence of Completion

Less office referrals and suspensions

G5. CMS will increase proficiency in Math through implementing data-driven instruction and high quality instruction, which meets the needs of all students.

G5.B3 Pacing Issue

G5.B3.S2 Instruction will be data-driven. Teachers, coaches, and administration will work collaboratively to analyze data and use results to drive instruction. Performance Matters, mini-assessments, and progress monitoring will be used for obtaining data.

PD Opportunity 1

PLCs to analyze data and align instruction with the data; Math bell work, based on performance matters data, will be implemented across all content areas

Facilitator

Danielle Jean

Participants

All math teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

On-going