Campbell Middle School

2014-15 School Improvement Plan

Campbell Middle School

625 S KEECH ST, Daytona Beach, FL 32114

http://myvolusiaschools.org/school/campbell/pages/default.aspx

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Middle	Yes	90%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	74%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	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

Campbell School Mission
We will provide students with an education that recognizes their uniqueness, enhances
their self-esteem, and prepares them to become responsible, productive citizens.

Provide the school's vision statement

We will provide students with an education that recognizes their uniqueness, enhances
their self-esteem, and prepares them to become responsible, productive citizens.

School Environment

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

Student surveys, Cross Pointe Demographic reports, and parent and climate surveys are used to gain
information about our student population.
The faculty has been involved in book studies that focus on teaching students who live in poverty and
received training on de-escalating situations. In addition, many teachers have received training from
educational consultant Larry Bell, who emphasized the power of praising "At Promise students," as
well as tips for helping these students to excel in school. Some of the faculty members have received
training on the information provided in the Ruby Payne series. Due to teacher turn-over, some of the
teachers have not received this information.
The Resistant Learner Professional Development will be provided by the State DA Team this year to
our faculty in an effort to support our Positive Behavior Support initiatives. The first session is
scheduled for September 15 with follow-up monitoring several times throughout the year. The goal is
to increase positive teacher-student relationships.

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

The administrative team, campus advisors, guidance counselors, school resource officer, and
teachers are strategically located throughout the campus before, during, and after school in order to
maintain high visibility. With adults easily accessible, students have the resources available to
express any issues or concerns.
Before school, students are supervised by grade level in specific locations. All students are able to
eat a free breakfast at Campbell. We make sure we have adult supervision in all areas. In addition to
our administrators and supplemented supervision, our teachers, on a rotating basis assist with
supervision. During school hours, our campus advisors are assigned supervisory areas, all teachers
come to their doors to assist with transitions, and our administrators are able to view different areas of
campus via security cameras in each administrative office. We have a School Resource Deputy
assigned to Campbell. Each semester we have grade level assemblies to discuss supervision and
safety with our students. After school hours we have a campus advisor who is supplemented to stay
late and a specific administrator on call each day.
In addition, our Positive Behavior Support Team has revised our Guidelines for Success into four
simple rules/principles that promote an overall climate of safety: Be Respectful; Be Responsible: Be
Cooperative; Be Safe.

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

Campbell is one of two school involved with a FDOE endorsed behavior system called Positive Behavior Support. We have developed four simple schoolwide rules [Be Respectful, Be Responsible, Be Cooperative and Be Safe]. During the first few weeks of school, these principals are explained, repeated, and practiced by all stakeholders.

Our students are taught why we have these rules and what they look like throughout the school. Our teachers are trained in regard to the levels of discipline infractions and given a flow chart with suggested courses of action. Our PBS team reports back regularly with data on discipline to the faculty. The team uses the data to formulate response interventions.

Tardy Sweeps, the 10/10 rule, and utilizing Early Warning Systems data contribute to the school-wide behavioral plan.

Behavioral data is reviewed each month by PBS in order to evaluate the effectiveness of implementation. Additional efforts are being established this year to promote more consistency among the entire campus community.

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

Each grade level is provided with a guidance counselor. We also have a Problem Solving Team that meets regularly to address student concerns raised by parents, teachers or administrators. We also have a Multi-Agency Problem Solving Team to assist parents with issues where outside support is needed. We are looking to increase mentoring this year with the addition of a Parent Liaison to our staff and partnerships with Bethune-Cookman University and local churches and businesses.

In order to ensure that the social-emotional needs of the students are being met, the school offers the programs listed below.

Daily Individual/Group Counseling Sessions (situational)
Crisis Team Training
Suicide Prevention Training
Anti-Bullying Lessons
Mentoring By Faculty and Staff

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

The Early Warning Systems provides data on the following: students with attendance below 90%; students with one or more suspensions (in school or out of school); students with a course failure in Language Arts or a math class; students who scored a Level 1 in math or reading on last school year's FCAT.

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	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	
BL: Attendance below 90%	15	13	24	52
Qtr1: Attendance below 90%	0	0	0	
Qtr2: Attendance below 90%	0	0	0	
Qtr3: Attendance below 90%	0	0	0	
Qtr4: Attendance below 90%	0	0	0	
BL: One or more suspensions	66	63	51	180
Qtr1: One or more suspensions	0	0	0	
Qtr2: One or more suspensions	0	0	0	
Qtr3: One or more suspensions	0	0	0	
Qtr4: One or more suspensions	0	0	0	
BL: Course failure in ELA or Math	42	32	30	104
Qtr1: Course failure in ELA or Math	0	0	0	
Qtr2: Course failure in ELA or Math	0	0	0	
Qtr3: Course failure in ELA or Math	0	0	0	
Qtr4: Course failure in ELA or Math	0	0	0	
BL: Level 1 on statewide assessment	102	73	87	262
Qtr1: Level 1 on statewide assessment	0	0	0	
Qtr2: Level 1 on statewide assessment	0	0	0	
Qtr3: Level 1 on statewide assessment	0	0	0	
Qtr4: Level 1 on statewide assessment	0	0	0	

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	61	59	48	168

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

The Early Warning System data is reviewed by a committee which includes the following: administrators, school counselors, school psychologist, and Problem Solving Team chair. This committee and staff members suggest the most appropriate meetings or interventions. For many of these students who are not Exceptional Student Education students, Problem Solving Team interventions and meetings will be held. Some struggling students will be referred for evaluations. The MAPT (multi-agency planning team) meets regularly to address the needs of the most at risk students. The PBS (Positive Behavior Support) team meets monthly to address school-wide

strategies which teachers can use to assist students who are having behavioral or academic difficulties. The PBS team is composed of school staff such as administrators, teachers, school counselor, school social worker, and school psychologist.

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/180485.

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

The Rotary Club and the Links, Inc. have requested partnerships with CMS this year. Bethune-Cookman University and several churches have also requested partnerships this school year. These partnerships will provide mentors and other resources to our student population. Additionally, recruitment letters are sent to encourage and request businesses to help support our school. When there is a specific need for the entire student body, a particular grade level or an event such as teacher appreciation, contact is made with the businesses to ask for their help. The business partners are recognized for their support annually.

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
Zablo, Craig	Principal
Chester, Myra	Assistant Principal
Cange, Madsen	Assistant Principal
Goodin, Tony	Assistant Principal
Callahan, Sarah	Teacher, K-12

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. The academic coaches at our school are intricately involved in this process.
Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Campbell Middle School include: • Supplemental Tutoring after school • Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for on-going staff development as determined by the results of data • AVID (Advancement via Individual Determination) Program
Title I, Part C- Migrant
The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following: • Translation Services for parent/teacher conferences • Parental support through parent/kid activity nights and workshops on school success • Medical Assistance through referrals to outside community agencies • Food Assistance through referrals to food assistance programs
Title I, Part D
The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.
Title II
The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success

Title III
The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.
Title X- Homeless
The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful
Supplemental Academic Instruction (SAI)
The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.
Violence Prevention Programs
The school offers the following non-violence and anti-drug programs: • Student mentoring program • Crisis training program • Suicide prevention program • Anti-Bullying program • CARS (Counseling As Related Services)
Nutrition Programs
Campbell Middle School offers a variety of nutrition programs including: • Free and Reduced Meal Plan • Wellness Policy School Plan • Health Unit in Physical Education classes • Physical Education Classes

School Advisory Council (SAC)

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

Name	Stakeholder Group
Ann Smith	Business/Community
Craig Zablo	Principal
Tasha Moseley	Parent
Erin Strauss	Parent
Carla Devlin	Parent
Tracey Brinson	Parent
Tara Carriveau	Parent
Monique Montgomery	Education Support Employee
Myra Chester	Education Support Employee
Brian Jackson	Parent
Dionne Jackson	Parent
Sarah Callahan	Teacher

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

During the August 26, 2014, SAC meeting, the members were given a review of last year's school improvement plan which included a review of the goal and the data from the 2014 FCAT.
SIP Goal 2013-2014
"The goal is to increase literacy for all students in the areas of reading, writing, math, and science as

measured by FCAT 2.0."

The principal shared the data with the SAC that included the four tested areas that showed an increase, the four areas that showed a decrease and the two areas that remained the same. The total number of earned points was 488 points, two points away from a C on the state's grading scale.

The SAC members asked questions and were given an opportunity to provide input into the plan for this year.

Development of this school improvement plan

Our School Advisory Council assisted in the preparation and evaluation of our school improvement plan. They received the results of the last year's testing, learned about our areas of strength/ improvement as well as areas of concern.

SAC stakeholders were given the opportunity to ask questions, offer suggestions and input. We will work for consensus and the support of SAC as we move forward with our new School Improvement Plan.

Preparation of the school's annual budget and plan

SAC stakeholders had and will continue to have the opportunity for questions, suggestions and input. We will work for consensus and the support of SAC as we move forward with our new School Improvement Plan and how we spend out allocations.

Our School Advisory Council assists in the preparation and evaluation of our school improvement plan, approves the allocation of school improvement funds, and serves to represent all stakeholders in decisions affecting Campbell Middle School.

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

Last year there were no school improvement funds allocated from the state. There was a balance remaining from years past of $1,512.40. Itemized expenditures from last year are listed below.

Saturday Remediation for Core Courses---$200 for Mid morning snack (sessions after three quarters)
National Junior Honor Society Medallions---$300
Materials for Math Classrooms---$200
Language Arts Team Teaching Activities---$300

This year the state has sent a preliminary funding amount of $8,835.00. This amount will be adjusted based on the number of students who enroll this year..

We allow teachers to present SAC fund requests monthly with justification and how the request supports our SIP. SAC then votes to accept, reject or modify the request.

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
Ward, Teresa	Instructional Coach
Chester, Myra	Assistant Principal
Kepner, Karen	Instructional Coach
Faircloth, Maria	Instructional Coach
Stark, Geraldine	Instructional Coach
Chicas, David	Teacher, K-12
Currey, Antoinette	Teacher, K-12
Graham, Joyce	Teacher, K-12
Lowe, Wanda	Teacher, K-12
O'Brien, Maria	Instructional Media
Speidel, Teresa	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Revitalization of Reading Counts and Back Pack Book Programs
School-wide Book Read
Implementation of a writing plan to increase achievement across the curriculum

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

Professional Learning Communities (PLC's), academic coaching, and common planning (reading and math) are methods used to build collaborative relationships. The PLC's meet weekly during the Professional Service Period and most reading teachers have common planning time. Lesson Study is scheduled to occur this school year starting with the language arts department and then followed by the math department.
All teachers are part of a professional learning community made up of the people in their subject area. Each PLC meets at least weekly before school. An administrator is attached to each PLC [not to run the PLC, but as a member]. Our schedule this year also allowed our Reading and Math [except for one teacher] to share a common planning period. We also use Title 1 dollars to provide days of in-service to our individual PLCs for common planning, digging into data and working on strategies to respond to the data. Each month we recognize a Teacher and Staff Member of the Month. We also have formed a recognition committee to recognize faculty and staff on a more regular basis.
Additionally, our academic coaches assist with teacher collaboration during department meetings and during professional development opportunities. The leadership team, which includes academic coaches, meets weekly to communicate cross-curricular concerns and to review and discuss student achievement data

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

Interviews with applicants are held by administrators (and academic coaches if possible). Detailed information on the school philosophy, demographics and cultures are discussed. We look for the best fit for our school and not just someone certified. Additional strategies are listed below.

Participation in New Teacher Programs: District E 3 Program and "Buddy Teachers" (School Level)
Providing Leadership Opportunities through PLCs and Professional Development
Recognizing Teacher Accomplishments (Monthly)
Inclusion in District Job Fair

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

We assign "Buddy Teachers" to teachers who are new to our school. These teachers help by welcoming, advising, and supporting the new teachers, along with all administrators. Official mentors are now assigned by the district office in the form of PAR (Peer Assistance Review) teachers for ongoing support. the teachers are paired with a teacher from the same subject area who has exhibited effective teaching practices.

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

The Volusia County School District recruits teachers to create curriculum maps and resources for all grade levels and content areas. These curriculum guides are aligned to Florida Standards. The curriculum guides are the required manuals for course instruction.
We have Academic Coaches as well as district support to help us monitor instructional programs. Administrators are expected to visit their assigned teachers' classes on a weekly basis. Administration meets weekly and one of the agenda items for every meeting is Faculty concerns. The Principal and Curriculum Assistant Principal are scheduled to meet 3 times a month with our Academic Coaches [once a month the Academic Coaches meet with the district] and one of the agenda items is always a discussion of core instructional programs.
In addition, formative and summative assessments to monitor student achievement, also aligned to Florida Standards, are provided by the school district. These assessments are used in all core instructional programs.

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 disaggregated during PLC meetings. They then determine [with the assistance of academic coaches and district support] the best course of action to respond. For the last two years our district and school professional development has centered around the gradual release model and differentiated instruction. Title 1 money is used to provide before and after school tutoring. Students are given additional support in the classroom through the use of intervention teachers or through group differentiated instruction of combined classes.
Differentiated Instruction in Language Arts
Each assignment is attached to a standard or multiple standards. Assignments are completed in a formative setting moving toward a summative grade. Summative testing reports back to teachers areas of weakness and from there teachers will assign individual students a tutorial or a remediation task based on his/her area of need. Those tasks are then reported back to the teacher where further scaffolding can take place if necessary. Those students meeting the standards will be given

enrichment activities to work on as other students are engaging in level up tutorials or activities. Students with ESOL status are being provided a text both in English and their home language. Differentiated Instruction In Science and Math

We identify the standards that do not show student mastery through Eduphoria data collection, and we conference individually through Data Chats.

In math, each student has a standard and strategy checklist folder where they are to record their test score for each standard they have/have not mastered, then, if mastery has been completed they are required to critically write the strategy they used to reach proficiency.

In science, students will use the State Mandated Test 1 and District Interim Assessment Standards Correction Form where they indicate the standards to be remediated in their ISN, then they research the content to find text which supports that standard. Next, they critically write the reason/evidence that supports their corrections.

For Math and Science---Teachers will once again conference with students on the standard/s as a check for the level of student proficiency. Teachers will remediate non mastered standards to satisfy the learning goals of that standard.

Differentiated Instruction is delivered through some of the following ways; Kagan Strategies, flexible grouping(centers), computer generated individualized lessons, project based learning, labs(science), real world problem solving and application, varied activities on similar content, online simulations that reflect content and projects that research and review specific learning goals.

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: 3,000

Before School Tutoring in Math and One Day of Afterschool Tutoring in Math (1 Hour)

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Faircloth, Maria , mpfaircl@volusia.k12.fl.us

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

Student Attendance Sheets, Formative and Summative Assessments

Strategy: After School Program
Minutes added to school year: 15,000

Federally Funded Program---Campbell Nights Alive

Strategy Rationale

The after school program provides academic support for core classes and enrichment activites

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Zablo, Craig, czablo@volusia.k12.fl.us

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

Pre-Test and Post Test for Each Unit Taught

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

Before the school year ends, the sixth grade guidance counselor visits all of our feeder elementary schools to provide an orientation to middle school. This orientation includes information about the types of courses that will be offered as well as transitioning from class to class. In addition, upcoming sixth grade students and parents are invited to our school for a night of information, entertainment, and touring. Students and parents are able to get their questions answered and their fears allayed about the "new experience."
High school counselors come to our school to assist our eighth grade students with their registration information and transition to high school. Sports teams and cheerleading /dance teams also begin recruiting our eighth grade students which helps to generate positive energy in anticipation of entering high school.

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

The school is involved in establishing a partnership with Bethune-Cookman University. This partnership will include mentoring and exposure to college and career choices. Additionally, the Rotary organization will sponsor a leadership conference in January. This conference will increase our students' awareness of the opportunities available to them.
The guidance department plans to organize a Career Day in February for all students to receive information about career choices, and finally, the school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and life skills.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and life skills.

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

The career and technical education courses have supported the school-wide initiatives to increase literacy. Since literacy is a major concern with our students, there is cross-curricular discussion in all classes about the relevance of being literate in order to be successful in any career.

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

NA

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.   All teachers will implement a school-wide, rigorous, writing plan to increase achievement across the curriculum.

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. All teachers will implement a school-wide, rigorous, writing plan to increase achievement across the curriculum. 1a

🔍 G039147

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	64.0
FSA - Mathematics - Proficiency Rate	54.0
Algebra I EOC Pass Rate	95.0
Math Gains	57.0
Math Lowest 25% Gains	61.0
FCAT 2.0 Science Proficiency	39.0

Resources Available to Support the Goal 2

- State and District Assessments

- Teachers Trained in ELL and ESE Strategies

- Teachers Trained in Effective Classroom Management

- Positive Behavior Support Pilot School

- Bethune-Cookman University Partnership

- Title I Parent Educator Liaison

- Computers in some classrooms, adequate reading materials, curriculum maps/unit, Professional Development, collaboration with peers across all content areas.

- New text book aligned to the standards and testing, a full staff of ELA teachers

- Cornell Notes,Curriculum Mapping,Costa's Levels of Thinking and Questioning

- School-wide Student Binders

Targeted Barriers to Achieving the Goal 3

- Students' lack of rigorous writing skills, lack of prior knowledge.

Plan to Monitor Progress Toward G1. 8

All teachers will implement a school-wide, rigorous, writing plan to increase achievement across the curriculum.

Person Responsible
Craig Zablo

Schedule
Biweekly, from 9/16/2014 to 5/29/2015

Evidence of Completion
Florida Standards Assessment, FCAT Science, and End of Course Exam Scores

Plan to Monitor Progress Toward G1. 8

Positive student-teacher relationships will increase, causing the number of classroom discipline referrals to decrease.

Person Responsible
Craig Zablo

Schedule
Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion
Classroom Discipline Referral Data

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. All teachers will implement a school-wide, rigorous, writing plan to increase achievement across the curriculum. 1

🔑 G039147

G1.B3 Students' lack of rigorous writing skills, lack of prior knowledge. 2

🔑 B104343

G1.B3.S1 The process of writing that includes critical thinking will be implemented in every classroom on a weekly basis. 4

🔑 S115652

Strategy Rationale

The critical thinking that is required for effective writing will increase student achievement in all academic areas.

Action Step 1 5

Reading---Argumentative/Informative Explanatory writing in every reading class---Teachers will use the process of writing in academic bell ringers and as reading unit reflections.

Person Responsible

Teresa Ward

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Teachers will be able to share students products with Coach & Administration; Formative and Summative Assessments

Action Step 2 `5`

Language Arts--Students will use the close reading technique and respond with citation of textual evidence in their writing in language arts classes.

Person Responsible

Karen Kepner

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Students will use the online student notebook to complete close read and response activities

Action Step 3 `5`

Math--Have each student to solve a math problem in their math journal by completing the following steps:
• Sketch a drawing where applicable
• Write an equation
• Solve the problem
• When explaining the solution(s) they are to reason abstractly and must have viable arguments.

Person Responsible

Maria Faircloth

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

The Math Journal (the students products)

Action Step 4 `5`

Science--All students will write in science through weekly lab experiences.

Person Responsible

Geraldine Stark

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Weekly Student Writing Assignments

Action Step 5 5

Social Studies---Students will complete written responses to content-based stimuli on a weekly basis.

Person Responsible

Teresa Speidel

Schedule

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

Evidence of Completion

Monitor the writing, providing timely and specific feedback and assessment of student work with a rubric. Rubrics will vary based on writing tasks. Other evidence includes data chats, common assignments and assessments, PLC conversations, and DIA progress monitoring tools.

Action Step 6 5

Unified Arts and Physical Education---On a weekly basis, students in Unified Arts and Physical Education classes will view a stimulus on a single topic and respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.

Person Responsible

Madsen Cange

Schedule

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

Evidence of Completion

Student products

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

Reading---Argumentative/Informative Explanatory writing in every reading class. Using writing as academic bell ringers and as reading unit reflections.

Person Responsible

Teresa Ward

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests

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

Language Arts---Students will use the close reading technique and respond with citation of textual evidence in their writing.

Person Responsible

Karen Kepner

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests

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

Math---Have each student to solve a math problem in their math journal by completing the following steps:
• Sketch a drawing where applicable
• Write an equation
• Solve the problem
• When explaining the solution(s) they are to reason abstractly and must have viable arguments.

Person Responsible

Maria Faircloth

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, and Volusia Literacy Tests

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

Science--All students will write in science through weekly lab experiences.

Person Responsible

Geraldine Stark

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests

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

Social Studies---Students will complete written responses to content-based stimuli on a weekly basis.

Person Responsible

Teresa Speidel

Schedule

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

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests

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

Unified Arts and Physical Education---On a weekly basis, students in Unified Arts and Physical Education classes will view a stimulus on a single topic and respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.

Person Responsible

Madsen Cange

Schedule

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

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests

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

Reading---Argumentative/Informative Explanatory writing in every reading class. Using writing as academic bell ringers and as reading unit reflections.

Person Responsible

Teresa Ward

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests

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

Language Arts---Students will use the close reading technique and respond with citation of textual evidence in their writing.

Person Responsible

Karen Kepner

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests

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

Math---Have each student to solve a math problem in their math journal by completing the following steps:
• Sketch a drawing where applicable
• Write an equation
• Solve the problem
• When explaining the solution(s) they are to reason abstractly and must have viable arguments.

Person Responsible

Maria Faircloth

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests

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

Science--All students will write in science through weekly lab experiences.

Person Responsible

Tony Goodin

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests

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

Social Studies---Students will complete written responses to content-based stimuli on a weekly basis.

Person Responsible

Teresa Speidel

Schedule

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

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests

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

Unified Arts and Physical Education---On a weekly basis, students in Unified Arts and Physical Education classes will view a stimulus on a single topic and respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.

Person Responsible

Madsen Cange

Schedule

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

Evidence of Completion

Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests

G1.B3.S2 Positive student-teacher relationships will increase, causing the number of classroom discipline referrals to decrease. 4

🔑 S120067

Strategy Rationale

If positive student-teacher relationships increase, then the number of classroom discipline referrals will decrease, and more learning will occur.

Action Step 1 5

Increase Positive Student-Teacher Relationships

Person Responsible

Tony Goodin

Schedule

Monthly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Monthly Discipline Data Reports

Action Step 2 5

Addition of a Parent Liaison

Person Responsible

Craig Zablo

Schedule

On 10/21/2014

Evidence of Completion

Parent Logs, Mentors for Students, Partnerships with Community, Increase Volunteers

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

Resistant Learner Follow-up

> **Person Responsible**
>
> Tony Goodin
>
> **Schedule**
>
> Monthly, from 9/30/2014 to 5/29/2015
>
> ***Evidence of Completion***
>
> Teachers will develop action plans during initial training.

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

Parent Liaison

> **Person Responsible**
>
> Craig Zablo
>
> **Schedule**
>
> Monthly, from 10/21/2014 to 5/29/2015
>
> ***Evidence of Completion***
>
> Parent Logs, Mentors for Students, Partnerships with Community, Increase Volunteers

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

Reduction in Classroom Discipline Referrals

> **Person Responsible**
>
> Tony Goodin
>
> **Schedule**
>
> Monthly, from 9/30/2014 to 5/29/2015
>
> ***Evidence of Completion***
>
> Monthly Discipline Data Reports reviewed by the Positive Behavior Support Team

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

Parent Liaison

Person Responsible

Craig Zablo

Schedule

Monthly, from 11/24/2014 to 5/29/2015

Evidence of Completion

Parent Logs, Mentors for Students, Partnerships with Community, Increase Volunteers

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.B3.S1.A1	Reading---Argumentative/Informative Explanatory writing in every reading class---Teachers will use the process of writing in academic bell ringers and as reading unit reflections.	Ward, Teresa	9/16/2014	Teachers will be able to share students products with Coach & Administration; Formative and Summative Assessments	5/29/2015 weekly
G1.B3.S2.A1	Increase Positive Student-Teacher Relationships	Goodin, Tony	9/16/2014	Monthly Discipline Data Reports	5/29/2015 monthly
G1.B3.S1.A2	Language Arts--Students will use the close reading technique and respond with citation of textual evidence in their writing in language arts classes.	Kepner, Karen	9/16/2014	Students will use the online student notebook to complete close read and response activities	5/29/2015 weekly
G1.B3.S2.A2	Addition of a Parent Liaison	Zablo, Craig	10/21/2014	Parent Logs, Mentors for Students, Partnerships with Community, Increase Volunteers	10/21/2014 one-time
G1.B3.S1.A3	Math--Have each student to solve a math problem in their math journal by completing the following steps: • Sketch a drawing where applicable • Write an equation • Solve the problem • When explaining the solution(s) they are to reason abstractly and must have viable arguments.	Faircloth, Maria	9/16/2014	The Math Journal (the students products)	5/29/2015 weekly
G1.B3.S1.A4	Science--All students will write in science through weekly lab experiences.	Stark, Geraldine	9/16/2014	Weekly Student Writing Assignments	5/29/2015 weekly
G1.B3.S1.A5	Social Studies---Students will complete written responses to content-based stimuli on a weekly basis.	Speidel, Teresa	9/29/2014	Monitor the writing, providing timely and specific feedback and assessment of student work with a rubric. Rubrics will vary based on writing tasks. Other evidence includes data chats, common assignments and assessments, PLC conversations, and DIA progress monitoring tools.	5/29/2015 weekly
G1.B3.S1.A6	Unified Arts and Physical Education--- On a weekly basis, students in Unified Arts and Physical Education classes will view a stimulus on a single topic and respond to a writing prompt in which	Cange, Madsen	9/29/2014	Student products	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	they will provide information on a topic or take a stance to support an opinion or argument.				
G1.MA1	All teachers will implement a school-wide, rigorous, writing plan to increase achievement across the curriculum.	Zablo, Craig	9/16/2014	Florida Standards Assessment, FCAT Science, and End of Course Exam Scores	5/29/2015 biweekly
G1.MA2	Positive student-teacher relationships will increase, causing the number of classroom discipline referrals to decrease.	Zablo, Craig	9/22/2014	Classroom Discipline Referral Data	5/29/2015 monthly
G1.B3.S1.MA1	Reading---Argumentative/Informative Explanatory writing in every reading class. Using writing as academic bell ringers and as reading unit reflections.	Ward, Teresa	9/16/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests	5/29/2015 weekly
G1.B3.S1.MA4	Language Arts---Students will use the close reading technique and respond with citation of textual evidence in their writing.	Kepner, Karen	9/16/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests	5/29/2015 weekly
G1.B3.S1.MA6	Math---Have each student to solve a math problem in their math journal by completing the following steps: • Sketch a drawing where applicable • Write an equation • Solve the problem • When explaining the solution(s) they are to reason abstractly and must have viable arguments.	Faircloth, Maria	9/16/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests	5/29/2015 weekly
G1.B3.S1.MA8	Science--All students will write in science through weekly lab experiences.	Goodin, Tony	9/16/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests	5/29/2015 weekly
G1.B3.S1.MA11	Social Studies---Students will complete written responses to content-based stimuli on a weekly basis.	Speidel, Teresa	9/29/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests	5/29/2015 weekly
G1.B3.S1.MA12	Unified Arts and Physical Education---On a weekly basis, students in Unified Arts and Physical Education classes will view a stimulus on a single topic and respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.	Cange, Madsen	9/29/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests	5/29/2015 weekly
G1.B3.S1.MA1	Reading---Argumentative/Informative Explanatory writing in every reading class. Using writing as academic bell ringers and as reading unit reflections.	Ward, Teresa	9/16/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests	5/29/2015 weekly
G1.B3.S1.MA3	Language Arts---Students will use the close reading technique and respond with citation of textual evidence in their writing.	Kepner, Karen	9/16/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests	5/29/2015 weekly
G1.B3.S1.MA5	Math---Have each student to solve a math problem in their math journal by completing the following steps: • Sketch a drawing where applicable • Write an equation • Solve the problem • When explaining the solution(s) they are to reason abstractly and must have viable arguments.	Faircloth, Maria	9/16/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, and Volusia Literacy Tests	5/29/2015 weekly
G1.B3.S1.MA7	Science--All students will write in science through weekly lab experiences.	Stark, Geraldine	9/16/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA9	Social Studies---Students will complete written responses to content-based stimuli on a weekly basis.	Speidel, Teresa	9/29/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests	5/29/2015 weekly
G1.B3.S1.MA10	Unified Arts and Physical Education--- On a weekly basis, students in Unified Arts and Physical Education classes will view a stimulus on a single topic and respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.	Cange, Madsen	9/29/2014	Review of related assessment data including District Interim Assessments, State Mandated Assessments, FAIR, and Volusia Literacy Tests	5/29/2015 weekly
G1.B3.S2.MA1	Reduction in Classroom Discipline Referrals	Goodin, Tony	9/30/2014	Monthly Discipline Data Reports reviewed by the Positive Behavior Support Team	5/29/2015 monthly
G1.B3.S2.MA4	Parent Liaison	Zablo, Craig	11/24/2014	Parent Logs, Mentors for Students, Partnerships with Community, Increase Volunteers	5/29/2015 monthly
G1.B3.S2.MA1	Resistant Learner Follow-up	Goodin, Tony	9/30/2014	Teachers will develop action plans during initial training.	5/29/2015 monthly
G1.B3.S2.MA3	Parent Liaison	Zablo, Craig	10/21/2014	Parent Logs, Mentors for Students, Partnerships with Community, Increase Volunteers	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 Opportuntities

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

G1. All teachers will implement a school-wide, rigorous, writing plan to increase achievement across the curriculum.

G1.B3 Students' lack of rigorous writing skills, lack of prior knowledge.

G1.B3.S1 The process of writing that includes critical thinking will be implemented in every classroom on a weekly basis.

PD Opportunity 1

Language Arts--Students will use the close reading technique and respond with citation of textual evidence in their writing in language arts classes.

Facilitator

District Lesson Study Facilitators

Participants

Language Arts and Social Studies Teachers

Schedule

Weekly, from 9/16/2014 to 5/29/2015

PD Opportunity 2

Social Studies---Students will complete written responses to content-based stimuli on a weekly basis.

Facilitator

District Lesson Study Facilitators

Participants

Social Studies Teachers

Schedule

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

G1.B3.S2 Positive student-teacher relationships will increase, causing the number of classroom discipline referrals to decrease.

PD Opportunity 1

Increase Positive Student-Teacher Relationships

Facilitator

Karen Porter

Participants

All Faculty Members

Schedule

Monthly, from 9/16/2014 to 5/29/2015

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: All teachers will implement a school-wide, rigorous, writing plan to increase achievement across the curriculum.	422,527
Grand Total	**422,527**

Goal 1: All teachers will implement a school-wide, rigorous, writing plan to increase achievement across the curriculum.		
Description	**Source**	**Total**
B3.S1.A1 - Reading Intervention Teacher	Title I Part A	54,370
B3.S1.A1 - Teacher Requested Initiatives to Support the Goal	School Improvement Funds	13,869
B3.S1.A2 - Writing Coach	Title I Part A	63,124
B3.S1.A3 - Math Coach	Title I Part A	59,728
B3.S1.A3 - Math Intervention	Title I Part A	56,939
B3.S1.A3 - Morning Math Tutoring	Title I Part A	5,000
B3.S1.A4 - Science Intervention	Title I Part A	49,699
B3.S1.A5 - Academic Coach	Title I Part A	53,798
B3.S2.A1 - Teacher on Assignment ---Parent Liason	Title I Part A	66,000
Total Goal 1		**422,527**