

Ruth Rains Middle School



2014-15 School Improvement Plan

Ruth Rains Middle School

981 SE HIGHWAY 351 BLDG 1, Cross City, FL 32628

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

100%

Alternative/ESE Center

No

Charter School

No

Minority

16%

School Grades History

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

School Board Approval

This plan was approved by the Dixie County School Board on 1/13/2015.

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
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of RRMS is to instill in our students the skills that will enable them to become productive, tolerant citizens in a global society. An important key to this success lies in the commitment among school personnel, students, parents and community who recognize that learning is a life-long process.

Provide the school's vision statement

Ruth Rains Middle School is dedicated to the education of the total child in a caring, fun, hands-on, safe and academically challenging environment. We recognize each child as an individual with varying abilities, backgrounds, and values.

School Environment

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

Ruth Rains Middle School recognizes that our students have special and unique backgrounds and cultures. Our primary population consists of poor, rural kids with relatively little experience with the outside world. We strive to make all students feel welcomed and comfortable, no matter where they are from or what their ethnic background may be. When a new student who is a foreigner arrives our guidance counselor holds grade level meetings with the teachers/aides that will be working with the student, and together they come up with an action plan for assisting them, in an effort to build good working relationships. Our guidance department has an open door policy about concerns such as these, and teachers are encouraged to ask questions and seek assistance when needed. Future meetings to discuss students and the successes/failures experienced when working with them are scheduled on an as needed basis.

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

Ruth Rains Middle School strives hard to create an environment where students feel safe and respected before, during and after school. One way we provide this is through proper supervision. Students are separated by grade level in the free time between when buses arrive and our morning bell rings. Teachers are assigned to each of the supervision areas to ensure student safety. A school resource officer, principal and teacher on special assignment roam campus to make sure that all students report to their designated supervision areas. During school teachers, aides, the principal, school resource officer and teacher on special assignment make themselves a visible presence in hallways and around campus during class changes. After school teachers, aides, the principal, school resource officer and teacher on special assignment once again make themselves a visible presence in hallways and around campus, with additional supervision provided at the parent pick-up and bus loading areas. Students are also encouraged to report bullying behavior to the guidance office through an awareness campaign in 6th grade classes, health classes, and via posters located around school campus.

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

Ruth Rains Middle School recognizes the importance in minimizing distractions and keeping students engaged during instructional time. With this goal in mind, we have a clearly established Student Code of Conduct guide that all students are expected to follow. The Student Code of Conduct lists possible behavior infractions, as well as disciplinary consequences that might result from breaking the infractions. This guide is reviewed carefully with all students by teachers at the beginning of the school year and is also included in the student planners, which all students at our school receive at the start of the school year or upon enrolling in our school. Clear behavioral expectations for students can be found in the Student Code of Conduct and the School-Parent-Student Compact. Teachers regularly attend meetings with the principal, faculty, and grade level teams where they receive training on our school rules, as well as guidance on ensuring that they deal with students and their behavior infractions in a fair and consistent manner.

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

Ruth Rains Middle School recognizes that the middle school years can be a difficult and emotional transitional period for students. Students this age have many social-emotional needs, which we strive to meet. Our guidance office has an open door policy and regularly counsels and mentors students, addressing a wide range of topics. At any given time you may find our guidance counselor counseling kids who have been bullied, who are bullies, who have lost a parent, who are homeless, who don't have a warm jacket for cold days, who are absent regularly, or who are at risk for failure. In addition to doing individual counseling, our guidance counselor goes in to classrooms and talks with the kids about a wide variety of topics including bullying, social media and cyberbullying, staying in school, student success issues, peer pressure, etc. In addition to the aforementioned services our guidance office also offers students and parents information about various other services provided by our school district or Title I office, and even information and pamphlets about local mental health counseling services, when necessary.

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

Ruth Rains has an early warning system in place which alerts us to students who are at risk of dropping out. The principal and guidance counselor regularly hold meetings with grade level teams and subject area department teams to discuss students that may meet the early warning criteria as follows: 1. Students with attendance rates below 90%, regardless of whether the absence is excused or a result of out-of-school suspension. 2. One or more suspensions, whether in school or out of school. 3. Failing an English Language Arts or Math class. 4. Scoring a Level 1 score on the statewide, standardized assessment in English Language Arts or Mathematics. These students are then monitored throughout the year for progress or regression of the targeted early warning criteria. The guidance counselor regularly calls these students in and consults with them on the early warning indicators that apply to them, and offers them advice and support. In addition, the guidance counselor makes calls home and/or sends letters home addressing the concerns.

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	15	6	9	30
One or more suspensions	16	18	24	58
Course failure in ELA or Math	6	4	0	10
Level 1 on statewide assessment	62	45	47	154

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	11	15	6	32

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

These students are monitored throughout the year for progress or regression of the targeted early warning criteria. This is done via:

- meetings among grade level teams
- meetings among department teams
- meetings among RTI teams
- guidance counselor regularly calls these students in and consults with them on the early warning indicators that apply to them, offering guidance and support
- guidance counselor makes calls home and/or sends letters home addressing the concerns
- IEP's and 504 plans reflect concerns and monitor progress where applicable

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

See Parent Involvement Plan for RRMS.

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

Ruth Rains Middle School works diligently to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. One way this is done is through a partnership with Cross City Correctional Institution, who sends an inmate work squad for 1-2 weeks per year to clean and beautify our campus. They do yard work, pressure washing

and painting, among other things. We also receive large donations of mulch from Suwannee Lumber Company, which is used by the inmate work squads to beautify our flower beds. These community resources are utilized to support the school and make the learning environment aesthetically pleasing to both students and staff.

RRMS also has community partners who provide resources which are used as student rewards for various programs including attendance, grades, no discipline referrals, etc. These rewards include gift cards and certificates to local businesses, various prizes and ALL STAR lunches, where students meeting specific requirements are taken out to lunch at a local restaurant by the school principal and guidance counselor. Other ways community partners benefit student achievement include putting on school wide or grade level presentations and being guest speakers in classrooms.

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
Mills, Alexa	Principal
Whittington, Judith	Other
Harden, Wendy	Guidance Counselor
Lee, Tracy	Instructional Coach
Hurst, Wayne	Teacher, PreK
Jones, Anne	Teacher, K-12
Koschatzky, Richard	Teacher, K-12
Richardson, Jana	Teacher, K-12
Mullins, Donna	Teacher, K-12
Norton, Robyn	Teacher, ESE
Whittington, Richard	Teacher, K-12

Duties

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

- Alexa Mills, the principal, is the head of the school and a member of the SAC and therefore leads meetings with leadership team and provides input to School Improvement Plan.
- Judith Whittington is a RRMS SAC member and the head of the SAC committee. She attends SAC meetings and provides input to the School Improvement Plan, as well as assists in writing the SIP.
- Wendy Harden is the RRMS guidance counselor. She attends SAC meetings and various other school dept. meetings and provides input to the SIP.
- Tracy Lee is the RRMS reading coach. She attends SAC meetings and provides input to the School Improvement Plan, as well as assists in writing the SIP.
- Caresse Pidgeon is the head of the RRMS language arts dept. She attends SAC meetings and various other school dept. meetings and provides input to the SIP.
- Anne Jones is a member of the RRMS SS dept. and the 6th grade team leader. She attends SAC meetings and various other school dept. meetings and provides input to the SIP.
- Richard Koschatzky is the head of the RRMS Science dept. He attends SAC meetings and various

other school dept. meetings and provides input to the SIP.

-Jana Richardson is a bottom quartile reading teacher at RRMS. She attends SAC meetings and various other school dept. meetings and provides input to the SIP.

-Donna Mullins is the head of the RRMS math dept. She attends SAC meetings and various other school dept. meetings and provides input to the SIP.

-Robyn Norton is a bottom quartile math teacher at RRMS. She also works with ESE students and writes IEP's and 504 plans for many students at RRMS. She attends SAC meetings and various other school dept. meetings and provides input to the SIP.

-Richard Whittington is a wheel teacher at RRMS. He attends SAC meetings and various other school dept. meetings and provides input to the SIP.

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 team uses a data-based method to identify and monitor the students identified "at risk".

Title I contributes to the reading programs at RRMS with professional development, equipment, software and salaries-Frances Bray

Title II provides training as needed or requested during the summer and throughout the school year such as Read 180, Rtl, Fair, Discovery Ed and Skyward.

Title X - Homeless - District Homeless Coordinator works to identify homeless children

SAI - Provide supplemental intensive instruction to students who have scored low on FCAT.

Violence Prevention Program - there is a full time resource officer at RRMS-Danny Forehand

Nutrition Programs - RRMS school lunchroom provides breakfast and lunch for our students-Linda Fowler

Housing Programs - available in our community.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Alexa Mills	Principal
Mary Carr	Teacher
Jana Richardson	Teacher
Marie Tucker	Teacher
Tracy Lee	Teacher
Judith Whittington	Business/Community
Michael Mills	Parent
Jamie Storey	Parent
Candy Snedecker	Parent
Ken Baumer	Parent
Beneatha Lake	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

Evaluation of last year's school improvement plan will be done at a scheduled SAC meeting. SAC committee members will take part in reviewing and evaluating last year's school improvement plan and will have the opportunity to offer input in the new school improvement plan.

Development of this school improvement plan

The SAC reviews and approves the plan. The input they provide gives RRMS another point of view to consider on how to improve student success.

Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan will be discussed and reviewed at a scheduled SAC meeting. SAC committee members will take part in the decision making process concerning the annual budget plan and will have the opportunity to offer input.

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

8th Grade t-shirts - \$1000
 6/7 grade incentive- \$250
 All star luncheons - \$700
 School Planners- \$400
 No Discipline rewards - \$200
 3-3 or Higher Pizza party -\$350
 Social Studies Fair - \$150
 AR Reward Trip - \$500
 AR Reward - \$50
 FCAT Drawing - \$100
 "A" School Party- \$50
 Attendance Incentives - \$500

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
Mills, Alexa	Principal
Harden, Wendy	Guidance Counselor
Jones, Anne	Teacher, K-12
Koschatzky, Richard	Teacher, K-12
Lee, Tracy	Instructional Coach
Mullins, Donna	Teacher, K-12
Norton, Robyn	Teacher, ESE
Hurst, Wayne	Teacher, K-12
Richardson, Jana	Teacher, K-12
Whittington, Richard	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

LLT will be responsible for monitoring the progress of reading and writing proficiency, ensuring reading and writing is addressed in all classes and content areas, and provide teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. They will assist in building capacity of reading knowledge within the school and focus on areas of literacy concern such as:

- ensuring text complexity along with close reading and rereading of texts is central to lessons
- providing scaffolding that does not preempt or replace text reading by students
- developing and asking text dependent questions from a range of question types emphasizing students supporting their answers based upon evidence from the text.
- providing research and writing opportunities i.e. claims and evidence

The LLT will focus on interventions that address bottom quartile students as well as continue to promote curriculum that enhances instruction for level 3, 4, and 5 students.

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

All teachers at RRMS are assigned to grade level and department teams. These instructional teams meet together regularly (before the school year starts, after school hours, early release days, teacher work days, etc.) for a variety of reasons, including:

- to monitor progress of students
- to address early warning signals that indicate a student is at risk for dropping out
- to share curriculum ideas and strategies for addressing reading and writing in all classes and content areas
- to collaborate and generate ideas on how to provide RRMS teachers with the support and tools needed to successfully teach reading and writing skills in the classroom in all content areas

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

RRMS uses the DOE Teach in Florida Web site to recruit teachers. The Principal is responsible for recruiting and retaining highly qualified teachers, effective teachers, and certified-in-field teachers.

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

When new teachers are hired at RRMS, they are given an abundance of support to ease their transition to a new school. New teachers are immediately paired with 3 mentors, as follows:

- grade level team leader; this person guides the new teacher on school rules, policies and procedures and offers support as needed
- department team leader; this person guides the new teacher on academic department guidelines, assists in training the new teacher in using the state adopted curriculum, and offers support as needed
- reading coach; this person guides the new teacher on conducting progress monitoring of students and going over PM scores, ensures that reading and writing is addressed in the new teacher's class (observing and modeling when necessary), and provides the new teacher with the support and tools needed to successfully teach reading and writing skills in the classroom

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

All core instructional programs and textbooks are chosen from the approved state adopted textbook and materials list, thereby ensuring they are aligned to Florida's standards.

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

RRMS students take 3 progress monitoring tests in reading and 2 PM tests in math 3 times yearly. Discovery Education is used in both subject areas 3 times per year and determines students' strengths/weaknesses on specific standards. Data from DE tests is used to adjust curriculum maps and lesson plans to meet the areas of needs as demonstrated by the data. FAIR-FS (reading) and STAR (reading and math) are progress monitoring tests given 3 times per year. These tests are more indicator type tests, indicating whether students are proficient in reading or math literacy skills. Data from FAIR-FS and STAR tests is used to determine if students are below/on/above grade level and to decide if a student is deficient in prerequisite skills. Students determined to be deficient in prerequisite skills might be placed in intensive, small group class settings or placed in an RTI program for intensive remediation.

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:

RRMS does not have any extended times for students.

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

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

To assist incoming 6th graders, RRMS hosts a "Tour the Middle School" day. 5th graders come over with their teachers for a field trip. The principal talks to the 5th graders about middle school expectations, followed by a question and answer session. Students are then taken on a tour of the school campus. RRMS also hosts a 6th grade parent orientation night, as well as an open house/ meet your teachers night. Pamphlets are also sent home with incoming 6th graders and their parents describing the challenges of transitioning to middle school and how to help their kids adjust. To assist outgoing 8th graders the guidance dept. from the high school visits our campus to talk to the students about the many challenges, demands and responsibilities they will face in high school, followed by a question/answer session. They assist outgoing 8th graders in creating their 9th grade class schedules, as well as offer an incoming freshman parent orientation night.

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

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

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

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

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.** Improve Scores for Math on State Test
- G2.** All areas Improve scores in Reading on State Tests

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. Improve Scores for Math on State Test 1a

G041803

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	52.0
AMO Math - African American	57.0

Resources Available to Support the Goal 2

-
- Math 180
- Math RTI Class

Targeted Barriers to Achieving the Goal 3

- Time and proper training on new program

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Reports

Person Responsible

Alexa Mills

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teachers will meet to review the reports, meeting dates on calendar

G2. All areas Improve scores in Reading on State Tests 1a

G037357

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	57.0
AMO Reading - SWD	49.0

Resources Available to Support the Goal 2

-
- Read 180
- Reading Endorsed and NGCAR-PD Trained Teachers
- State adopted and approved textbooks

Targeted Barriers to Achieving the Goal 3

- Training in use of textbooks

Plan to Monitor Progress Toward G2. 8

Progress Monitoring

Person Responsible

Tracy Lee

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Compare progress monitoring reports

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. Improve Scores for Math on State Test **1**

 G041803

G1.B1 Time and proper training on new program **2**

 B101578

G1.B1.S1 Alot time for training on newly purchased MATH 180 program. **4**

 S112823

Strategy Rationale

Teachers will be more effective if they know how the program works.

Action Step 1 **5**

Training on new program

Person Responsible

Alexa Mills

Schedule

On 5/29/2015

Evidence of Completion

Sign in sheets for inservice.

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

Classroom walk-throughs

Person Responsible

Alexa Mills

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Checkoff classroom observation sheets.

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

Progress monitoring data

Person Responsible

Alexa Mills

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teachers will meet and review data to see what improvements and areas need to be improved upon

G2. All areas Improve scores in Reading on State Tests 1

G037357

G2.B2 Training in use of textbooks 2

B101544

G2.B2.S1 Scholastic Read 180 and textbook training. 4

S112766

Strategy Rationale

The more knowledge a teacher has about the programs and textbooks the more effective the teacher can be.

Action Step 1 5

Training in READ 180

Person Responsible

Tracy Lee

Schedule

On 8/5/2014

Evidence of Completion

Sign in sheets

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

Walk-through observations

Person Responsible

Tracy Lee

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Reading coach's log

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

Progress monitoring reports

Person Responsible

Tracy Lee

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Reading teachers will review reports to see what areas need the most improvement on.

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	Training on new program	Mills, Alexa	9/2/2014	Sign in sheets for inservice.	5/29/2015 one-time
G2.B2.S1.A1	Training in READ 180	Lee, Tracy	8/4/2014	Sign in sheets	8/5/2014 one-time
G1.MA1	Progress Monitoring Reports	Mills, Alexa	9/2/2014	Teachers will meet to review the reports, meeting dates on calendar	5/29/2015 quarterly
G1.B1.S1.MA1	Progress monitoring data	Mills, Alexa	9/2/2014	Teachers will meet and review data to see what improvements and areas need to be improved upon	5/29/2015 quarterly
G1.B1.S1.MA1	Classroom walk-throughs	Mills, Alexa	9/2/2014	Checkoff classroom observation sheets.	5/29/2015 quarterly
G2.MA1	Progress Monitoring	Lee, Tracy	9/2/2014	Compare progress monitoring reports	5/29/2015 quarterly
G2.B2.S1.MA1	Progress monitoring reports	Lee, Tracy	9/2/2014	Reading teachers will review reports to see what areas need the most improvement on.	5/29/2015 quarterly
G2.B2.S1.MA1	Walk-through observations	Lee, Tracy	9/2/2014	Reading coach's log	5/29/2015 quarterly

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 Opportunities

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

G1. Improve Scores for Math on State Test

G1.B1 Time and proper training on new program

G1.B1.S1 Alot time for training on newly purchased MATH 180 program.

PD Opportunity 1

Training on new program

Facilitator

Scholastic Math 180

Participants

Math RTI teachers

Schedule

On 5/29/2015

G2. All areas Improve scores in Reading on State Tests

G2.B2 Training in use of textbooks

G2.B2.S1 Scholastic Read 180 and textbook training.

PD Opportunity 1

Training in READ 180

Facilitator

Scolastic Read 180

Participants

Reading teachers

Schedule

On 8/5/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0