

Lockhart Middle



2014-15 School Improvement Plan

Lockhart Middle

3411 DOCTOR LOVE RD, Orlando, FL 32810

[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

82%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Our administration and teachers do home visits and make every effort to communicate with parents. We are a Title I school and the majority of our teachers are Ruby Payne trained. Because our school is small we are able to know all of our students and form connections. We also have a food pantry and clothes closet open to our students and their families. We also have a yearly Bring Your Parent to School Day and each teacher sends out a weekly e-mail update to parents.

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

We have spent the last two years making sure our expectations are clear and that we are consistent across the board. We have communicated to students that learning is our purpose for being here at Lockhart. We have increased communication amongst the administration, faculty and staff and from school to home. We have three guidance counselors- one for each grade level so that they can prevent issues from arising and when issues do arise they can deal with them immediately.

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

Our administrative discipline team meets all summer to come to consensus on every aspect of discipline from dress code to tardies and our Positive Behavior System. We have school-wide protocols that are communicated to faculty and staff during pre-planning. Teachers that are new to our school get more extensive training. We take time during the first couple weeks of school to make sure that students know what our expectations are and continue to remind them throughout the year. We make sure that both teachers and administrators are consistent. As an administrative team we make sure that we are in constant communication so that we are all on the same page and we know what is going on school-wide. We have a discipline PLC and includes teachers and classified employees. Our teachers use the buddy system, which has proven to be very effective.

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

Even though we are a small school we have a guidance counselor at each grade level. The counselors mentor, see students one-on-one and also hold groups. When the need arises guidance counselors can refer students and families for counseling and also get the school social worker or school psychologist involved. Our guidance counselors help point parents in the right direction.

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

Our MTSS team, which is comprised of administrators, guidance counselors, the staffing specialist, the CCT, the school psychologist and the school social worker meet bimonthly to discuss students experiencing issues that are keeping them from being successful such as attendance, behavior, and other issues. We come up with interventions and track students to see if those interventions worked. If not, we go back and try a different intervention.

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	33	49	60	142
One or more suspensions	61	91	52	204
Course failure in ELA or Math	19	33	22	74
Level 1 on statewide assessment	101	113	97	311

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	52	81	64	197

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

We did home visits to students that were struggling early on. We offered after school tutoring three times a week with free transportation to all level 1 and 2 students. We had several tutors on campus that worked with our level 1 and 2 students in classrooms and also after school. Instructional coaches form groups and work on targeted skills during lunch and before and after school. We did supply checks regularly and gave supplies to students that didn't have them. We implemented both a behavior support plan which acknowledged good behavior, as well as consequences for undesirable behavior and several programs to encourage academics. We had recovery courses for students that were falling behind in their core subjects.

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/176132>.

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

Dr. Johnson, our ADDITIONS and Partners In Education Coordinator lives in the community and is constantly in the community making new connections and inviting the community into our school. The Lockhart Community Group holds their monthly meetings on our campus and they are actively involved in our school. The Lockhart Community members have held a writing competition and helped us during FCAT and EOC testing last school year. That partnership continues. We also have other great partnerships. The Cox Media Group volunteers on our campus multiple times throughout the school year.

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
Kirby, Allison	Principal
Weber-Borrero, Ronda	Assistant Principal
Harris, Willam	Assistant Principal

Duties

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

Allison Kirby - Principal - oversees leadership team and leadership team meetings, which steers instruction.
 Ronda Weber-Borrero - Assistant Principal of Instruction - oversees MTSS team and other resources such as ESE and ESOL.
 William Harris - Assistant Principal and 6th Grade Administrator - oversees discipline for the entire school, which impacts academics.
 Aprill Allen - School Psychologist - attends educational planning team meetings and consults with teachers and staff to identify appropriate evidence-based academic interventions, social-emotional behavioral strategies, review progress monitoring data and other methods of assessment utilized to maximize student achievement. Additionally, the School Psychologist provides data through psychoeducational evaluations and diagnostic assessments to help develop interventions and educational goals that may lead to eligibility for ESE services.

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 MTSS team is made up of administrators, coaches, support personnel and teachers. The team will meet twice a month to discuss student and/or classroom concerns, to make a plan for them and to address those concerns. Data meetings are held with the supervising administrator. PLC data meetings are held at the end of each unit to discuss trends and plan for any necessary re-teaching of concepts. PLCs are run through courses and that allows the teachers to focus on instruction and obtain support. Student work is a focus of PLCs as they calibrate and form fluid groups to enhance differentiated instruction. Data meeting notes and assignments, PLC agendas and notes and MTSS meeting notes are all posted on Sharepoint and checked by administration. Progress reports, benchmark tests, common assessments and other data will be collected and used to respond. The key will to be to detect issues and correct them in a timely manner.

Title I monies are used to purchase important coaching positions for reading, mathematics and science. These coaches train and support teachers, as well as students. These funds are also used in conjunction with SAI funds to provide remediation and enrichment before and after school as well as some Saturdays and summer.

Title I funds have been allocated to provide teachers trainings. Some of the trainings that our teachers have either already received or will be receiving throughout the year are: Centers, AVID Strategies, CHAMPS, MTSS Overview, Interactive Smart Boards, Edmodo, Common Core, Marzano, Deliberate Practice, Webb's DOK (Rigor within the classroom).

Title III funds are used to purchase a part-time Curriculum Compliance Teacher to serve our ELL population.

The District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs:

Bullying Prevention: The Olweus Bullying Prevention Program has been implemented and has components for staff, students, parents and community members.

Suicide Prevention: A curriculum has been implemented for the awareness and prevention of suicide.

Crisis Intervention: We have a guidance counselor for each grade level to deal with crisis.

Nutrition Programs: All of our students receive free breakfast and lunch. Our free after school program provides free snacks.

We offer a College & Career class here on our campus where students can earn an industry certification.

School Advisory Council (SAC)**Membership**

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

Name	Stakeholder Group
Allison Kirby	Principal
Ronda Weber-Borrero	Parent
Greg Jackson	Business/Community
Cheryl Moore	Teacher
Michael McKee	Teacher
Angela Slaughter	Teacher
David McConnell	Teacher
Ernesto Borrero	Student
Felicia Presely	Education Support Employee
Wandy Ramos	Parent
Teagan Ramos Ewing	Student
Cassandra Mark	Parent
Bryson Mark	Student
Alyssa Mark	Student

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

The SIP will be presented so that SAC members can have input. The SIP is revisited at SAC meetings throughout the year in order to verify that we are following through and doing what we claim that we are doing in the SIP. We also take a look throughout the year to see if we need to make adjustments. This gives both parents and community members the opportunity to learn more about how the school functions and give input.

Development of this school improvement plan

SAC goes over data at the first and second sessions so that we can map out the school improvement plan for that year. We look at what worked and what didn't and what changes need to occur. Getting parent and community feedback is an important part of developing the school improvement plan.

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

\$12,500 of school improvement funds will be used for substitutes so teachers can attend professional development and the actual professional development.

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
Weber-Borrero, Ronda	Assistant Principal
Kirby, Allison	Principal

Duties***Describe how the LLT promotes literacy within the school***

- ~ Battle of the Books
- ~ AR points competition
- ~ various essay and oration contests
- ~ Reading Lounge - before and after school in the Media Center
- ~ "I Read to the Principal" - sharing non-fiction leisure reading with principal
- ~ Spelling Bee
- ~ The Great Lancer Scavenger Hunt - critical thinking scavenger hunt to help 8th grade students review concepts learned throughout the school year
- ~ Lunch Time Reading Groups
- ~ Accelerated Reader
- ~ Scrabble Club - meets once a week and open to all students
- ~Book Cart - the Media Specialist will take books to the cafeteria and to classrooms to make checking out books easier
- ~Book Talks
- ~Literacy Night
- ~Book Fairs

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 departments have the same planning period. Teachers that are teaching the same subject are PLC (professional learning community) members and when possible have their classrooms next to each other or in close proximity. This allows those teachers to plan together, create and compare common assessments and collaborate to support each other and make sure all students are learning.

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

We will provide support and training to teachers, give them ownership in the school by making them part of decision making process when choosing trainings. We will focus our PLCs on planning this year to align everything we do with Marzano and the Florida Standards. All new teachers receive a mentor, so they have their mentor, their coach or department head and their PLC partner(s) as well as administration and Dr. Johnson, our CRT as support. Dr. Johnson will work in conjunction with the principal and assistant principals to make this a successful endeavor. The Lockhart Cycle is a two-week process where a teacher is paired with a leadership team member. The team conducts learning walks by visiting other classrooms and discussing/reflecting based on the Marzano Model. The process runs throughout the year and includes new and veteran teachers.

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

Jaclyn Roman is a first year teacher that has been paired with Brownwen Rocha, a veteran teacher. Mrs. Rocha is a very strong teacher and loves to mentor and share ideas.

George Richardson is a first year teacher and Jeanette Figueroa has taught previously, but took a hiatus from teaching and is new to our area. Both teachers have Angela Slaughter, our science coach, as a mentor. Angela is a very strong teacher and has been serving in the role of mentor.

Anthony Holcomb is not new to teaching, but comes to us from private school. Joseph Simmons is a first year teacher. Both Mr. Holcomb and Mr. Simmons will be mentored by Cheryl Moore, our math coach. Cheryl has been teaching for twenty years and is an amazing teacher with a lot of wisdom to share. All of our pairs will meet at regular times, but they will also visit each other's classrooms and other classrooms so that they can discuss the strategies that they saw and how those strategies can be implemented.

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

1. Our mathematics department is using the Success for All/Power i3 program along with seven other Orange County middle schools. This is the first year of implementation. The program is based on collaborative learning and aligns with the Florida Standards.
2. Our language arts department is using the Spring Board program and although it is not new to our school, because we are following the Florida Standards we will be able to utilize the program with fidelity this year.
3. Our science department has hosted planning forums with other middle schools in the North Learning Community. Our science teachers have also observed and been in contact with high school science teachers to make sure that our high school honors courses are rigorous and aligned with the high schools.
4. Our social studies department is using DBQs (document based questioning) every nine weeks, which also aligns with the Florida Standards and the Civics teachers are using iCivics.
5. Our reading department is using the OCPS recommended programs: Read 180, Systems 44 and Achieve 3000.
6. Our Spanish teacher has observed and keeps in contact with the Spanish teachers at both of the high schools that we feed into to make sure that his Spanish 1 and Spanish 2 curriculum is aligned with the high schools.

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

Data is used by the guidance counselors to ensure that students are properly placed in classes to give them the support that they need while still being rigorous. Data is used constantly by instructional coaches and teachers to make sure that students are grasping concepts and when the data indicates that they are not, the teachers can reteach those concepts. The administrative and resource teams use data to show us where our resources need to go for tutoring and we can focus on what the students are missing. When we offer Saturday boot camps the data lets us know what we need to hold boot camps for. If most of our students have a concept down it would not make sense to offer a

boot camp on that particular skill. All core content areas will be inputting common assessment data into Performance Matters. PLCs and administrations will be able to clearly desegregate the data and accurately form groups to reteach.

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: After School Program

Minutes added to school year: 6,480

Lancer Zone- Three times a week students stay after school and are tutored by classroom teachers in mathematics and reading strategies in an effort to reinforce what students learned in their classes during the school day. Wendy Bashinski oversee the program.

Strategy Rationale

Many times teachers do not have time for remediation while they are moving ahead with the grade level skills and concepts. This allows students to learn or master skills they may not have learned or mastered previously without losing instructional time in their classes.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kirby, Allison, allison.kirby@ocps.net

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

We used our benchmark data to see what skills our students needed extra support with and taught those skills in Lancer Zone. The MobyMax program also has reports that are shared with both classroom teachers and parents.

Strategy: Weekend Program

Minutes added to school year: 2,400

Teacher planning and professional development will be offered on Saturdays and Wednesday afternoons.

Strategy Rationale

Teachers want and need extra time to plan and for professional development, but they also realized that when they are not with their students they lose instructional time. Many teachers are willing to come in on a Saturday or stay longer on Wednesdays.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Kirby, Allison, allison.kirby@ocps.net

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

Teachers are surveyed as to what they would like to learn and then they are surveyed again after the training to make sure that they received the information that they needed.

Strategy: Extended School Day

Minutes added to school year: 15,750

Boys & Girls' Club - Our Boys & Girls' Club offers many different activities that educate as well as broadening students' horizons. The club offers activities like African drumming to drama to knitting. The students have the ability to participate in activities that they would never get to do at home. They are supervised by teachers and other school personnel, with no cost to the parents.

Strategy Rationale

We are able to offer experiences that our students would not normally get like robotics and STEM. This expands their world view and lets them see more possibilities for their lives.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Harris, William, william.harris2@ocps.net

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

Boys & Girls' Club of Central Florida collects detailed reports about attendance and other areas. They also survey their members to see where their interests lie so that they can offer those classes and experiences.

Strategy: Weekend Program

Minutes added to school year: 720

Saturday Boot Camps - These boot camps are specifically focused on skills that are necessary for all students at a particular grade level to master in order to be successful. We also use their Saturdays to enrich the curriculum for proficient students in order to prevent a backslide through project based learning. Cheryl Moore, Angela Slaughter and Cleve Gregory will head up these camps, depending upon what the focus of the camp is.

Strategy Rationale

When the data tells us that the majority of our students are missing particular skills/concepts we offer boot camps to reteach these skills and concepts so that teachers can keep moving forward in their classrooms, but students still have an opportunity to master the skills/concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Weber-Borrero, Ronda, ronda.weber-borrero@ocps.net

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

We use benchmark and common assessment data to figure out which skills our students are lacking or forgetting so that those are the skills that we focus on for the camps.

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

For our incoming sixth graders we do many things to make them excited about coming to middle school and making the transition easier for them. In the spring our sixth grade guidance counselor, sixth grade administrator, band teacher, chorus teacher, orchestra teacher and AVID teacher visit each feeder elementary to give some basic information and answer questions. In May each feeder elementary visits our campus and students get a tour. That same evening we have an Orientation Night where students and their parents can come, tour our campus and ask questions. We have much the same format for our eighth graders that are transitioning to high school. The guidance counselors from the high schools visit, our students get to visit the high school campuses and there are parent nights as well.

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

Because we are a small school we really know our students. administration and guidance sees students' strengths and start talking to them before eighth grade about possible magnet programs or areas of specialty that they may want to pursue. We contact our feeder high schools in certain cases to make sure that students that have special interests are placed correctly so that they do not miss opportunities. We are already talking to students about scholarships and the requirements for

colleges and some of our students are already making college visits for field trips. This is a great experience for them and makes them hungry and excited for their college experience. We also offer many high school credit courses and have a certified AVID program.

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

We have a very strong AVID program at Lockhart Middle School and AVID strategies are infused throughout the school, even students that are not in the program benefit from AVID strategies. AVID is all about college and career readiness. Also, even though we are one of the smallest middle schools in the county, we are eighth in the county for offering accelerated classes. We offer high school sciences, Algebra I and II, Spanish I and II and a College and Career class. We also have Project Lead the Way which is an engineering program for students that are geared towards math and science.

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

Orange County as a whole is pursuing rigor for all students. We have been doing this, but have steadily increased the rigor and expectations for our students so that when they move on to high school, college and beyond it is not a shock for them. Our students have come back in many cases to tell us that they aren't having problems in their high school classes because they have been well-prepared.

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. Strengthen core instruction by using Marzano strategies to increase student achievement.

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. Strengthen core instruction by using Marzano strategies to increase student achievement. 1a

G038004

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Human Resources: coaches, administration, county-level support personnel, mentors
- iObserve
- PDS Online and other professional development
- Marzano
- observation blitzes- feedback in a non-threatening manner

Targeted Barriers to Achieving the Goal 3

- Teachers have not had enough time to do quality planning for core instruction.
- There has not been enough funding for programs and supplies that teachers want and need.
- We have too many students receiving Tier 3 interventions.

Plan to Monitor Progress Toward G1. 8

Making sure that PLC teachers are collaborating and planning together.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Informal observations of all PLC members to see if there is evidence of planning (common board, learning goal, scales and lesson plans), common assessments should show commonalities and trends across PLCs.

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. Strengthen core instruction by using Marzano strategies to increase student achievement. **1**

 G038004

G1.B1 Teachers have not had enough time to do quality planning for core instruction. **2**

 B091375

G1.B1.S1 By having common planning for PLCs, this gives teachers more time to collaborate and plan together. **4**

 S102288

Strategy Rationale

The PLC time should be focused on quality instruction and teachers can meet every day during planning if needed.

Action Step 1 **5**

Make sure that PLC teachers are planning together and collaborating effectively.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

PLC notes, lesson plans, data from common assessments and minis and observations

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

Making sure teachers are working together and have consistent lesson plans that reflect the Florida Standards

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Common Assessment Data and Observations

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

Are PLC teachers truly collaborating and planning together?

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

During informal observations and walkthroughs is there evidence of planning? Shared lesson plans and PLC notes.

G1.B1.S2 Paid Saturday and extended Wednesday sessions for PLCs. 4

S102289

Strategy Rationale

Teachers need and want more time to plan, but we all realized that instructional time is wasted when we have substitutes, so planning on Saturdays makes sense for everyone.

Action Step 1 5

Professional development will be scheduled for Saturdays and Wednesdays when possible.

Person Responsible

Schedule

Monthly, from 9/20/2014 to 5/16/2015

Evidence of Completion

sign-in sheets and reflection forms

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Keep records of professional development

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

sign in sheets, training agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Are teachers using the information/skills that they learned in their classrooms?

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

observations, lesson plans

G1.B2 There has not been enough funding for programs and supplies that teachers want and need. 2

 B091376

G1.B2.S1 Teachers and county-level personnel can facilitate professional development instead of bringing people from outside the county. 4

 S102290

Strategy Rationale

We have staff right here on our campus that have received extensive training in specific areas. We also have experts at the county level that are available to us for professional development.

Action Step 1 5

Find out who is an "expert" at certain strategies and send people for county professional developments to become "experts".

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/4/2014 to 6/5/2015

Evidence of Completion

Keep track of the professional development offered and who is facilitating.

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

We need to make sure that we are offering professional development on a regular basis and that most of them are facilitated in-house.

Person Responsible

Ronda Weber-Borrero

Schedule

Monthly, from 8/4/2014 to 6/5/2015

Evidence of Completion

master calendar, professional development agendas and handouts

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

We need to make sure that we are not spending a lot of money on outside sources for professional development if we already have the resources available to us.

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

master calendar, budget reports

G1.B2.S2 Use A Gift for Teaching and apply for available grants. 4

 S102291

Strategy Rationale

We are a Title I school and many times we give basic supplies to students. In order for teachers not to spend money out of their own pockets we are encouraging them to utilize A Gift for Teaching so that our students still get the supplies that they need but our teachers do not spend their own money.

Action Step 1 5

Making sure our teachers are taking advantage of A Gift for Teaching so that they do not have to spend their own money or school money.

Person Responsible

Ronda Weber-Borrero

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

receipts from A Gift for Teaching

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Are teachers using this free resource?

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

receipts from A Gift for Teaching

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Are teachers ordering less basic supplies?

Person Responsible

Ronda Weber-Borrero

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

budget orders from departments

G1.B2.S3 Use software that is already available to us instead of buying more. Provide professional development for the software. 4

 S102292

Strategy Rationale

Teachers sometimes request new computer software to be purchased, but Orange County provides schools with some quality programs so we need to make sure that we are utilizing what is already provided for us.

Action Step 1 5

Make sure that teachers are using supplies and software that is already available to them.

Person Responsible

Willam Harris

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Offer professional developments for software that teachers have access to and look for those programs in the lesson plans and during observations.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Are teachers utilizing the software available to them?

Person Responsible

Willam Harris

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

software reports, lesson plans, observations, progress book

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Are teachers using software that is already available to them?

Person Responsible

Willam Harris

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

software reports, observations, lesson plans, progress book

G1.B2.S4 Utilize Title 1 funds to purchase programs and equipment to aide in pacing and students' cognitive engagement, for instance student response systems and timer tools. 4

 S118677

Strategy Rationale

We want to give teachers and students the tools that they need to be successful.

Action Step 1 5

Purchasing programs and equipment to aide students and teachers.

Person Responsible

Allison Kirby

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Do we have programs and materials that are research-based and are we utilizing those programs and materials?

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Make sure that programs and materials that have been purchased are being used.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

lesson plans, observations, reports generated from programs

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Are the programs and materials having the desired effect on instruction?

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

observations, benchmark data and reports generated from programs

G1.B3 We have too many students receiving Tier 3 interventions. 2

 B091377

G1.B3.S1 All teachers need to have standards-based instruction. 4

 S102294

Strategy Rationale

Teachers need to make sure that they are using their time to teach the standards.

Action Step 1 5

Our county-provided curriculum aligns with the state standards. Teachers need to teach the curriculum with fidelity.

Person Responsible

Ronda Weber-Borrero

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

observations, lesson plans, input from district coaches

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

When observations are done, we need to make sure that the teacher is teaching the standards on the lesson plan.

Person Responsible

Ronda Weber-Borrero

Schedule

Daily, from 9/8/2014 to 6/3/2015

Evidence of Completion

matching lesson plans and standards to what is observed in classes

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

Benchmark data and other common assessment data will be used to see if standards are effectively being taught.

Person Responsible

Ronda Weber-Borrero

Schedule

Weekly, from 8/29/2014 to 6/3/2015

Evidence of Completion

common assessment data and benchmark data

G1.B3.S2 Instructional coaches will model effective instruction for the teachers. 4

 S102295

Strategy Rationale

Sometimes teachers need to see what effective, bell-to-bell, standards-based instruction looks like.

Action Step 1 5

Instructional coaches will model lessons for teachers.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Instructional coaches will report weekly during leadership meetings which teachers they have been working with and what has occurred.

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

We have a two-week cycle where instructional coaches are focusing on a particular teacher.

Person Responsible

Allison Kirby

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

We share this information in leadership meetings, but informal teacher observations should tell us whether or not the teacher is using the modeling they have observed in their own teaching.

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

iObserve observations will be done regularly to see if teachers are improving their craft.

Person Responsible

Allison Kirby

Schedule

Monthly, from 9/8/2014 to 4/30/2015

Evidence of Completion

observations

G1.B3.S3 Lockhart Learning Cycle to aid teachers in peer observations, reflections and Marzano elements. **4**

 S118803

Strategy Rationale

Give teachers more feedback and support to enhance their instruction.

Action Step 1 **5**

The administrative team will conduct two week learning cycles to aid teachers in peer observations, reflections and Marzano elements.

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Are teachers using the feedback they get to improve instruction?

Plan to Monitor Fidelity of Implementation of G1.B3.S3 **6**

Check-ins at weekly leadership team meetings.

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Each person has to submit a completed packet at the end of the cycle.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Do we see improvement in instruction after the cycle?

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

observations

G1.B3.S4 Simplified common board configuration to focus on daily targets and formative assessments.

4

 S118862

Strategy Rationale

We need to make sure that we are meeting our targets daily and not getting off task.

Action Step 1 5

Design a simplified common board configuration and implement it school-wide.

Person Responsible

Allison Kirby

Schedule

On 6/3/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Common board configurations will be checked to make sure they align with the daily instruction.

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

Is there a clear goal for the day and does the common board match the instruction?

Person Responsible

Allison Kirby

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

observations

G1.B3.S5 Use after school tutoring for remediation, intervention and enrichment. Provide transportation so all students can attend. Align after school activities with core curriculum and instruction. 4

 S118888

Strategy Rationale

Our after school programs should be supporting what we are doing during the school day.

Action Step 1 5

We need to make sure that all of our after school efforts directly support what we are doing during the school day in our core instruction.

Person Responsible

Ronda Weber-Borrero

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

programs are research-based and approved by Orange County

Plan to Monitor Fidelity of Implementation of G1.B3.S5 6

Are the teachers implementing the programs with fidelity?

Person Responsible

Ronda Weber-Borrero

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Monthly testing and monitoring reports generated from the programs being used.

Plan to Monitor Effectiveness of Implementation of G1.B3.S5 7

Are we getting the results that we expected from tutoring?

Person Responsible

Ronda Weber-Borrero

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Monitoring monthly reports to see if students coming to tutoring on a regular basis are showing gains.

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	Make sure that PLC teachers are planning together and collaborating effectively.	Kirby, Allison	8/11/2014	PLC notes, lesson plans, data from common assessments and minis and observations	6/5/2015 weekly
G1.B2.S1.A1	Find out who is an "expert" at certain strategies and send people for county professional developments to become "experts".	Kirby, Allison	8/4/2014	Keep track of the professional development offered and who is facilitating.	6/5/2015 monthly
G1.B2.S2.A1	Making sure our teachers are taking advantage of A Gift for Teaching so that they do not have to spend their own money or school money.	Weber-Borrero, Ronda	8/11/2014	receipts from A Gift for Teaching	5/29/2015 monthly
G1.B2.S3.A1	Make sure that teachers are using supplies and software that is already available to them.	Harris, Willam	8/11/2014	Offer professional developments for software that teachers have access to and look for those programs in the lesson plans and during observations.	5/29/2015 monthly

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	Our county-provided curriculum aligns with the state standards. Teachers need to teach the curriculum with fidelity.	Weber-Borrero, Ronda	8/18/2014	observations, lesson plans, input from district coaches	6/3/2015 daily
G1.B3.S2.A1	Instructional coaches will model lessons for teachers.	Kirby, Allison	8/25/2014	Instructional coaches will report weekly during leadership meetings which teachers they have been working with and what has occurred.	5/29/2015 weekly
G1.B2.S4.A1	Purchasing programs and equipment to aide students and teachers.	Kirby, Allison	8/18/2014	Do we have programs and materials that are research-based and are we utilizing those programs and materials?	6/5/2015 monthly
G1.B3.S3.A1	The administrative team will conduct two week learning cycles to aid teachers in peer observations, reflections and Marzano elements.	Kirby, Allison	9/8/2014	Are teachers using the feedback they get to improve instruction?	5/29/2015 weekly
G1.B3.S4.A1	Design a simplified common board configuration and implement it school-wide.	Kirby, Allison	8/11/2014		6/3/2015 one-time
G1.B3.S5.A1	We need to make sure that all of our after school efforts directly support what we are doing during the school day in our core instruction.	Weber-Borrero, Ronda	9/8/2014	programs are research-based and approved by Orange County	5/29/2015 weekly
G1.B1.S2.A1	Professional development will be scheduled for Saturdays and Wednesdays when possible.		9/20/2014	sign-in sheets and reflection forms	5/16/2015 monthly
G1.MA1	Making sure that PLC teachers are collaborating and planning together.	Kirby, Allison	8/11/2014	Informal observations of all PLC members to see if there is evidence of planning (common board, learning goal, scales and lesson plans), common assessments should show commonalities and trends across PLCs.	6/5/2015 weekly
G1.B1.S1.MA1	Are PLC teachers truly collaborating and planning together?	Kirby, Allison	8/11/2014	During informal observations and walkthroughs is there evidence of planning? Shared lesson plans and PLC notes.	6/5/2015 weekly
G1.B1.S1.MA1	Making sure teachers are working together and have consistent lesson plans that reflect the Florida Standards	Kirby, Allison	8/11/2014	Lesson Plans, Common Assessment Data and Observations	6/5/2015 weekly
G1.B2.S1.MA1	We need to make sure that we are not spending a lot of money on outside sources for professional development if we already have the resources available to us.	Kirby, Allison	8/11/2014	master calendar, budget reports	6/5/2015 monthly
G1.B2.S1.MA1	We need to make sure that we are offering professional development on a regular basis and that most of them are facilitated in-house.	Weber-Borrero, Ronda	8/4/2014	master calendar, professional development agendas and handouts	6/5/2015 monthly
G1.B3.S1.MA1	Benchmark data and other common assessment data will be used to see if standards are effectively being taught.	Weber-Borrero, Ronda	8/29/2014	common assessment data and benchmark data	6/3/2015 weekly
G1.B3.S1.MA1	When observations are done, we need to make sure that the teacher is teaching the standards on the lesson plan.	Weber-Borrero, Ronda	9/8/2014	matching lesson plans and standards to what is observed in classes	6/3/2015 daily
G1.B1.S2.MA1	Are teachers using the information/skills that they learned in their classrooms?	Kirby, Allison	9/8/2014	observations, lesson plans	5/29/2015 weekly
G1.B1.S2.MA1	Keep records of professional development	Kirby, Allison	8/11/2014	sign in sheets, training agendas	6/5/2015 monthly
G1.B2.S2.MA1	Are teachers ordering less basic supplies?	Weber-Borrero, Ronda	8/11/2014	budget orders from departments	6/5/2015 monthly
G1.B2.S2.MA1	Are teachers using this free resource?	Kirby, Allison	8/18/2014	receipts from A Gift for Teaching	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.MA1	iObserve observations will be done regularly to see if teachers are improving their craft.	Kirby, Allison	9/8/2014	observations	4/30/2015 monthly
G1.B3.S2.MA1	We have a two-week cycle where instructional coaches are focusing on a particular teacher.	Kirby, Allison	8/11/2014	We share this information in leadership meetings, but informal teacher observations should tell us whether or not the teacher is using the modeling they have observed in their own teaching.	5/29/2015 weekly
G1.B2.S3.MA1	Are teachers using software that is already available to them?	Harris, Willam	8/18/2014	software reports, observations, lesson plans, progress book	5/29/2015 monthly
G1.B2.S3.MA1	Are teachers utilizing the software available to them?	Harris, Willam	8/18/2014	software reports, lesson plans, observations, progress book	5/29/2015 monthly
G1.B3.S3.MA1	Do we see improvement in instruction after the cycle?	Kirby, Allison	9/8/2014	observations	5/29/2015 weekly
G1.B3.S3.MA1	Check-ins at weekly leadership team meetings.	Kirby, Allison	9/8/2014	Each person has to submit a completed packet at the end of the cycle.	5/29/2015 weekly
G1.B2.S4.MA1	Are the programs and materials having the desired effect on instruction?	Kirby, Allison	8/18/2014	observations, benchmark data and reports generated from programs	6/3/2015 weekly
G1.B2.S4.MA1	Make sure that programs and materials that have been purchased are being used.	Kirby, Allison	8/18/2014	lesson plans, observations, reports generated from programs	6/3/2015 weekly
G1.B3.S4.MA1	Is there a clear goal for the day and does the common board match the instruction?	Kirby, Allison	9/8/2014	observations	6/3/2015 weekly
G1.B3.S4.MA1	Common board configurations will be checked to make sure they align with the daily instruction.	Kirby, Allison	9/8/2014	observations	6/3/2015 weekly
G1.B3.S5.MA1	Are we getting the results that we expected from tutoring?	Weber-Borrero, Ronda	10/13/2014	Monitoring monthly reports to see if students coming to tutoring on a regular basis are showing gains.	5/29/2015 monthly
G1.B3.S5.MA1	Are the teachers implementing the programs with fidelity?	Weber-Borrero, Ronda	9/15/2014	Monthly testing and monitoring reports generated from the programs being used.	5/29/2015 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 Opportunities

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

G1. Strengthen core instruction by using Marzano strategies to increase student achievement.

G1.B1 Teachers have not had enough time to do quality planning for core instruction.

G1.B1.S1 By having common planning for PLCs, this gives teachers more time to collaborate and plan together.

PD Opportunity 1

Make sure that PLC teachers are planning together and collaborating effectively.

Facilitator

Patty Weisbach, School-Based Coaches, District Coaches

Participants

All Teachers and Administrators

Schedule

Weekly, from 8/11/2014 to 6/5/2015

G1.B1.S2 Paid Saturday and extended Wednesday sessions for PLCs.

PD Opportunity 1

Professional development will be scheduled for Saturdays and Wednesdays when possible.

Facilitator

various teachers and instructional coaches

Participants

All Teachers

Schedule

Monthly, from 9/20/2014 to 5/16/2015

G1.B2 There has not been enough funding for programs and supplies that teachers want and need.

G1.B2.S1 Teachers and county-level personnel can facilitate professional development instead of bringing people from outside the county.

PD Opportunity 1

Find out who is an "expert" at certain strategies and send people for county professional developments to become "experts".

Facilitator

Various trainings

Participants

various teachers and coaches

Schedule

Monthly, from 8/4/2014 to 6/5/2015

G1.B2.S2 Use A Gift for Teaching and apply for available grants.

PD Opportunity 1

Making sure our teachers are taking advantage of A Gift for Teaching so that they do not have to spend their own money or school money.

Facilitator

Michael McKee & Stephanie Kasper

Participants

All Teachers

Schedule

Monthly, from 8/11/2014 to 5/29/2015

G1.B2.S3 Use software that is already available to us instead of buying more. Provide professional development for the software.

PD Opportunity 1

Make sure that teachers are using supplies and software that is already available to them.

Facilitator

Different people on campus, depending upon the program.

Participants

All Teachers

Schedule

Monthly, from 8/11/2014 to 5/29/2015

G1.B2.S4 Utilize Title 1 funds to purchase programs and equipment to aide in pacing and students' cognitive engagement, for instance student response systems and timer tools.

PD Opportunity 1

Purchasing programs and equipment to aide students and teachers.

Facilitator

Cheryl Moore

Participants

All Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G1.B3 We have too many students receiving Tier 3 interventions.

G1.B3.S1 All teachers need to have standards-based instruction.

PD Opportunity 1

Our county-provided curriculum aligns with the state standards. Teachers need to teach the curriculum with fidelity.

Facilitator

Read 180, Achieve 3000, Spring Board, Power i3, iReady

Participants

teachers, training appropriate to the department

Schedule

Daily, from 8/18/2014 to 6/3/2015

G1.B3.S4 Simplified common board configuration to focus on daily targets and formative assessments.

PD Opportunity 1

Design a simplified common board configuration and implement it school-wide.

Facilitator

Kirby

Participants

All Teachers

Schedule

On 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Strengthen core instruction by using Marzano strategies to increase student achievement.	35,900
Grand Total	35,900

Goal 1: Strengthen core instruction by using Marzano strategies to increase student achievement.		
Description	Source	Total
B1.S2.A1 - Curriculum Writing/Collaboration	Title I Part A	8,400
B2.S1.A1 - substitutes for professional development	Title I Part A	10,000
B2.S4.A1 - Student Response Systems	Title I Part A	4,000
B3.S5.A1 - tutors	Title I Part A	13,500
Total Goal 1		35,900