Everitt Middle School

2014-15 School Improvement Plan

Everitt Middle School

608 SCHOOL AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	82%

Alternative/ESE Center	Charter School	Minority
No	No	49%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	B

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	1	Melissa Ramsey

Former F		Turnaround Status
No		

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Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Everitt Middle School is to provide multiple opportunities for all students to reach their full academic potential, regardless of previous performance, family background, socioeconomic status, race or gender.
Our purpose is to develop challenging programs that connect students to the community and beyond through compassionate understanding of others and their differences.
We are committed to finding a way to meet the needs of each student by providing a caring, risk-free learning environment in which our students act with honesty and integrity while developing a natural curiosity for the world around them.

Provide the school's vision statement

School Environment

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

Intensive reading and math classes spend the "First 30 Days" of school establishing routines and procedures using learning styles inventory, data chats and other activities to allow the teacher to learn more about students and students to learn about the teacher and each other. Information and bonds established during this time is used to drive instruction and for progress checks throughout the year.
In addition to classroom efforts to establish relationships, the PBS team administers a survey to students and teachers to learn about what incentives will motivate students to make better choices. Results from the teachers' survey are used determine incentives to encourage teachers to implement program components with fidelity. The team then uses survey results to drive reward activities as well to determine what social resources are needed to bridge essential supports.

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

The Everitt PBS Team met over the summer to revitalize its entire PBS program. PBS expectations include all school settings (e.g. before school, classroom, hallways, restrooms, lunchroom, bus ramp) Current plans address lessons to re-teach behavioral expectations including ant-bullying efforts. Teachers will be trained on implementing interventions consistently. Discipline data will be monitored monthly to identify issues in need of timely, targeted, intervention.
A structured-intake plan is used in the morning before school. Grade levels report to designated areas until the bell rings. In addition, paras will be hired for morning bus duty to monitor hot spot areas.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Everitt instituted a Freeze Time that stipulates that teachers will not issue student passes during the first and last fifteen minutes of each class period. In addition, teachers are trained on PBS Behavioral

strategies that require teachers to utilize at least three classroom intervention strategies for 'classroom-managed' behaviors before a discipline referral may be initiated.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Everitt identifies students in need of social-emotional supports via several avenues:
-teacher referral to the guidance department for students experiencing an immediate crisis.
-teacher referral to the MTSS team for students experiencing prolonged behavioral issues that are impacting academic success.
-The MTSS team may assign students to a teacher mentor or outside mentor depending on the level of
needed intervention.
-The MTSS team may assign Tier III students to a counselor for weekly counseling sessions.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Each month the following data is reviewed to identify students who are in need of timely interventions. The PBS team monitors our behavioral early warning indicators. Each month the team reviews the school discipline data on the number of referrals and suspensions by grade level. The MTSS team monitors our academic early warning indicators to include progress monitoring data, attendance, and grades.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	64	69	67	200
One or more suspensions	132	52	72	256
Course failure in ELA or Math	4	4	3	11
Level 1 on statewide assessment	17	41	49	107

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The PBS team monitors our behavioral early warning indicators. Each month the team reviews the school discipline data on the number of referrals and suspensions by grade level. The data is compiled into charts and broken down by grade level with a comparison to the previous year's data for the same time period. Then team representatives present the data to grade levels using a data analysis protocol to identify trends and areas that need immediate attention. Any students exhibiting escalating trends are referred to the MTSS team for further review.

The MTSS team monitors our academic early warning indicators. At the beginning of the year, students who have scored a level one or two in reading and/or math are automatically scheduled into tier II interventions. The team then reviews progress monitoring data and report grades each month to identify students who may need tier III intervention.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/50433.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Everitt has established partnerships with the Tyndall Air Force Base organization, Black Heritage Committee, as well as with the Springfield United Methodist church located just across the streets from the school. These partnerships are provided mentors, volunteers, and monetary resources for various school activities.

In addition, we work closely with the feeder elementary and high school that are located on the same street as Everitt. Everitt Middle School and Rutherford High School are currently in the process of pursuing authorization to become an International Baccalaureate Middle Years Program partnership. We will implement the program in collaboration for grades 6-10.

We have also established a 'Sister School' partnership with Holy Nativity School, a local private school. The school has provided school supplies and clothing through school drives.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Baker, Shirley	Principal
Bleich, Nancy	Teacher, K-12
Boyette, Crystal	Instructional Coach
Grandy, Jason	Teacher, K-12
Hannon, Tamera	Teacher, K-12
Lucas, Janice	Instructional Coach
Mayes, Amanda	Teacher, K-12
Miller, Jennifer	Teacher, K-12
Petro, Jennifer	Teacher, K-12
Phillips, Ashley	Teacher, K-12
Raggard, Chris	Teacher, K-12
Rodriguez, Judy	Instructional Media
Sickerman, Caroylyn	Teacher, ESE

Duties

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

The School Leadership Team is comprised of teacher leaders who serve as team leaders for our PLCs (departments, grade levels, PBS, and MTSS). Their role is to facilitate analysis of common assessment, discipline and other data to identify areas of concern and facilitate problem solving discussions. Note that the school leadership team and the literacy leadership team are the same team at Everitt.

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

An MTSS team and a school-wide Academic Flow Chart for any student with a D or F has been established as well as a school-wide weekly intervention scheduled time. FLIGHT: students will meet 30 minutes each week in assigned priority areas based on common assessments and student need.
Title I, Part A
Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.
Title I, Part C- Migrant
A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to

assist migrant children and their families. Funds are used for the following purposes:
• Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
• Support for schools serving migrant students
• Family literacy programs, including such programs that use models developed under Even Start
• The integration of information technology into educational and related programs and
• Programs to facilitate the transition of secondary school students to post secondary education or employment
Title I, Part D
The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.
Title II
Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:
• Providing professional development activities
• Carrying out programs and activities that are designed to improve the quality of the teacher force
• Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
• Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
• Carrying out programs and activities related to exemplary teachers using demonstration classrooms.
Title III
The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/assistance, acculturation field trips, and registration/travel for workshops and professional development.
Title X
The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.
The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.
Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.
Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to
• modified curriculum
• reading instruction
• after-school instruction
• tutoring
• mentoring
• class size reduction
• extended school year
• intensive skills development in summer school and other methods to improve student achievement
Violence Prevention Programs
The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.
Nutrition Programs
The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.
Housing Programs
The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.
The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is $25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.
Head Start
Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.
Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.
Adult Education

Haney Technical Center's Adult Basic Education (ABE) includes courses designed to improve the employability of the State's workforce through instruction in language, mathematics, reading, and workforce readiness skills at grade level equivalency 0.0-8.9. ABE involves non-credit courses designed to develop basic skills necessary for successful employment and citizenship. This is an open entry/open exit program of study. The ABE program prepares students to enroll in General Educational Development (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of mastery of competencies.

Career and Technical Education

Haney Technical Center provides career and technical education in the following employment areas: accounting operations; administrative office specialist; air conditioning, refrigeration and heating; applied welding technology; automotive collision repair and refinishing; automotive service technology; computer systems and information technology; digital design; electrician; electricity; marine service technology; and medical administrative specialist.

Job Training

Haney Technical Center offers the following licensure programs: Aviation Academy; Cosmetology; Massage Therapy; and Practical Nursing (LPN).

School Advisory Council (SAC)

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

Name	Stakeholder Group
Anita Meeks	Parent
James McCalister	Business/Community
Jennifer Miller	Teacher
Tamera Hannon	Teacher
Chris Raggard	Teacher
Shirley Baker	Student
LaTonia Bellanmy	Parent
Dianne Watkins	Parent
Dianne Watkins	Parent
Ellis Short	Parent
Erica McGhee	Parent
Christina Rosa	Parent
Ann Stage	Education Support Employee
Ytearie Stevenson	Parent
Craig Travis	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

A member of the SAC is invited to meet with the Leadership Team over the summer when assessment data is evaluated and strategies are developed. After the draft is finalized, the plan is presented to the SAC for its input and approval.

Development of this school improvement plan

A SAC member is invited to attend our Leadership Team's planning days during the summer during which data is reviewed and the previous year's SIP effectiveness is evaluated. At the first SAC meeting of the year, school data and the draft SIP goals and strategies are reviewed. The Council provides feedback and then the SIP is revised. Once completed the SAC Chairperson reviews the final draft and signs off.

Preparation of the school's annual budget and plan

When the current year budget allocation is received, the SAC is informed on the amount. The faculty and staff are then informed on procedures for requesting funding for resources and activities that support school improvement strategies. When a request has been properly submitted and advertised, the voting membership votes to approve or disapprove.

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

Funds earmarked for the SIP have not been allocated for the last two years. Other budgets have supported the School Improvement Plan. These other funds have supported the purchase of reading and math materials, including computers. Funds have also been allocated to support professional development outlined in the SIP.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Baker, Shirley	Principal
Bleich, Nancy	Teacher, K-12
Boyette, Crystal	Instructional Coach
Grandy, Jason	Teacher, K-12
Hannon, Tamera	Teacher, K-12
Lucas, Janice	Instructional Coach
Mayes, Amanda	Teacher, K-12
Miller, Jennifer	Teacher, K-12
Petro, Jennifer	Teacher, K-12
Phillips, Ashley	Teacher, K-12
Raggard, Chris	Teacher, K-12
Rodriguez, Judy	Instructional Media
Sickerman, Caroylyn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Superintendent has tasked every school with making writing a priority. Three district-wide writing assessments will be administered. In addition, the 6+1 Traits of Writing program has been designated as the secondary writing program. Our school is also implementing Close Reading and text-dependent writing in content area classes.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Everitt Middle School has implemented the Professional Learning Community concept as defined by Richard Dufour. All teachers serve on a department team and grade level team. To facilitate a focus on learning, each department has developed an instructional focus calendar and embedded common formative assessments. Grade level teams meet weekly to review common assessment results to identify instructional strengths and weaknesses. They then plan interventions and enrichment activities for our school-wide intervention program.

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

To recruit highly qualified teachers, the principal notifies the human resources director of positions that have been difficult to fill and requests posts be made on Social Media venues. Once teachers are hired, the school has implemented the following initiatives to retain teachers:
1. Provide a New Teacher Orientation (Principal).
2. Provide each new teacher with Buddy Teacher for 'go-to' assistance (Principal).

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

To assist beginning and new-to-Everitt teachers, we have instituted a Buddy Teacher Program. New teachers are assigned a Buddy Teacher who either teaches the same subject or teaches on the same team. The buddy's responsibility is to be an informal 'go-to' person for any questions the new teacher may have.

In addition, teachers who have been identified as having specific instructional needs may be assigned to a District Classroom Coach. The coach provides support and resources.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers met over the summer to review the new standards and course descriptions in CMAPS. They then collaborated to develop department instructional focus calendars. Reading teachers are also meeting on a Saturday to align the new textbook to the focus calendar.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Everitt is in it's second year of implementing a school-wide intervention program called FLIGHT (Focused, Leveled, Interventions Geared Toward Higher Thought). Thirty minutes have been carved out of the schedule in order to provide intervention and enrichment after our common assessment administration each week. Teachers use common assessment results to identify students who have not mastered the standards. These students are assigned to a 'Closed Session.' Students who have mastered the standards are able to select an 'Open Session.'

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 180

Instead of a student being suspended during the school day, the alternative is being assigned to Saturday School. Saturday School offers students time with a teacher to work in a small group setting to complete classwork, homework, and redo assignments or retake tests/quizzes. When assignments are complete they are also involved in a community service activity centered around campus cleanup.

Strategy Rationale

Saturday School was implemented in order to decrease the number of students missing instruction due to suspensions.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Jones, Lisa, joneslm@bay.k12.fl.us

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

When students are assigned to Saturday School their names are entered into our behavior database (RtI:B). Each month reports are reviewed by the Positive Behavior Support Team to assess the effectiveness of our initiatives and to determine if students need additonal supports.

Strategy: Summer Program

Minutes added to school year: 320

Rising Eagle Camp was offered to all incoming 6th graders. This is an opportunity for students to become familiar with the middle school environment before school begins. Students are involved in collaborative activities and are introduced to the expectations at Everitt Middle School. Sessions included, organization, anti-bullying curriculum, and Positive Behavior Support Program. The students were engaged in role playing activities, physical activities, and a school-wide scavenger hunt.

Strategy Rationale

By offering incoming 6th graders an opportunity to come on campus before other students arrive, we can address the typical fears of middle school and establish relationships to alleviate many of the transitional issues often experienced by new students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lucas, Janice, lucasjl@bay.k12.fl.us

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

Student names are recorded and throughout the school year the names are reviewed for grade point average and discipline referrals.

Strategy: Extended School Day

Minutes added to school year: 25

F2A Cafe is offered during the lunch period. Students are assigned by their teachers to make-up assignments, re-do assignments, retake quizzes or tests. Students are expected to complete their assignments while they are eating lunch. Teachers volunteer during this period to assist students in completing assignments. There are also consequences if a student does not attend.

Strategy Rationale

Every minute of the school day can be leveraged to help students excel. In addition, if students know that incomplete assignments will result in a referral to F2A, we send the message that failure is not an option.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Baker, Shirley, bakersy@bay.k12.fl.us

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

Student names are documented and grades and grade point averages are monitored on the students that are assigned frequently. Assigned teacher and parent liason contact parents when students do not attend and communicate with the assigning teachers. When frequent attendees are identified or a pattern of incomplete work is noted parent conferences are requested.

Strategy: Extended School Day

Minutes added to school year: 1,080

FLIGHT is a school-wide initiative that will be offered for all students for 30 minutes weekly. FLIGHT will be used to re-teach essential standards, offer pyramid support, provide homework help, make up assignments, and offer enrichment and extra-curricular opportunities.

Strategy Rationale

Mike Mattos has written that an essential component of intervention is that it is timely and mandatory. FLIGHT leverages the resources of the entire school to meet both intervention and enrichment needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Baker, Shirley, bakersy@bay.k12.fl.us

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

Students will be assigned to closed sessions based on their common assessment data. Close session teachers will administer an exit assessment to evaluate the students' new level of mastery. This data will be input onto the Google Drive.

Strategy: Summer Program

Minutes added to school year: 720

Summer Technology Camp was offered to students that wanted to become proficient in the Microsoft Word and Excel. Students will also have the opportunity to receive certification.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Participation in technology courses and student perception surveys will be used to determine success in improving technological skills.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

N/A

College and Career Readiness

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

Mid-year, Everitt hosts a High School Programs Day inviting representatives from local high school programs. Students then attend self-selected sessions to learn more about academic options at prospective high school.
At the end of the year, counselors meet with students in social studies classes to review course offerings. Students have the opportunity to select an elective track for the next school year based on their personal interest. 8th graders will complete a career explorations unit identifying their career interests in preparation for selecting a high school program.

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

Everitt is currently an candidate school for the International Baccalaureate Middle Years Program (MYP). An integral part of the MYP is the unit framework which guides teachers to integrate subjects and global concepts while teaching required standards.
Another requirement of the MYP is a technology component. As such, Everitt has added an MYP Technology course into the Master Schedule. The course utilize the Problem-based Learning model to emphasize using technology in a variety of situations (e.g. blogging, presenting, creating...)

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase the percent of students proficient in reading, math, writing and science.

Strategic Goals Detail

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

G1. To increase the percent of students proficient in reading, math, writing and science. 1a

🔍 G035775

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	15.0
FSA - Mathematics - Proficiency Rate	15.0
FSA - English Language Arts - Proficiency Rate	25.0

Resources Available to Support the Goal 2

- District Science Instructional Specialist

- Literacy Coach

- MTSS Coach

- Title I Budget

- Literacy Leadership Team

Targeted Barriers to Achieving the Goal 3

- Teacher comfort with and knowledge of programs and strategies

- Fidelity of Instruction by all Instructors

- Inability to proactively plan effective lessons due to time constraints

Plan to Monitor Progress Toward G1. 8

If the proficiency levels are improving on the common formative assessments, then progress towards the goal is being met. However, if proficiency levels are not showing improvement, lesson plan reviews and CWT Feedback data for the department(s) will be reviewed to identify possible root causes. If concern is isolated to a classroom, resources and assistance will be provided to that teacher. If data indicates that concern is department-wide, additional PD will be provided during the monthly Teacher Collaboration Meetings with coaching follow-up in teacher classrooms.

Data for each department will be displayed on department bulletin boards. Teachers with high levels of mastery will be recognized during Teacher Collaboration Meetings.

Person Responsible
Shirley Baker

Schedule
Monthly, from 9/1/2014 to 3/27/2015

Evidence of Completion
Leadership Team Meeting Minutes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase the percent of students proficient in reading, math, writing and science. [1]

🔑 G035775

G1.B1 Teacher comfort with and knowledge of programs and strategies [2]

🔑 B085748

G1.B1.S1 Provide staff development and coaching. [4]

🔑 S096438

Strategy Rationale

Staff Development will build teacher knowledge of research-based instructional strategies, and coaching will provide teachers with supports during the implementation of new strategies in order to build teacher confidence.

Action Step 1 [5]

Staff development and coaching for implementing hands-on lab activities.

Person Responsible

Shirley Baker

Schedule

Monthly, from 8/11/2014 to 1/30/2015

Evidence of Completion

Staff Development Schedule and Coaching Schedule

Action Step 2 `5`

Provide staff development and coaching for Guided Math and Math 180..

Person Responsible

Shirley Baker

Schedule

Monthly, from 8/29/2014 to 1/30/2015

Evidence of Completion

PD Schedule and Coaching schedule

Action Step 3 `5`

Provide staff development and coaching for Voyager and SRA

Person Responsible

Lisa Jones

Schedule

Monthly, from 9/30/2014 to 1/30/2015

Evidence of Completion

PD Schedule and Coaching Schedule

Action Step 4 `5`

Provide staff development on implementing Close Reading and Text-dependent Writing Strategies

Person Responsible

Shirley Baker

Schedule

Monthly, from 10/6/2014 to 2/27/2015

Evidence of Completion

PD Schedule and Sign-in Sheets

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

Evidence of implementation of the PD topics will be monitored in Lesson Plans, Classroom Walk-throughs and completion of the coaching cycle.

Person Responsible

Shirley Baker

Schedule

On 3/27/2015

Evidence of Completion

AIMS Sign-in Sheets, Lesson Plans and CWT feedback forms.

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

Evidence of the implementation of the school improvement strategies will be collected during CWTs. The strategy will be considered effective if at least a 80% of classrooms are observed to implementing at least one of the strategies.

If CWT data indicates that a department or teacher is experiencing difficulty with implementing the level of student engagement, coaching and additional resources be provided as needed.

Person Responsible

Shirley Baker

Schedule

Monthly, from 9/1/2014 to 4/6/2015

Evidence of Completion

CWT Data Charts

G1.B2 Fidelity of Instruction by all Instructors 2

🔍 B085749

G1.B2.S1 Provide teachers with accurate and timely feedback on instructional practices. 4

🔍 S096439

Strategy Rationale

Timely feedback will provide teachers with provide teachers with validatin and/or corrective direction on strategy implementation.

Action Step 1 5

Administrators will conduct random, focused classroom walk-throughs.

Person Responsible

Shirley Baker

Schedule

Weekly, from 9/1/2014 to 3/30/2015

Evidence of Completion

Data from the walk-throughs will be collected on a Classroom-walkthrough feedback form. The form identifies evidence of school improvement strategies and other instructional expectations. The feedback form charts the occurrences for each item noted during the CWT.

Action Step 2 5

Provide coaching and modeling to assist teachers in implementing new strategies.

Person Responsible

Shirley Baker

Schedule

Monthly, from 8/29/2014 to 1/30/2015

Evidence of Completion

Coaching schedule

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

Evidence of implementation of school improvement strategies will be collected during administrative classroom walk-throughs. As teachers receive timely, accurate feedback on instruction, the fidelity of the implementation of instructional strategies will improve.

Person Responsible

Shirley Baker

Schedule

Monthly, from 9/26/2014 to 3/27/2015

Evidence of Completion

CWT Feedback Chart.

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

Evidence of implementation of school improvement strategies will be collected during CWTs. Fidelity of instruction will be considered on track if at least a 80% of classrooms are observed to be implementing department-appropriate school improvement strategies during the CWTs each month.

If CWT data indicates that a department or teacher is experiencing difficulty with implementing the school improvement strategies with fidelity, expectations will be clarified and any needed resources be provided.

Person Responsible

Shirley Baker

Schedule

On 3/27/2015

Evidence of Completion

CWT Feedback Spreadsheet and Leadership Team Meeting Minutes.

G1.B3 Inability to proactively plan effective lessons due to time constraints 2

🔑 B085751

G1.B3.S1 Provide teachers with common planning periods to facilitate collaboration. 4

🔑 S097654

Strategy Rationale

Common planning periods will allow teachers to meet on a regular basis to plan together and leverage knowledge and resources.

Action Step 1 5

Build common planning periods for grade level content areas into the master schedule.

Person Responsible

Shirley Baker

Schedule

On 7/31/2014

Evidence of Completion

Master Schedule and Planning Period Grid

Action Step 2 5

Require teachers to meeting during common planning periods to review data from the department common formative assessments.

Person Responsible

Shirley Baker

Schedule

Weekly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Data Analysis Protocol Worksheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Planning Teams will submit Data Analysis Protocol Worksheets that identify students in need of remediation or enrichment during the weekly FLIGHT session.

Person Responsible

Shirley Baker

Schedule

Weekly, from 10/2/2014 to 4/2/2015

Evidence of Completion

Google Doc with students scheduled for FLIGHT Closed sessions and Team Data Analysis Protocol Worksheets.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

The strategy will be considered effective if the % of students referred to FLIGHT for each department each week declines over time.

Person Responsible

Shirley Baker

Schedule

Monthly, from 10/2/2014 to 4/2/2015

Evidence of Completion

FLIGHT Data Reports

G1.B3.S2 Provide staff development for using data to plan engaging lessons. 4

S097655

Strategy Rationale

Teachers need to build capacity for using data to plan customized lessons that meet student needs.

Action Step 1 5

Using Data to Plan Engaging Lessons Workshop

Person Responsible

Shirley Baker

Schedule

Monthly, from 10/6/2014 to 1/30/2015

Evidence of Completion

Sign-in Sheets and Participant Lesson Plans

Action Step 2 5

Administrators will conduct random, focused classroom walk-throughs.

Person Responsible

Shirley Baker

Schedule

Weekly, from 9/1/2014 to 3/30/2015

Evidence of Completion

Data on the level of student engagement will be collected during Classroom-walkthroughs. Teachers will be provided timely feedback on engagement after each walk-through.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

The CWT data collected on student engagement and instructional strategies will be reviewed by administrators and the Leadership Team on a monthly basis to evaluate engagement levels.

Person Responsible

Shirley Baker

Schedule

Monthly, from 9/1/2014 to 3/30/2015

Evidence of Completion

CWT Data Graphs

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Evidence of student engagement levels will be collected during CWTs. The strategy will be considered effective if at least a 80% of classrooms are observed to have students authentically engaged.

If CWT data indicates that a department or teacher is experiencing difficulty with implementing the level of student engagement, coaching and additional resources be provided as needed..

Person Responsible

Shirley Baker

Schedule

Monthly, from 9/1/2014 to 4/6/2015

Evidence of Completion

CWT Data Charts

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Staff development and coaching for implementing hands-on lab activities.	Baker, Shirley	8/11/2014	Staff Development Schedule and Coaching Schedule	1/30/2015 monthly
G1.B2.S1.A1	Administrators will conduct random, focused classroom walk-throughs.	Baker, Shirley	9/1/2014	Data from the walk-throughs will be collected on a Classroom-walkthrough feedback form. The form identifies evidence of school improvement strategies and other instructional expectations. The feedback form charts the occurrences for each item noted during the CWT.	3/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Build common planning periods for grade level content areas into the master schedule.	Baker, Shirley	6/16/2014	Master Schedule and Planning Period Grid	7/31/2014 one-time
G1.B3.S2.A1	Using Data to Plan Engaging Lessons Workshop	Baker, Shirley	10/6/2014	Sign-in Sheets and Participant Lesson Plans	1/30/2015 monthly
G1.B1.S1.A2	Provide staff development and coaching for Guided Math and Math 180..	Baker, Shirley	8/29/2014	PD Schedule and Coaching schedule	1/30/2015 monthly
G1.B2.S1.A2	Provide coaching and modeling to assist teachers in implementing new strategies.	Baker, Shirley	8/29/2014	Coaching schedule	1/30/2015 monthly
G1.B3.S1.A2	Require teachers to meeting during common planning periods to review data from the department common formative assessments.	Baker, Shirley	9/1/2014	Data Analysis Protocol Worksheets	4/1/2015 weekly
G1.B3.S2.A2	Administrators will conduct random, focused classroom walk-throughs.	Baker, Shirley	9/1/2014	Data on the level of student engagement will be collected during Classroom-walkthroughs. Teachers will be provided timely feedback on engagement after each walk-through.	3/30/2015 weekly
G1.B1.S1.A3	Provide staff development and coaching for Voyager and SRA	Jones, Lisa	9/30/2014	PD Schedule and Coaching Schedule	1/30/2015 monthly
G1.B1.S1.A4	Provide staff development on implementing Close Reading and Text-dependent Writing Strategies	Baker, Shirley	10/6/2014	PD Schedule and Sign-in Sheets	2/27/2015 monthly
G1.MA1	If the proficiency levels are improving on the common formative assessments, then progress towards the goal is being met. However, if proficiency levels are not showing improvement, lesson plan reviews and CWT Feedback data for the department(s) will be reviewed to identify possible root causes. If concern is isolated to a classroom, resources and assistance will be provided to that teacher. If data indicates that concern is department-wide, additional PD will be provided during the monthly Teacher Collaboration Meetings with coaching follow-up in teacher classrooms. Data for each department will be displayed on department bulletin boards. Teachers with high levels of mastery will be recognized during Teacher Collaboration Meetings.	Baker, Shirley	9/1/2014	Leadership Team Meeting Minutes	3/27/2015 monthly
G1.B1.S1.MA1	Evidence of the implementation of the school improvement strategies will be collected during CWTs. The strategy will be considered effective if at least a 80% of classrooms are observed to implementing at least one of the strategies. If CWT data indicates that a department or teacher is experiencing difficulty with implementing the level of student engagement, coaching and additional resources be provided as needed.	Baker, Shirley	9/1/2014	CWT Data Charts	4/6/2015 monthly
G1.B1.S1.MA1	Evidence of implementation of the PD topics will be monitored in Lesson Plans, Classroom Walk-throughs and completion of the coaching cycle.	Baker, Shirley	9/29/2014	AIMS Sign-in Sheets, Lesson Plans and CWT feedback forms.	3/27/2015 one-time
G1.B2.S1.MA1	Evidence of implementation of school improvement strategies will be collected during CWTs. Fidelity of instruction will	Baker, Shirley	8/29/2014	CWT Feedback Spreadsheet and Leadership Team Meeting Minutes.	3/27/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	be considered on track if at least a 80% of classrooms are observed to be implementing department-appropriate school improvement strategies during the CWTs each month. If CWT data indicates that a department or teacher is experiencing difficulty with implementing the school improvement strategies with fidelity, expectations will be clarified and any needed resources be provided.				
G1.B2.S1.MA1	Evidence of implementation of school improvement strategies will be collected during administrative classroom walk-throughs. As teachers receive timely, accurate feedback on instruction, the fidelity of the implementation of instructional strategies will improve.	Baker, Shirley	9/26/2014	CWT Feedback Chart.	3/27/2015 monthly
G1.B3.S1.MA1	The strategy will be considered effective if the % of students referred to FLIGHT for each department each week declines over time.	Baker, Shirley	10/2/2014	FLIGHT Data Reports	4/2/2015 monthly
G1.B3.S1.MA1	Planning Teams will submit Data Analysis Protocol Worksheets that identify students in need of remediation or enrichment during the weekly FLIGHT session.	Baker, Shirley	10/2/2014	Google Doc with students scheduled for FLIGHT Closed sessions and Team Data Analysis Protocol Worksheets.	4/2/2015 weekly
G1.B3.S2.MA1	Evidence of student engagement levels will be collected during CWTs. The strategy will be considered effective if at least a 80% of classrooms are observed to have students authentically engaged. If CWT data indicates that a department or teacher is experiencing difficulty with implementing the level of student engagement, coaching and additional resources be provided as needed..	Baker, Shirley	9/1/2014	CWT Data Charts	4/6/2015 monthly
G1.B3.S2.MA1	The CWT data collected on student engagement and instructional strategies will be reviewed by administrators and the Leadership Team on a monthly basis to evaluate engagement levels.	Baker, Shirley	9/1/2014	CWT Data Graphs	3/30/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase the percent of students proficient in reading, math, writing and science.

G1.B1 Teacher comfort with and knowledge of programs and strategies

G1.B1.S1 Provide staff development and coaching.

PD Opportunity 1

Staff development and coaching for implementing hands-on lab activities.

Facilitator

Katie McCurdy, District Science Instructional Specialist

Participants

Science Teachers

Schedule

Monthly, from 8/11/2014 to 1/30/2015

PD Opportunity 2

Provide staff development and coaching for Guided Math and Math 180..

Facilitator

Heidi Cude, Math Coach

Participants

Math Teachers

Schedule

Monthly, from 8/29/2014 to 1/30/2015

PD Opportunity 3

Provide staff development and coaching for Voyager and SRA

Facilitator

Janice Lucas, Literacy Coach

Participants

Intensive Reading Teachers

Schedule

Monthly, from 9/30/2014 to 1/30/2015

PD Opportunity 4

Provide staff development on implementing Close Reading and Text-dependent Writing Strategies

Facilitator

Janice Lucas, Literacy Coach

Participants

Schedule

Monthly, from 10/6/2014 to 2/27/2015

G1.B3 Inability to proactively plan effective lessons due to time constraints

G1.B3.S2 Provide staff development for using data to plan engaging lessons.

PD Opportunity 1

Using Data to Plan Engaging Lessons Workshop

Facilitator

Lora McCalister, District Data Coach

Participants

Teachers

Schedule

Monthly, from 10/6/2014 to 1/30/2015

Technical Assistance Items

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

G1. To increase the percent of students proficient in reading, math, writing and science.

G1.B2 Fidelity of Instruction by all Instructors

G1.B2.S1 Provide teachers with accurate and timely feedback on instructional practices.

PD Opportunity 1

Administrators will conduct random, focused classroom walk-throughs.

Facilitator

Shirley Baker

Participants

Classroom teachers.

Schedule

Weekly, from 9/1/2014 to 3/30/2015

PD Opportunity 2

Provide coaching and modeling to assist teachers in implementing new strategies.

Facilitator

Katie McCurdy (Science), Heidi Cude (Math) and Janice Lucas (ELA

Participants

Content Teachers

Schedule

Monthly, from 8/29/2014 to 1/30/2015

G1.B3 Inability to proactively plan effective lessons due to time constraints

G1.B3.S1 Provide teachers with common planning periods to facilitate collaboration.

PD Opportunity 1

Build common planning periods for grade level content areas into the master schedule.

Facilitator

Shirley Baker

Participants

Teachers

Schedule

On 7/31/2014

PD Opportunity 2

Require teachers to meeting during common planning periods to review data from the department common formative assessments.

Facilitator

Department Chairs

Participants

Content Teachers

Schedule

Weekly, from 9/1/2014 to 4/1/2015

G1.B3.S2 Provide staff development for using data to plan engaging lessons.

PD Opportunity 1

Administrators will conduct random, focused classroom walk-throughs.

Facilitator

School Administrators

Participants

Classroom teachers.

Schedule

Weekly, from 9/1/2014 to 3/30/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase the percent of students proficient in reading, math, writing and science.	6,000
Grand Total	**6,000**

Goal 1: To increase the percent of students proficient in reading, math, writing and science.		
Description	**Source**	**Total**
B1.S1.A1 - Lab Materials and equipment	Title I Part A	1,000
B1.S1.A1 - Consumable Science Materials Fund	Other	3,000
B1.S1.A2 - Stipends and substitues	Title I Part A	500
B1.S1.A3 - Planning time.	Title I Part A	500
B3.S2.A1 - Substitutes	Title I Part A	1,000
Total Goal 1		**6,000**