



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Windy Hill Middle School

3575 HANCOCK RD

Clermont, FL 34711

352-394-2123

<http://lake.k12.fl.us/whm>

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 58%
Alternative/ESE Center No	Charter School No	Minority Rate 56%

School Grades History

2013-14 A	2012-13 B	2011-12 B	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Windy Hill Middle School

Principal

Amy Cockcroft

School Advisory Council chair

Becky Lausier

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mike Haack	Assistant Principal
Keith Hunt	Assistant Principal
Laine Obando	Assistant Principal
Laura Lindsey-Zahn	SS Department Chair
Jason Lancy	Math Department Chair
Mary Ellen Barger	L. Arts Department Chair
Dennis Doherty	Science Department Chair
Mike Tarquine	Elective Department Chair
Richard Prasse	ESE Department Chair
Allison Black	Literacy Coach/Reading Department Chair

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Becky Lausier, SAC Chair- Parent; Charmain John, Parent; Raechel Kimutis, Parent; Hazel Morfe, Parent; Betsy Orrala, Parent; Saumil Patel, Parent; Tina Stanley, Parent; Maria Zayarane, Non-instructional; Barbara Herrmann, Non-instructional; Victoria Arribas, Instructional; Hilda Berrios, Instructional; Kevin Frank, Instructional; Ebony Moore, Instructional; Monica Perez, Instructional; Amy Cockcroft, Principal

Involvement of the SAC in the development of the SIP

A review of 2012-2013 school year data and school grade data along with current initiatives was completed at a SAC meeting. SAC gave suggestions for SIP goals and feedback on initiatives. Members of SAC also completed a climate survey and the results were considered for the SIP.

Activities of the SAC for the upcoming school year

Review end of year 2012-2013 FCAT data including AMO's. Review baseline and mid-year benchmark data. Monitor implementation of SIP. Monitor school safety. Monitor use of funds as they support student achievement and current school initiatives for school improvement.

Projected use of school improvement funds, including the amount allocated to each project

No school improvement funds available.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Amy Cockcroft

Principal

Years as Administrator: 12

Years at Current School: 0

Credentials

Bachelor of Science from the University of Central Florida and Master of Education from the University of Florida.
 Certification in Elementary Ed. And School Principal

Performance Record

Principal of Pine Ridge Elementary 2012-2013
 Grade B 524, Reading Mastery - 69%, Math Mastery - 64%, Science Mastery - 66%, Writing - 60% at 3.5 or above
 Principal of Pine Ridge Elementary 2011-2012
 Grade A, Reading Mastery-69%, Math Mastery- 65%, Science Mastery- 60%, Writing-82% at 3.0 or above
 Principal of Pine Ridge Elementary 2010-2011
 Grade B, Reading Mastery- 83%, Math Mastery-76%, Science Mastery- 46%, Writing- 78% at 4.0 or above, AYP Criteria Met-100%
 Principal of Pine Ridge Elementary 2009-2010
 Grade A, Reading Mastery-79%, Math Mastery-74%, Science Mastery-59%, Writing- 99% at 3.0 or above, AYP Criteria Met-90%
 Principal of Astatula Elementary 2008-2009:
 Grade A, Reading Mastery- 85%, Math Mastery- 81%, Science Mastery-76%, Writing 3.5+- 80%, AYP Criteria Met- 97%
 Principal of Astatula Elementary 2007-2008:
 Grade A, Reading Mastery-85%, Math Mastery- 81%, Science Mastery- 64%, Writing 3.5+-82%, AYP Criteria Met-97%
 Principal of Astatula Elementary 2006-2007:
 Grade A, Reading Mastery-83%, Math Mastery-76%, Science Mastery-53%, Writing 3.5+-76%, AYP Criteria Met- 100%
 Data from School Grades

Keith Hunt		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials

BS –Elementary Education, University of Central Florida; MS Degree–Educational Leadership, National Louis University; Certified by the State of Florida in Educational Leadership, Elementary Education 1-6, and Math 5-9.

Performance Record

Assistant Principal at Windy Hill Middle School in 2012-2013:
 Grade: B, Reading Proficiency: 60%, Math Proficiency: 57%,
 Science Proficiency: 49%, Writing Proficiency: 55%. AMO: Asian,
 White, ELL, Students with Disabilities, and Economically
 Disadvantaged did not meet the AMO target in reading. Black,
 Hispanic, White, ELL, Students with Disabilities, and Economically
 Disadvantaged did not meet the AMO in math.

Assistant Principal of Windy Hill MS in 2011-2012:
 Grade: B, Reading Proficiency: 56%, Math Proficiency: 57%,
 Science Proficiency: 47%, Writing Proficiency: 81%. AMO: Asian, White,
 ELL, and Economically Disadvantage did not meet the AMO
 target in reading. Asian, Black, Hispanic, White, ELL, SWD, and
 Economically Disadvantage did not meet the AMO target in math.

Achievement Liaison at East Ridge HS in 2010-2011:
 Grade: B, Reading Proficiency: 47%, Math Proficiency: 69%,
 Science Proficiency: 33%, Writing Proficiency: 77%. AYP: 72%,
 Total, White, Black, Hispanic, Economically Disadvantaged and
 SWD did not make AYP in reading. Total, White, Black, Hispanic,
 and Economically Disadvantaged did not make AYP in math.

Michael Haack		
Asst Principal	Years as Administrator: 17	Years at Current School: 3
Credentials	<p>BS – Physical Education, Florida State University; MS Degree – Educational Leadership, Nova University; Certified by the State of Florida in School Principal, Physical Education 6-12, Physical Education k-8, and Athletic Trainer</p>	
Performance Record	<p>Assistant Principal at Windy Hill Middle School in 2012-2013: Grade: B, Reading Proficiency: 60%, Math Proficiency: 57%, Science Proficiency: 49%, Writing Proficiency: 55%. AMO: Asian, White, ELL, Students with Disabilities, and Economically Disadvantaged did not meet the AMO target in reading. Black, Hispanic, White, ELL, Students with Disabilities, and Economically Disadvantaged did not meet the AMO in math.</p> <p>Assistant Principal of Windy Hill MS in 2011-2012: Grade: B, Reading Proficiency: 56%, Math Proficiency: 57%, Science Proficiency: 47%, Writing Proficiency: 81%. AMO: Asian, White, ELL, and Economically Disadvantage did not meet the AMO target in reading. Asian, Black, Hispanic, White, ELL, SWD, and Economically Disadvantage did not meet the AMO target in math.</p> <p>Assistant Principal of Windy Hill MS in 2010-2011: Grade: B, Reading Proficiency: 68%, Math Proficiency: 70%, Science Proficiency: 50%, Writing Proficiency: 78%. AYP: 67%, Total, White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in reading. Total, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in math.</p>	

Laine Obando		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	<p>BS – Elementary Education, Oklahoma State University; MS Degree–Educational Leadership, National Louis University; Certified by the State of Florida in Educational Leadership, Elementary Education k-6, and has an endorsement in ESOL.</p>	
Performance Record	<p>Assistant Principal at Windy Hill Middle School in 2012-2013: Grade: B, Reading Proficiency: 60%, Math Proficiency: 57%, Science Proficiency: 49%, Writing Proficiency: 55%. AMO: Asian, White, ELL, Students with Disabilities, and Economically Disadvantaged did not meet the AMO target in reading. Black, Hispanic, White, ELL, Students with Disabilities, and Economically Disadvantaged did not meet the AMO in math.</p> <p>Fourth Grade Teacher at Pine Ridge ES in 2011-2012: Grade: A, Reading Proficiency: 69%, Math Proficiency: 65%, Science Proficiency: 60%, Writing Proficiency: 83%. AMO: Black, White, SWD, and Economically Disadvantaged did not meet the AMO target in reading. All students meet the AMO target in math.</p>	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Allison Black

Part-time / District-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

B.A in Elementary Education from the University of Florida.
Elementary Education K-6 Certified.

Performance Record

Literacy Coach at Windy Hill Middle School in 2012-2013:
Grade: B, Reading Proficiency: 60%, Math Proficiency: 57%,
Science Proficiency: 49%, Writing Proficiency: 55%. AMO: Asian,
White, ELL, Students with Disabilities, and Economically
Disadvantaged did not meet the AMO target in reading. Black,
Hispanic, White, ELL, Students with Disabilities, and Economically
Disadvantaged did not meet the AMO in math.

Classroom Teachers

of classroom teachers

72

receiving effective rating or higher

68, 94%

Highly Qualified Teachers

97%

certified in-field

64, 89%

ESOL endorsed

19, 26%

reading endorsed

8, 11%

with advanced degrees

28, 39%

National Board Certified

0, 0%

first-year teachers

4, 6%

with 1-5 years of experience

25, 35%

with 6-14 years of experience

29, 40%

with 15 or more years of experience

14, 19%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Windy Hill Middle School offers a New Teacher Orientation which includes collaboration between new teachers and the ECET2 Team. The ECET2 team consists of experienced WHMS teachers who work with new teachers face-to-face as well as using professional networking sites online to support and encourage professional development.
2. All new teachers (new to the profession or new to the school) at WHMS are assigned a mentor teacher who provides answers to concerns and questions related to day to day operations and curriculum needs. Mentors assist in the successful completion of the Teacher Orientation portfolio and professional development.
3. Administration reviews applications posted on District Employment Website to recruit highly qualified, effective teachers to WHMS.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers have the opportunity to participate in two mentoring programs at WHMS. All new teachers are paired with an experienced WHMS teacher who will assist with daily operations and curriculum needs. This pairing is determined with a variety of factors in mind, including room proximity and curriculum department needs. A second element of the WHMS mentoring plan includes the support from the WHMS ECET2 team. This team of experienced teachers meets monthly with new teachers in both face-to-face and online settings to encourage collaboration, discussion, and an open forum for questioning.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

WHMS utilizes several problem-solving processes to support student achievement. Students receive daily remediation and/or enrichment through the 30-minute X-block period. Department chairs meet twice monthly with administration to discuss resource allocation, teacher support systems, core instruction and professional development needs. All teachers meet in weekly PLC's to review student achievement and plan core instruction based on student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Amy Cockcroft, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Laine Obando, Keith Hunt, Assistant Principals: Assists the principal in ensuring that the school-based team is implementing Rtl, conducting assessment of Rtl skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support Rtl implementation, and communicating with parents regarding school-based Rtl plans.

Mary Ellen Barger, Jason Lancy, Dennis Doherty, Laura Zahn, General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with members of their departments to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities for their departments.

Connan Rutledge, Exceptional Student Education Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education and ESE inclusion teachers.

Allison Black, Literacy Coach: Provides guidance on K-12 reading plan, facilitates and supports data collection, assists in data analysis, provides professional development and assistance to teachers regarding research based reading strategies, supports implementation of Tier 1, 2 and 3 intervention plans.

Caroline O'Connor, Samantha Moberg, and Gretchen Buczkowski, Guidance Counselors: Provides services to support the academic, emotional, behavioral, and social success to the students. Participates in collection, interpretation and analysis of data and facilitates in the development of intervention plans.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Teachers monitor student achievement through weekly benchmark mini-assessments. FAIR data is collected and analyzed for students who are below grade level in reading. Lake Benchmark Assessments provide teachers with student achievement data related to student subject-area benchmarks. Teachers use this data to plan for review/remediation during daily X-block rotations. The leadership team meets to review relevant data and link to instructional decisions, identify students who are at risk for not meeting benchmarks, identify professional development needs for teachers, and evaluate implementation.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Lake Benchmark Assessments monitor student progress towards benchmark mastery.

Accelerated Reader supports student achievement in reading comprehension and promotes reading through our school-wide daily reading time.

STAR reading testing and reports assist teachers in identifying student independent reading levels.

Weekly mini-assessments provide an on-going opportunity for teachers to progress monitor student achievement and mastery of standards.

FCAT STAR provides detailed FCAT reports that can be broken down into subgroups to assist teachers in identifying students in need of additional support.

FAIR data monitors students who are below grade level in reading. PMRN reports assist the Literacy Coach and intensive reading teachers in collecting student reading data and monitoring student progress in reading skills acquisition.

DecisionEd assists administration in monitoring student behavior referrals to identify students in need of behavioral support.

Attendance data is collected and analyzed at monthly attendance meetings to identify students of concern.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Weekly PLC meeting agendas include student data discussions that drive instructional decision-making. Data is shared as it becomes available at monthly SAC meetings to involve stakeholders in the problem-solving process. Parent/teacher conferences are held regularly and utilize a team approach to identify problem-solving strategies for individual student needs.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Student clubs and intramurals enrich curriculum and provide a well rounded education. These clubs include NJHSS, Debate Club, Science Club, Math Counts, Yearbook, AVID Club, Junior Thespians, Art Club and FBLA. Students have the opportunity to join a variety of activities.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Climate surveys are given each year to monitor school programs. Attendance is taken for each meeting or practice. Teacher observation of student mastery on club activities also provides data for example, Math Counts problem completion, Science lab/experiment successes, and student performances.

Who is responsible for monitoring implementation of this strategy?

Club sponsors and leadership team are responsible for monitoring this data and strategy.

Strategy: Extended Day for All Students

Minutes added to school year:

Open computer lab daily for 1 hour before school for students to access on-line remediation through PENDA, FCAT Explorer and MobyMax

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Sign in sheets will be used as well as data reports for each remediation area

Who is responsible for monitoring implementation of this strategy?

Tutoring teacher, classroom teacher and administration

Strategy: Summer Program

Minutes added to school year:

E2020 Credit Summer recovery program allows students who fail a course to receive on-line instruction with teacher support to remediate and prove mastery for a passing grade. During the summer students can attend daily sessions.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Completion rate and E2020 grades are monitored.

Who is responsible for monitoring implementation of this strategy?

E2020 teachers, guidance counselors, leadership team are responsible for monitoring.

Strategy: Before or After School Program

Minutes added to school year:

E2020 Credit recovery program allows students who fail a course to receive on-line instruction with teacher support to remediate and prove mastery for a passing grade.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Completion rate and E2020 grades are monitored.

Who is responsible for monitoring implementation of this strategy?

E2020 teachers, guidance counselors, leadership team are responsible for monitoring.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Amy Cockcroft	Principal
Laine Obando	Assistant Principal
Allison Black	Literacy Coach
Mary Ellen Barger	Teacher, Language Arts
Jason Lancy	Teacher, Algebra I
Dennis Doherty	Teacher, Science
Laura Zahn	Teacher, Social Studies

How the school-based LLT functions

The LLT meets monthly to review data and identify students at risk for not meeting benchmarks. In addition, the LLT uses data to inform instructional decisions, identify necessary professional development/resources for teachers, and evaluate implementation.

Major initiatives of the LLT

The LLT will provide Content Area Reading training to any language arts teacher who has not completed CAR-PD in order to ensure that teachers are implementing before, during, and after reading strategies. The LLT will also work to increase text complexity in non-fiction text school-wide as well as increase the amount of cross-content writing.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

1. All WHMS teachers are trained in Thinking Maps. Teachers utilize the maps to increase student understanding of text as well as to increase cross-content writing opportunities.
2. Provide additional training for social studies and reading teachers in CRISS strategies.
3. Administration monitors teacher lesson plans and attends weekly PLC meetings.
4. Classroom Walk-throughs
5. Train new language arts teachers in NGCAR-PD.
6. Multiple teachers working toward Reading Endorsement.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Keyboarding, Computer Applications, Culinary and AVID are courses offered. These courses help make the connection to the real life application. PLC's are held with core teachers to lead to expansion of connections in the core classrooms. Essential Questions are used school-wide to help students understand the goal of the classroom instruction and how it relates to real-life. We are working to expand the number of students taking advanced and high school level course work. We also are expanding the performance task classroom experiences. 8th grade U.S History students complete an academic and career plan which emphasizes the importance of entrepreneurship and technology in career fields.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students are identified through data and scheduled accordingly to meet the student needs. When necessary meet with the grade level guidance counselors to develop meaningful plans. Promote AVID through announcements, website and call outs. 8th grade U.S. History students complete a personal education plan in the career planning course.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	60%	Yes	67%
American Indian				
Asian	80%	74%	No	82%
Black/African American	50%	60%	Yes	55%
Hispanic	51%	52%	Yes	56%
White	74%	66%	No	77%
English language learners	33%	19%	No	39%
Students with disabilities	32%	28%	No	39%
Economically disadvantaged	53%	51%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	346	29%	34%
Students scoring at or above Achievement Level 4	356	30%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	87%	92%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	800	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	829	69%	74%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	37	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	25%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	27%	32%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	208	53%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		91%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	57%	No	68%
American Indian				
Asian	90%	85%	Yes	91%
Black/African American	50%	47%	No	55%
Hispanic	53%	46%	No	57%
White	73%	64%	No	76%
English language learners	38%	22%	No	44%
Students with disabilities	38%	23%	No	45%
Economically disadvantaged	53%	46%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	250	24%	27%
Students scoring at or above Achievement Level 4	250	24%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	704	67%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	599	57%	63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	148	34%	37%
Middle school performance on high school EOC and industry certifications	148	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	17%	22%
Students scoring at or above Achievement Level 4	83	56%	60%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	17%	20%
Students scoring at or above Achievement Level 4	120	31%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		91%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		17%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	466	44%	49%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	821	67%	70%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	7	1%	0%
Students who fail a mathematics course	12	1%	0%
Students who fail an English Language Arts course	15	1%	0%
Students who fail two or more courses in any subject	17	1%	0%
Students who receive two or more behavior referrals	175	14%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	87	7%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parental involvement targets include the number of volunteer hours logged by parents, the attendance at Open House, as well as the attendance at the WHMS science fair and AVID parent night. InSync resource site is highlighted on school website and encouraged at parent/teacher conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	450	36%	45%
Volunteer Hours	300	10%	15%
Science Fair	40	10%	30%
AVID	0	0%	50%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** To increase cognitive demand of students across all content areas in engaged classrooms.
- G2.** To integrate 21st Century skills in all classrooms
- G3.** Increase student engagement in all classrooms.

Goals Detail

G1. To increase cognitive demand of students across all content areas in engaged classrooms.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Civics EOC
- Science - Middle School

Resources Available to Support the Goal

- Math and Science teachers CRISS trained
- Safari Montage is available to increase student engagement and real life connections
- PLC's held weekly
- Thinking Maps have been implemented across all content areas allowing teachers to develop students' critical thinking
- PENDA is available for math and science content areas to expand and remediate content based on the individual student needs
- FCAT Explorer is available for student practice in math, reading and science

Targeted Barriers to Achieving the Goal

- Professional development needed in CRISS, NGCAR-PD and Thinking Maps for whole school implementation
- Students not achieving on level that need remediation and the time for the remediation
- Teachers need Safari Montage training to make use of the program and whole school implementation
- Differing of student expectations among teachers
- High interest, high engagement and complex texts not available for Intensive Reading Classes

Plan to Monitor Progress Toward the Goal

Examination of student work, strategy discussions in PLC's, and data reviews

Person or Persons Responsible

Teachers, department chairs and administrators

Target Dates or Schedule:

Weekly in PLC's

Evidence of Completion:

PLC notes, student data on LBA's, mini assessments, grades and student output.

G2. To integrate 21st Century skills in all classrooms

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Civics EOC
- STEM - All Levels
- CTE
- EWS - Middle School

Resources Available to Support the Goal

- C2 Connection Cards for blended instruction and resources in Math and Language Arts along with district cohort training.
- PLC's meet weekly
- DBQ's implemented in Social Studies
- Technology- iPads in science, edmodo
- Thinking Maps use

Targeted Barriers to Achieving the Goal

- Limited Performance Task implementation and teacher training
- Authentic writing is not culturally embedded across all classrooms
- Teachers depth of knowledge of Common Core standards and implementation strategies

Plan to Monitor Progress Toward the Goal

As students increase their 21st Century skills, it should be evident in their LBA's, mini assessments and grades. These will be reviewed monthly to ensure we are progressing toward our goal.

Person or Persons Responsible

Teachers, department chairs and administrators

Target Dates or Schedule:

Monthly at department chair meetings and PLC's

Evidence of Completion:

Data reports from LBA's, mini assessments and grades

G3. Increase student engagement in all classrooms.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Civics EOC
- Science - Middle School
- STEM - All Levels
- EWS - Middle School

Resources Available to Support the Goal

- Learning goals and scales culturally embedded
- iPads in 8th grade science
- Use of edmodo in some classrooms
- Use of Kagan in some classrooms
- Thinking Maps implemented
- Safari Montage purchased for district

Targeted Barriers to Achieving the Goal

- Kagan and purposeful engagement strategies not culturally embedded
- Need an increase in engaged activities making connections to real world problems

Plan to Monitor Progress Toward the Goal

Teachers will monitor progress of an increase of student engagement through classroom observation and data reviews.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement as evidenced by LBA's, mini assessments and grades. Classroom observations will be the evidence of increase in engagement by monitoring student behaviors. Teacher effectiveness will increase on student engagement TEAM Element 24.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase cognitive demand of students across all content areas in engaged classrooms.

G1.B1 Professional development needed in CRISS, NGCAR-PD and Thinking Maps for whole school implementation

G1.B1.S1 Provide professional development for systems in CRISS, NGCAR-PD and thinking maps to work towards whole school implementation.

Action Step 1

CRISS, NGCAR-PD and Thinking Map Training

Person or Persons Responsible

CRISS- Intensive Reading and Social Studies teachers Thinking Maps- new teachers NGCAR-PD- Language Arts teachers

Target Dates or Schedule

Thinking Maps- Professional Development Day CRISS- district schedule NGCAR-PD- district schedule

Evidence of Completion

Sign in sheets from PD and completion certificates. Observation of use in classrooms. Student work

Facilitator:

District facilitator

Participants:

CRISS- Intensive Reading and Social Studies teachers Thinking Maps- new teachers NGCAR-PD- Language Arts teachers

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

Teachers and department chairs through lesson development and evidence of student work.
Administration in classroom observations/evaluations.

Person or Persons Responsible

Teachers, administrators, department chairs

Target Dates or Schedule

Monthly PLC's and administrative observations

Evidence of Completion

Lesson plans, student work samples

Plan to Monitor Effectiveness of G1.B1.S1

Monitor mini assessment and LBA data for an increase in achievement on higher order questions.
Observation of implementation in classrooms.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Data reports of mini assessments and LBA's Student output examples from classroom implementation.

G1.B2 Students not achieving on level that need remediation and the time for the remediation

G1.B2.S1 Provide remediation and enrichment implemented through a scheduled rotation of all content areas. Development of plans in department PLC's.

Action Step 1

Extend the school day and provide students computer lab access for remediation programs.

Person or Persons Responsible

Focus on Level 1 and 2 students.

Target Dates or Schedule

January 6-April 11 each day for 1 hour.

Evidence of Completion

Reports from PENDA, FCAT Explorer and MobyMax Sign in sheets of attendance

Action Step 2

X block remediation time daily with a rotation to meet with each content area teacher one day a week. Lessons developed based on student need as identified by mini assessments, grades and LBA's.

Person or Persons Responsible

All content teams.

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans- on-going

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

PLC discussions on X block plans based on student data. Administrative classroom observations.

Person or Persons Responsible

Teachers, department chairs and administrators

Target Dates or Schedule

weekly

Evidence of Completion

Mini Assessments, LBA's and grades

Plan to Monitor Effectiveness of G1.B2.S1

PLC data reviews Administration classroom observation Teacher observation

Person or Persons Responsible

Teachers, department chairs, administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Mini assessments, LBA's, grades, student work

G1.B3 Teachers need Safari Montage training to make use of the program and whole school implementation

G1.B3.S1 Increase student engagement in all content areas.

Action Step 1

Use of CPS clicker devices in math classrooms to increase student engagement and formative instruction ability.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Daily

Evidence of Completion

Data reports generated from CPS clicker problems.

Action Step 2

Implement the usage of Safari Montage regularly in lessons to help students engage and make the real-world connections.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and observations

Facilitator:

Safari Montage Team and district ILS

Participants:

All classroom teachers

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

PLC lesson development Classroom observations

Person or Persons Responsible

Teachers, department chairs and administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Classroom observations

Plan to Monitor Effectiveness of G1.B3.S1

PLC discussions on observation of student engagement through the use of Safari Montage.

Person or Persons Responsible

Teachers, department chairs and administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in student achievement as evidenced through mini assessments, LBA's and grades

G1.B6 Differing of student expectations among teachers

G1.B6.S1 Develop consistent expectations across the grade level and from grade level to grade level that meet the level of rigor addressed in the standards.

Action Step 1

Examine student work samples across grade levels discussing and developing consistent expectations, using the standards as the basis for all student expectations. Create common assessments on grade levels.

Person or Persons Responsible

Teachers in PLC

Target Dates or Schedule

PLC's meet weekly.

Evidence of Completion

PLC notes Consistency evident in all administrative observations.

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Monitor expectations of student work samples.

Person or Persons Responsible

Teachers, department chairs, and administrators

Target Dates or Schedule

Weekly

Evidence of Completion

PLC notes and observation of task.

Plan to Monitor Effectiveness of G1.B6.S1

Observation of PLC meetings and development of common assessments. Data reviews

Person or Persons Responsible

Teachers, department chairs and administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Data from mini assessments, LBA's and grades

G1.B7 High interest, high engagement and complex texts not available for Intensive Reading Classes

G1.B7.S1 Provide relevant, high interest, highly engaging and complex materials for Intensive reading classes.

Action Step 1

Purchase materials and resources for Intensive reading classes

Person or Persons Responsible

Literacy Coach with teacher input

Target Dates or Schedule

Evidence of Completion

SAI purchase orders

Plan to Monitor Fidelity of Implementation of G1.B7.S1

PLC discussions and classroom observations to determine if new resources are being used and increasing engagement

Person or Persons Responsible

Teachers, administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in student achievement of Intensive reading students as shown in FAIR, FCAT 2.0 and grades

Plan to Monitor Effectiveness of G1.B7.S1

Increase of engagement of students and student achievement

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Daily

Evidence of Completion

FAIR reports, FCAT 2.0 and grades

G2. To integrate 21st Century skills in all classrooms

G2.B1 Limited Performance Task implementation and teacher training

G2.B1.S1 Teachers will collaborate to develop performance tasks to be implemented each 9 weeks in each content area.

Action Step 1

Focus on performance task implementation each 9 weeks developing at least 1 per 9 weeks tied to the benchmarks for that 9 weeks. They will also work to incorporate performance task type questions on unit tests.

Person or Persons Responsible

Teachers and department chairs

Target Dates or Schedule

PLC's Professional development day

Evidence of Completion

Lesson plans Classroom observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Lesson plans and classroom observations Examination of student work samples at PLC's

Person or Persons Responsible

Teachers, department chairs and administration

Target Dates or Schedule

Each 9 weeks

Evidence of Completion

Lesson plans, student work samples, observations

Plan to Monitor Effectiveness of G2.B1.S1

Data reviews on LBA's, mini assessments and grades to determine if benchmarks covered by performance tasks have a higher rate of mastery.

Person or Persons Responsible

Teachers, department chairs and administrators

Target Dates or Schedule

Completion of each performance task each 9 weeks

Evidence of Completion

Data from LBA's, mini assessments and grades

G2.B2 Authentic writing is not culturally embedded across all classrooms

G2.B2.S1 Integrate authentic writing into every classroom using interactive notebooks, AVID strategies, CRISS strategies and Thinking Maps.

Action Step 1

Work in PLC groups to develop writing opportunities that are on-going and authentic for all classes. Utilize strategies in place to make this culturally embedded across all classrooms. Using student work samples, discuss student expectations and ways to expand across content areas. Discuss and implement individualized strategies for ELL immersion classrooms.

Person or Persons Responsible

Teachers and department chairs

Target Dates or Schedule

Weekly PLC meetings Professional development day

Evidence of Completion

Lesson plans, classroom observations and student work samples

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

Review of lesson plans, classroom observations and PLC discussions

Person or Persons Responsible

Teachers, department chairs and administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, observations and PLC notes

Plan to Monitor Effectiveness of G2.B2.S1

Data reviews-Increase in writing skills of students on LBA's and weekly classroom assignments.

Person or Persons Responsible

Teachers, department chairs and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Data reviews of LBA's, classroom assignments

G3. Increase student engagement in all classrooms.

G3.B2 Kagan and purposeful engagement strategies not culturally embedded

G3.B2.S1 Increase the use of Kagan and purposeful engagement strategies in all classrooms by highlighting a different Kagan structure or Marzano engagement strategy at each faculty meeting.

Action Step 1

Administrators will model or highlight a specific engagement strategy at each monthly faculty meeting. Teachers can discuss ways to integrate strategy into lesson during weekly PLC's

Person or Persons Responsible

Administration, teacher leaders and department chairs

Target Dates or Schedule

Monthly faculty meetings

Evidence of Completion

Faculty meeting notes

Facilitator:

Administrators and teacher leaders

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Classroom observations

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Effectiveness of G3.B2.S1

Classroom observations will indicate an increase in classroom engagement of students and therefore student achievement on LBA's, mini assessments and grades

Person or Persons Responsible

Teachers, department chairs and administrators

Target Dates or Schedule

Monthly data reviews

Evidence of Completion

Data reviews of LBA's, mini assessments and grades Increase in teacher effectiveness on Element 24- engagement

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Lesson plans and classroom observations Examination of student work samples in PLC's

Person or Persons Responsible

Teachers, department chairs and administrators

Target Dates or Schedule

Each 9 weeks

Evidence of Completion

Lesson plans, student work samples and classroom observations

Plan to Monitor Effectiveness of G3.B3.S1

Data reviews on LBA's, mini assessments and grades to determine if benchmarks covered by performance tasks have higher rate of mastery.

Person or Persons Responsible

Teachers, department chairs and administrators

Target Dates or Schedule

Completion of performance task each 9 weeks

Evidence of Completion

Data from LBA's, mini assessments and grades

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Initial planning of all programs and budgets will begin with the principal. In this initial planning, the team will determine the SIP goal and the program needs as it relates to the SIP goal. Program needs and budgets will be determined based on student achievement results and SIP goals. Title III: ELL TA's, Rosetta Stone, TransAct, Word to Word Dictionary, Compliance Monitoring, PLC for Implementing RTI for ELL, IPT to identify ELL's.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase cognitive demand of students across all content areas in engaged classrooms.

G1.B1 Professional development needed in CRISS, NGCAR-PD and Thinking Maps for whole school implementation

G1.B1.S1 Provide professional development for systems in CRISS, NGCAR-PD and thinking maps to work towards whole school implementation.

PD Opportunity 1

CRISS, NGCAR-PD and Thinking Map Training

Facilitator

District facilitator

Participants

CRISS- Intensive Reading and Social Studies teachers Thinking Maps- new teachers NGCAR-PD- Language Arts teachers

Target Dates or Schedule

Thinking Maps- Professional Development Day CRISS- district schedule NGCAR-PD- district schedule

Evidence of Completion

Sign in sheets from PD and completion certificates. Observation of use in classrooms. Student work

G1.B3 Teachers need Safari Montage training to make use of the program and whole school implementation

G1.B3.S1 Increase student engagement in all content areas.

PD Opportunity 1

Implement the usage of Safari Montage regularly in lessons to help students engage and make the real-world connections.

Facilitator

Safari Montage Team and district ILS

Participants

All classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and observations

G3. Increase student engagement in all classrooms.

G3.B2 Kagan and purposeful engagement strategies not culturally embedded

G3.B2.S1 Increase the use of Kagan and purposeful engagement strategies in all classrooms by highlighting a different Kagan structure or Marzano engagement strategy at each faculty meeting.

PD Opportunity 1

Administrators will model or highlight a specific engagement strategy at each monthly faculty meeting. Teachers can discuss ways to integrate strategy into lesson during weekly PLC's

Facilitator

Administrators and teacher leaders

Participants

Faculty

Target Dates or Schedule

Monthly faculty meetings

Evidence of Completion

Faculty meeting notes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase cognitive demand of students across all content areas in engaged classrooms.	\$10,997
Total		\$10,997

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Personnel	Evidence-Based Materials	Total
SAI	\$5,300	\$2,105	\$3,592	\$10,997
Total	\$5,300	\$2,105	\$3,592	\$10,997

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase cognitive demand of students across all content areas in engaged classrooms.

G1.B2 Students not achieving on level that need remediation and the time for the remediation

G1.B2.S1 Provide remediation and enrichment implemented through a scheduled rotation of all content areas. Development of plans in department PLC's.

Action Step 1

Extend the school day and provide students computer lab access for remediation programs.

Resource Type

Personnel

Resource

Teacher to monitor and provide assistance during extended day computer lab remediation

Funding Source

SAI

Amount Needed

\$2,105

G1.B3 Teachers need Safari Montage training to make use of the program and whole school implementation

G1.B3.S1 Increase student engagement in all content areas.

Action Step 1

Use of CPS clicker devices in math classrooms to increase student engagement and formative instruction ability.

Resource Type

Technology

Resource

CPS Clickers

Funding Source

SAI

Amount Needed

\$5,300

G1.B7 High interest, high engagement and complex texts not available for Intensive Reading Classes

G1.B7.S1 Provide relevant, high interest, highly engaging and complex materials for Intensive reading classes.

Action Step 1

Purchase materials and resources for Intensive reading classes

Resource Type

Evidence-Based Materials

Resource

Scholastic intervention magazines, Scholastic current events with common core focus, Glogster, novels, paired text materials

Funding Source

SAI

Amount Needed

\$3,592