Clewiston Middle School

2014-15 School Improvement Plan

Clewiston Middle School

601 W PASADENA AVE, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=6&sc_id=1171294169

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	84%

Alternative/ESE Center	Charter School	Minority
No	No	82%

School Grades History

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

School Board Approval

This plan was approved by the Hendry County School Board on 12/9/2014.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Clewiston Middle School provides a safe, caring environment where students can learn and be successful.

Provide the school's vision statement

Clewiston Middle School is committed to the goal of creating an environment that is conducive to learning. The school provides an environment where students feel confident in overcoming obstacles as they pursue the path to success.

School Environment

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

Clewiston Middle School is a Title I school. Title I grade-level parent meetings are held each year to educate students and teachers about Title I and what that means to our school. The parent meetings are held in the evening to enable more parents to attend.
CMS has a School Advisory Committee, which is made up of the Principal, Assistant Principal, CMS' leadership team, parents, and a representative from the community. The SAC meets 4x per year, and the meetings are held in the evening.
CMS sends out climate surveys every year. Students, parents, and teachers are given surveys to fill out, and SAC goes over the survey results. Student, parent, and teacher concerns are addressed when SAC reviews the completed surveys.
CMS hosts a cultural literacy night in the Fall. All parents and students are invited to attend the event, which consists of presentations from students and community groups, food from different cultures, books in English and Spanish, projects, completed by students, on different countries in our world, etc.
Hendry County has a district ELL resource teacher who works directly with teachers at CMS to help meet the needs of ELL students.
CMS has a migrant student advocate who works closely with CMS' migrant families.

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

There is a presence of teachers and administrators before, during, and after school. Teachers and administrators are around campus, and visible, during breakfast, lunch, and between classes.
Teachers are required to stand at classroom doors between class change.
CMS has a School Resource Officer who is visible throughout the school day.
Motivational speakers are invited to come to CMS for assemblies. These motivational speakers not only motivate students, but help build morale among teachers as well.
CMS has anti-bullying curriculums available for teachers to coordinate into their instructional lessons.
There is at least one administrator at all extracurricular activities hosted by CMS.
Students are permitted to voice any concerns they have in regards to school.

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

CMS held a school-wide discipline plan training for all faculty and staff before students returned to school. New teachers have mentor teachers who assist them with classroom management, instructional expectations, and behavioral expectations.
MTSS (multi-tiered support system) / RTI (response to intervention) procedures are in place for students who are struggling academically and/or socially.
CMS has Saturday school as an alternative for OSS (out of school suspension).
Administration permits minimal student disruptions during instructional time.
CMS has consistent definitions created for tardies, dress code, and classroom disruptions.

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

CMS has an outside Psychologist who comes in, and with parent permission, counsels with students who are having social/emotional problems. The counselor comes once or twice a week, depending on how many students need counseling, and counsels with the students.
CMS has a Title I advocate staff who counsels with students and parents.
Hendry County provides Home-School Liaison services.
CMS has a Check-and-Connect program. Check and Connect is the only dropout prevention program nationally that has met the requirements of the What Works Clearinghouse as evidence based. It has been research proven to increase school completion by both special education and general education students. This program is being implemented across the country. Check and Connect requires that an adult mentor commits to a student for 2 years. The mentor is to conduct regular data checks of information readily available in schools such as attendance, academic performance, and behavioral referrals. The mentor is required to meet face to face, weekly, with the student. The focus of the meeting is determined by what the data indicates. The mentor should keep in close contact with the student's family. The relationship between mentor and student is key; mentors are taught to build student problem solving skills.

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

CMS struggles with the large number of students who have attendance below 90%. CMS utilizes the TIPS Program (truancy intervention program system), Check and Connect (the only dropout prevention program nationally that has met the requirements of the What Works Clearinghouse as evidence based), and Parent Connection to try to decrease the number of students with poor attendance records.
CMS is working to have less suspensions by teachers implementing 4 interventions, two being direct contact with a parent, before referring a student to the discipline office.
The majority of students who scored a Level 1 on FCAT have been assigned to a 90-minute Reading block and a 90-minute Math block for intensive instruction.
Students who fail Reading/Language Arts or Mathematics are either retained in current grade or placed in an intensive instructional block for that subject.

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	105	138	150	393
One or more suspensions	66	65	69	200
Course failure in ELA or Math	45	24	27	96
Level 1 on statewide assessment	100	108	106	314

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	102	113	121	336

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

CMS coordinates parent / teacher conferences once per grading period. Each grade level also has a Title I parent night where all parents and students are invited to attend. All teachers, per grade level, are in attendance at their designated meeting to speak to parents and explain what a school day looks like for students.

Migrant and ESE programs offer after-school tutoring and summer school. Qualified teachers are hired to assist students in both programs.

TIPS (truancy intervention program system) is in place at CMS for students with excessive tardies and absences.

MTSS (multi-tiered support system) / RTI (response to intervention) models are in place at CMS. These models are approaches to providing quality instructions to meet the individual needs of all students. Both models involve the use of data-based decision making. Typically, student's academic or behavior difficulties are the result of unknown barriers that can be overcome by RTI.

IEP (Individualized Education Plan) are created to assist students who have academic struggles, and parents are involved in the decision making when it comes to creating an IEP for a student.

Non-English speakers are provided with an educational plan to assist in meeting their needs. Non-English speakers are provided with a bi-lingual paraprofessional to assist in classes.

Small group push-in and pull-out instruction is provided for ESE students, ELL students, as well as other students who struggle with academics.

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/24373.

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

Title I parent meetings are scheduled for each grade level, and parents are encouraged to attend. Letters are sent home with students, and a call-out is made to parents to inform them of the meeting. Rachel's Challenge, an inspiring true story of one girl's dream being fulfilled over a decade after her death, is being brought to CMS on September 22, 2014. The presentation is a powerful reminder of the little things we can do every day to make our world a better place. There will be 3 assemblies held at CMS during the school day, and a community event will take place that evening.
Drug-Free Hendry County is funding Rachel's Challenge, and they are in full support of boosting the self-esteem and self-worth of our students.
Cultural Literacy Night is held in November, and all parents and students are invited to attend. Foods from different cultures are served, presentations representing different countries are presented, and books, pencils, etc. are given away to those who attend. Local businesses donate door prizes to be awarded to those in attendance.
The Clewiston News publishes things taking place at CMS, and they come out and cover events when invited.

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
Cooper, Scott	Principal
Durance, Kristi	Assistant Principal

Duties

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

Principal: R. Scott Cooper - Team Leader
Assistant Principal: Kristi Durance - Co-Leader
Reading Coach: Catisia Williams - Reading Expertise
Title 1 Resource: Danielle Jean - Math Expertise
Varying Exceptionalities: Susan Gilreath - Special Education Resource
6th Grade Math: Jacqueline Booth - Math Expertise
6th Grade Language Arts: Andrea Pflum - Language Arts Expertise
6th Grade Critical Thinking: Michael Lannon - Language Arts, Reading, and Math
7th Grade Civics: MaryAnn Mammen - History Expertise
7th Grade Reading: Vermell White - Reading Expertise
8th Grade Science: Steve Gwyn - Science Expertise

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team meets at least once a month. Members of the leadership team represent different grade levels and different disciplines. Thoughts, ideas, and concerns are shared with leadership team members from other teachers, and those thoughts, ideas, and concerns are discussed during leadership team meetings. As a team, we discuss what can be done to address / solve the thoughts, ideas, and concerns teachers have. The leadership team is aware of the funding available to us, such as Title 1, general funds, SAC funds, etc., for additional resources as we see necessary. It is the goal of the leadership team to work together to be sure all teachers have a voice, and resources are made available for teachers to have to attain student success.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lisa Knaack	Parent
Kristi Durance	Principal
Scott Cooper	Principal
Graciela Luna	Parent
Vermell White	Teacher
Danielle Jean	Teacher
Jeremy Greaves	Education Support Employee
Rosa Perez	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

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

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

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Cooper, Scott	Principal
Durance, Kristi	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The focus will be on high critical thinking and questioning and rigor. Weak standards will be the focus of instruction based on data.

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

CMS' master schedule allows for common planning for the majority of grade-level disciplines.
Professional Learning Communities will meet during planning times, periodically, to discuss data, strengths, weaknesses, and teaching strategies.
All disciplines incorporate reading strategies into daily lessons.
Science coordinates with reading and math to develop cross-curricular units to reinforce skills.
CMS incorporates school-wide writing across the curriculum.
Administration hosts several luncheons throughout the school year to allow teachers to collaborate in a stress-free environment.

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

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).

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

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

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 and students work together to unpack standards to align instruction to the standards, and this enables students to learn while knowing what is expected of them. Students work with the end in mind.
All instruction is data driven.
Teachers coordinate curriculum with standards and standard based data.

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

Teachers use data to differentiate instruction according to student needs.
Students are assessed, quarterly, using benchmark assessments (I-Ready) to determine growth, strengths, and weaknesses.
Data is used to develop push-in and pull-out programs for struggling students.
Small group instruction is provided in classrooms to allow students to work with peers and teachers in a smaller setting.
ELL paraprofessionals are provided to help non-English speaking students with classroom instruction.
Inclusion teachers and paraprofessionals go into classrooms to assist with instruction.
I-Ready program is used to reinforce Reading and Math skills.
More focused, less broad, instruction takes place in classrooms.
More student engagement strategies are implemented in classrooms.

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

Strategy: Extended School Day

Minutes added to school year: 7,200

Title 1 funds an after-school program for migrant students. Certified teachers work the after-school program to assist students with homework and reinforce skills taught in the classroom.

Strategy Rationale

Many migrant students are unable to receive homework help at home due to parents working late hours and the language barrier many of them possess.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Swaggerty, Gordon, swaggertyg@hendry.k12.fl.us

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

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

Administration coordinates a time for 8th graders going to high school to visit the high school campus. Administration, teachers, and counselors from the high school come to CMS to talk to 8th graders about the high school and registering for classes. Counselors from the high school come to CMS to help 8th grade students register for high school classes.
Administration arranges orientation activities for 5th graders coming to middle school.
CMS administration has frequent conversations with feeder elementary school administration.
CMS administration has frequent conversations with high school administration.

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

N/A

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

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.

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

Eighth-grade students scoring a level 3, 4, or 5 on the state-wide assessment are enrolled in Pre-Algebra, Algebra I, and Algebra I Honors. Seventh-grade students, who did well in Pre-Algebra in sixth-grade and did well on the statewide assessment, are enrolled in Algebra I and Algebra I Honors. Students taking and passing the EOC in Algebra I and Algebra I Honors receive a high school credit for the course. Algebra courses count toward students' GPA.

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.   If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then student growth and proficiency will be demonstrated.

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. If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then student growth and proficiency will be demonstrated. 1a

Targets Supported 1b

G044331

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	47.0

Resources Available to Support the Goal 2

- Administration
- Reading Coach
- Leadership Team
- Universal Framework
- Marzano's (Nine) High-Yield Instructional Strategies

Targeted Barriers to Achieving the Goal 3

- Lack of a common instructional framework

Plan to Monitor Progress Toward G1. 8

i-Ready data / classroom walkthrough data

Person Responsible

Kristi Durance

Schedule

On 12/19/2014

Evidence of Completion

Classroom walkthrough data will reflect an increase in use of instructional framework and strategies. Student growth will be demonstrated through progress monitoring by teacher.

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. If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then student growth and proficiency will be demonstrated. `1`

🔑 G044331

G1.B1 Lack of a common instructional framework `2`

🔑 B109175

G1.B1.S1 Administration and Instructional Coaches will develop a common instructional framework/checklist that includes opportunities for student feedback & data chats. `4`

🔑 S121212

Strategy Rationale

Students are made aware of their data, progress, strengths and weaknesses.

Action Step 1 `5`

Administration and Coaches will develop a common instructional framework.

Person Responsible

Kristi Durance

Schedule

On 9/10/2014

Evidence of Completion

Sign-in sheets, Agenda, and Faculty feedback

Action Step 2 `5`

Faculty will identify high-yield strategy options through brainstorming or surveying.

Person Responsible

Kristi Durance

Schedule

On 9/10/2014

Evidence of Completion

Framework draft and checklist

Action Step 3 `5`

School-based Leadership Team will prioritize and select the list of strategies to be implemented school-wide during the instructional framework.

Person Responsible

Kristi Durance

Schedule

On 9/12/2014

Evidence of Completion

list of strategies Plus/Delta with staff

Action Step 4 `5`

Administration will share the list strategies with staff by creating a professional development experience that defines and depicts a visual representation of what each item should look like in the classroom.

Person Responsible

Scott Cooper

Schedule

On 10/24/2014

Evidence of Completion

Sign in sheets, agenda, faculty feedback

Action Step 5 `5`

Instructional Coaches will support the fidelity of high-yielding strategies through daily instruction through the use of individualized coaching support.

Person Responsible

Scott Cooper

Schedule

Daily, from 10/27/2014 to 12/19/2014

Evidence of Completion

classroom walkthrough data, teacher reflection, coaching logs

Action Step 6 `5`

Administration will monitor the fidelity of high-yielding strategies in a minimum of two rounds of classroom observations.

Person Responsible

Kristi Durance

Schedule

Biweekly, from 10/27/2014 to 12/19/2014

Evidence of Completion

classroom walkthrough data, teacher reflection

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

Administration and Coaches will monitor the implementation of the instructional framework

Person Responsible

Kristi Durance

Schedule

Daily, from 9/9/2014 to 12/19/2014

Evidence of Completion

Lesson plans and classroom observations

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

Classroom observations and lesson plans

Person Responsible

Kristi Durance

Schedule

Daily, from 9/9/2014 to 12/19/2014

Evidence of Completion

Classroom walkthrough checklist completed by administration. Baseline and midyear data will be compared to determine progress.

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

Prioritized list of strategies

Person Responsible

Scott Cooper

Schedule

On 12/19/2014

Evidence of Completion

Faculty feedback reflects teacher buy-in.

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

Faculty feedback from classroom walkthroughs / lesson plans

Person Responsible

Kristi Durance

Schedule

On 12/19/2014

Evidence of Completion

Classroom walkthrough data will reflect increased use of instructional framework and strategies.

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

progress monitoring data and classroom walkthrough data

Person Responsible

Scott Cooper

Schedule

On 12/19/2014

Evidence of Completion

Classroom walkthrough data reflects increased use of instructional framework and strategies.

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

comparison of baseline to mid-year progress monitoring data / classroom walkthrough data

Person Responsible

Kristi Durance

Schedule

On 12/19/2014

Evidence of Completion

Increased student achievement as measured by progress monitoring by teacher

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	Administration and Coaches will develop a common instructional framework.	Durance, Kristi	9/3/2014	Sign-in sheets, Agenda, and Faculty feedback	9/10/2014 one-time
G1.B1.S1.A2	Faculty will identify high-yield strategy options through brainstorming or surveying.	Durance, Kristi	9/3/2014	Framework draft and checklist	9/10/2014 one-time
G1.B1.S1.A3	School-based Leadership Team will prioritize and select the list of strategies to be implemented school-wide during the instructional framework.	Durance, Kristi	9/8/2014	list of strategies Plus/Delta with staff	9/12/2014 one-time
G1.B1.S1.A4	Administration will share the list strategies with staff by creating a professional development experience that defines and depicts a visual representation of what each item should look like in the classroom.	Cooper, Scott	9/16/2014	Sign in sheets, agenda, faculty feedback	10/24/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5	Instructional Coaches will support the fidelity of high-yielding strategies through daily instruction through the use of individualized coaching support.	Cooper, Scott	10/27/2014	classroom walkthrough data, teacher reflection, coaching logs	12/19/2014 daily
G1.B1.S1.A6	Administration will monitor the fidelity of high-yielding strategies in a minimum of two rounds of classroom observations.	Durance, Kristi	10/27/2014	classroom walkthrough data, teacher reflection	12/19/2014 biweekly
G1.MA1	i-Ready data / classroom walkthrough data	Durance, Kristi	9/22/2014	Classroom walkthrough data will reflect an increase in use of instructional framework and strategies. Student growth will be demonstrated through progress monitoring by teacher.	12/19/2014 one-time
G1.B1.S1.MA1	Classroom observations and lesson plans	Durance, Kristi	9/9/2014	Classroom walkthrough checklist completed by administration. Baseline and midyear data will be compared to determine progress.	12/19/2014 daily
G1.B1.S1.MA3	Prioritized list of strategies	Cooper, Scott	9/15/2014	Faculty feedback reflects teacher buy-in.	12/19/2014 one-time
G1.B1.S1.MA4	Faculty feedback from classroom walkthroughs / lesson plans	Durance, Kristi	10/24/2014	Classroom walkthrough data will reflect increased use of instructional framework and strategies.	12/19/2014 one-time
G1.B1.S1.MA5	progress monitoring data and classroom walkthrough data	Cooper, Scott	10/27/2014	Classroom walkthrough data reflects increased use of instructional framework and strategies.	12/19/2014 one-time
G1.B1.S1.MA6	comparison of baseline to mid-year progress monitoring data / classroom walkthrough data	Durance, Kristi	12/1/2014	Increased student achievement as measured by progress monitoring by teacher	12/19/2014 one-time
G1.B1.S1.MA1	Administration and Coaches will monitor the implementation of the instructional framework	Durance, Kristi	9/9/2014	Lesson plans and classroom observations	12/19/2014 daily

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. If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then student growth and proficiency will be demonstrated.

G1.B1 Lack of a common instructional framework

G1.B1.S1 Administration and Instructional Coaches will develop a common instructional framework/ checklist that includes opportunities for student feedback & data chats.

PD Opportunity 1

Administration will share the list strategies with staff by creating a professional development experience that defines and depicts a visual representation of what each item should look like in the classroom.

Facilitator

R. Scott Cooper and Kristi Durance

Participants

teachers and instructional coaches

Schedule

On 10/24/2014

Technical Assistance Items

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

G1. If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then student growth and proficiency will be demonstrated.

G1.B1 Lack of a common instructional framework

G1.B1.S1 Administration and Instructional Coaches will develop a common instructional framework/ checklist that includes opportunities for student feedback & data chats.

PD Opportunity 1

Administration and Coaches will develop a common instructional framework.

Facilitator

Kristi Durance

Participants

Instructional Staff

Schedule

On 9/10/2014

Budget Rollup

Summary	
Description	**Total**
Goal 1: If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then student growth and proficiency will be demonstrated.	2,000
Grand Total	**2,000**

Goal 1: If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then student growth and proficiency will be demonstrated.		
Description	**Source**	**Total**
B1.S1.A1 - Notes	Title I Part A	2,000
Total Goal 1		**2,000**