# Caloosa Middle School



## 2014-15 School Improvement Plan

# Caloosa Middle School

## 610 DEL PRADO BLVD S, Cape Coral, FL 33990

## http://com.leeschools.net/

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|---|---|---|
| Middle | No | 73% |

| Alternative/ESE Center | Charter School | Minority |
|---|---|---|
| No | No | 46% |

## School Grades History

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

## School Board Approval

This plan is pending approval by the Lee 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.

## Table of Contents

# Purpose and Outline of the SIP

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

## Part I: Current School Status

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

## Part II: Needs Assessment

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

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

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

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

## Appendices

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

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

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

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

## DA Turnaround and Monitoring Statuses

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

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

## 2014-15 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not In DA | 5 | Gayle Sitter |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Mission: To inspire a passion for learning and leadership

##### Provide the school's vision statement

Vision: To Become a World Class Middle School

#### School Environment

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

Teachers at Caloosa Middle School use the first week of school to build a culture of collaboration in their classrooms. Based on the work of Harry Wong - teachers practice process and procedures, build collaborative teams, and provide opportunities for students to share their personal strengths for a foundation support of learning for the year. Teachers use data from interest profiles and learning styles to further support student's learning.

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

Caloosa Middle School provides a pay based before and after school to allow students supervised support if needed. In addition a schedule is created for assigned duties to allow adults to be present at all times on the campus. Administration, guidance, SRO officer, and support staff have assigned lunch shifts to allow students to be supervised and have an opportunity to discuss questions or concerns during a non-academic time on campus. Teachers are present in the hallway between class changes and team leaders are identified at each grade level for additional support.

##### 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

Caloosa Middle School utilizes a PBS plan that is developed and shared with all staff to support a school-wide behavioral system. The Lee County Code of Conduct is shared with all faculty, students, and parents and is followed for all disciplinary actions. The staff has been trained in KAGAN and AVID structures to support academic success. Caloosa Middle School received a grant for The Leader In Me starting in the 2014-15 school year and has been trained in this program.

##### 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

Caloosa Middle School has a guidance department that supports students needs via MTSS. Mentor programs and after school clubs have been established and students are encouraged to attend. Outside agencies are used as needed on individual basis.

#### 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**

Caloosa Middle School uses the following data points for early warning systems:
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in (English Language Arts) Reading or Mathematics
Students that have two or more indicators are refered to MTSS for possible support (see number of students identified below having two or more indicators)

**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 | 37 | 44 | 45 | 126 |
| One or more suspensions | 2 | 15 | 20 | 37 |
| Course failure in ELA or Math | 3 | 25 | 7 | 35 |
| Level 1 on statewide assessment | 26 | 35 | 36 | 97 |

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

| Indicator | Grade Level | | | Total |
|---|---|---|---|---|
| | 6 | 7 | 8 | |
| Students exhibiting two or more indicators | 11 | 16 | 4 | 31 |

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

Leadership Support time is built into the master schedule to allow mentoring and curriculum for all students. AVID and KAGAN strategies are used school wide. MTSS identifies and monitors students that meet two or more of the criteria for additional support. Before and after school tutoring is offered for remediation and acceleration in Math, Reading, and Writing. The school provided mentoring with community outreach members for identified students.
The RtI Problem-Solving Team at Caloosa Middle School meets on an as needed basis to analyze school and /or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five step problem solving process as outlined in the district's Response to Intervention Manual.
The roles of each team member are as follows:
Classroom Teachers
• Keep ongoing progress notes in a RtI folder (FAIR, curriculum assessments, FCAT scores, work samples, anecdotes) to be
filed in cumulative folder at end of each school year or if transferring/withdrawing
• Attend RtI meetings to collaborate on and monitor students who are struggling
• Implement interventions designed by RtI Team for students receiving supplemental and intensive supports
• Deliver instructional interventions with fidelity

Reading Coach:
• Attend RtI Meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes and anecdotes of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
• Set up/model classrooms to train teachers
Principal/ Assistant Principal
• Facilitate implementation of the RtI problem-solving process at Caloosa
• Provide or coordinate valuable and continuous professional development
• Assign Para-professionals to support RtI implementations when possible
• Attend RtI Team Meetings to be active in the RtI change process
• Conduct classroom Walk-Throughs to monitor fidelity.
Guidance Counselor
• Often RtI Team Facilitators
• Schedule and attend RtI meetings
• Maintain log of all students involved in the RtI process
• Send parent invites
Complete necessay RTi forms
School Psychologist
• Attend RtI Meetings on some students receiving supplemental supports and on all students
receiving intensive supports
• Monitor data collection process for fidelity
• Review and interpret progress monitoring data
• Collaborate with RtI Team on effective instruction and specific interventions
• Incorporate RtI data when guiding a possible ESE referral and when making eligibility decisions.
Speech /Language Pathologist
• Attend RtI meetings for specific Tier 2 & 3 students
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions.
• Assist with Tier 2&3 interventions through collaboration, training, and or direct student contact
• Incorporate RtI data when guiding a possible Speech/Language referral & when making eligibility
decisions.
ESE/Staffing Specialist
• Consult with RtI Team regarding intensive interventions
• Incorporate RtI data when making eligibility decisions
Literacy Leadership Team (LLT)
Describe the role of the school-based MTSS Leadership Team in the development and
implementation of the school improvement
plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
Social Worker
• Attend RtI meetings when requested
• Conduct social-developmental history interviews and share with RtI Team
ESOL/ELL Representative
• Attend all RtI meetings for identified ESOL/ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers
School Nurse
• Attend RtI Meetings when requested (medical and/or health issues)
• Serve as a liaison regarding Medical/Health information and /or issues.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

### *PIP Link*

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

### *Description*

Caloosa Middle School will provide opportunities for parents to collaborate in the learning of our students via support from the website, campus visits, or various communications from teachers, guidance, and administration.

**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**

Caloosa Middle School develops partnerships with community leaders in order to support teaching and learning at a rigorous level. This is accomplished by reaching out to our local business industry and collaborating on win-win situations whereby faculty and students become aware of the support and the opportunities for supporting the community in return. Community members serve on our SAC, support clubs and sporting events, provide student needs such as supplies or scholarships, promote educational support via competitions, serve in the capacity of guest speakers and mentors, and are open to additional support as individual needs arise.

## 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 |
|------|-------|
| Cole, Ann | Principal |
| Rader, Pamela | Assistant Principal |
| Pierson, Jenniffer | Other |
| Wilson, Jereme | Assistant Principal |
| Williams, Lisa | Instructional Coach |
| Katkow, Laura | Guidance Counselor |

### Duties

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

The RTI Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the students response to current interventions, curricula, and school systems.

***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 RtI Problem-Solving Team at Caloosa Middle School meets on an as needed basis to analyze school and /or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five step problem solving process as outlined in the district's Response to Intervention Manual.
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• Conduct social-developmental history interviews and share with RtI Team
ESOL/ELL Representative
• Attend all RtI meetings for identified ESOL/ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers
School Nurse
• Attend RtI Meetings when requested (medical and/or health issues)
• Serve as a liaison regarding Medical/Health information and /or issues.

## School Advisory Council (SAC)

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

| Name | Stakeholder Group |
| --- | --- |
| Ann Cole | Principal |
| Ramey, Lori | Parent |
| Ramey, Erin | Student |
| Goldstein, Jason | Parent |
| Goldsteain, Zac | Student |
| Tikka, Ann | Teacher |
| Stramel, Evelyn | Student |
| Ware, Jeredien | Teacher |
| Torres, Juan | Education Support Employee |
| Garcia, Norma | Education Support Employee |
| | Student |
| Striano, Tony | Business/Community |
| Johnson, Jay | Business/Community |
| Lang, D. Nicole | Business/Community |
| | Student |

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Last Years SAC Members Include:
Ramey, Lori - SAC Chair - Parent
Clare, Arvella - DAC -Parent

Tikka, Ann DAC - Teacher
Martinez, Charleen - Teacher
Cano, Eleazar - Support Staff
Garcia, Norma - Support Staff
Striano, Tony - Community
Cole, Dr. Ann - Principal
Johnson, Jay - Business
Sabella, Dr. Russ -Community
Schirmer, Steve - Community
Goldstein, Jason - Parent
Lang, D. Nicole - Community
Parker, Mary - Community
Rader, Pamela - Assistant Principal Curriculum
SAC Committee agreed to SIP and monitored progress, met monthly to review school data and provide support.

*Development of this school improvement plan*

Review school data
Review and provide input into three goals
Provide input into Mission and Vision
Support continuous improvement initiatives

*Preparation of the school's annual budget and plan*

Title II Funds:

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

Title II Funds:
Cooperative Learning/Engagement Strategies-1,000
Writing training - 500.
Team Teaching - 500.
Common Core -3, 849.

***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 |
|------|-------|
| Cole, Ann | Principal |
| Rader, Pamela | Assistant Principal |
| Pierson, Jenniffer | Other |
| Page, Leigh Anne | Teacher, K-12 |
| Williams, Lisa | Instructional Coach |
| Wilson, Jereme | Assistant Principal |
| Knox, Susan | Teacher, ESE |
| Tikka, Ann | Teacher, Career/Technical |
| Katkow, Laura | Guidance Counselor |

### Duties

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

The major initiatives of the LLT will be: integrating technology into all classrooms, reading across the curriculum, writing across the curriculum, making a school grade of an A over an extended period of time as we understand this will be a process, and focusing on learning gains.

## 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**

Caloosa Middle School provides common planning by grade level content teacher, PLC's meet weekly to focus on what students are learning, how we know they are learning, what we do if they already know content, what we do when they have not mastered concepts, review and analyze specific data.

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

The Admin Team will work with department heads and team leaders to recruit potential candidates from the applicant pool, mentor effective teachers to reach their full potential, and provide needed professional development as needed on individual bases. The Admin Team will work with the district and their initiative of 360 leadership to identify strengths within our faculty to insure teachers are correctly utilizing their full potential and focusing upon their personal strengths.

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

Teachers new to Lee County are paired with a mentor teacher that has been trained to support them through he APPLES program. During the year they will provide support to include:
Support teachers with Apples Program requirements.
Partner during Professional Development opportunities which include trainings, coursework, and certification exams to meet district, state and federal requirements.
Provide feedback/support during observations of classroom work.
Keep teachers informed of district and school expectations.
Partner for feedback/support during PLC's. department meetings, and content meetings.
Provide support/materials/guidance during planned meetings with mentors, mentees, and Administration.
Provide support for norms of school, district and state as needed.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All teachers have been trained and implement backward design based on state standards. Units of Study/Lesson Plans are monitored for correlation and classroom walk-threw data is used to provide support. Professional development is aligned to teacher needs with a focus on:
Student Enrichment
Standards Based Instruction
Student Advancement and Development
PLC way of work (Professional Learning Communities)
Data-driven Systems

#### 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***

PLC meet weekly to review data, identify common objectives, rubrics, and assessments. Teachers focus on the four critical questions:
What do I want my students (all students) to know and be able to do?
How do I know they have learned the content (assessments)?
What do I do if they already know the content based on assessments (enrichment activities)?
What do I do if they have not mastered the content based on assessment (reinforcement activities)?

***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:**

N/A

***Strategy Rationale***

N/A

***Strategy Purpose(s)***
""

***Person(s) responsible for monitoring implementation of the strategy***
***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

N/A

### 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*

N/A

**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*

All students participate in leadership support time that provides support with the Leader in Me curriculum, academic success, remediation, and tutoring needs. During 6th - 8th grades they take a carears class that is required before high school. In addition students are provided with opportunities to choose electives with the support of Guidance and the Assistant Principal of Curriculum. AVID structures are utilized school wide and electives are offered at the 8th grade level.

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

Caloosa Middle School is an AVID school that offers AVID as an elective course taken during the school day for our 8th grade students and an introduction to Middle School with an AVID based elective for 6th grade students. Students are selected to enroll in an AVID class in 8th grade after an application process. For one class period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college/high school tutors, and participate in enrichment and motivational activities that make college seem attainable. Students enrolled in AVID are typically required to enroll in at least one of their school's toughest classes, such as an advanced class, in addition to the AVID elective. As students progress in AVID, their self-images improve, and they become academically successful leaders and role models for other students.
The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization and reading. AVID curriculum is used in AVID elective classes and in content-area classes (English language arts, math, science, and social studies) in AVID schools.

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

N/A

*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*

Caloosa Middle School is an AVID school that provides support for readiness for post secondary options. All students utilize focused note taking, organization tools, and are supported in taking advanced classes.

# 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.**     Increase student achievement gains school-wide by increasing the rigor and relevance of teaching.

**G2.**     Increase student achievement gains school-wide by focusing on writing within all content areas.

**G3.**     Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning.

## 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.** Increase student achievement gains school-wide by increasing the rigor and relevance of teaching. `1a`

`G039497`

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| ELA/Reading Gains | 75.0 |
| FCAT 2.0 Science Proficiency | 50.0 |
| ELA/Reading Lowest 25% Gains | 70.0 |
| Math Gains | 75.0 |
| Math Lowest 25% Gains | 72.0 |

### Resources Available to Support the Goal `2`

- Unit Plans
- AVID Binders/AVID School Wide
- PBS
- Process/Procedures - Expectations School Wide
- Castle
- Project Based Assessments
- Clubs Connected to Content - hold students accountable
- Cornell Notes
- Academic Plan
- The Leader In Me
- Choosing Excellence

### Targeted Barriers to Achieving the Goal `3`

- Teen Biz is not being utilized at full capacity
- Many initiatives/time to "own" them (Team Teaching)

### Plan to Monitor Progress Toward G1. `8`

Teen Biz data will show steady increase in students reading level, comprehension, and accuracy.

**Person Responsible**
Jenniffer Pierson

**Schedule**
Monthly, from 9/12/2014 to 6/1/2015

*Evidence of Completion*
Teen Biz reports, Lexile growth

**G2.** Increase student achievement gains school-wide by focusing on writing within all content areas. `1a`

**Targets Supported** `1b`

| Indicator | Annual Target |
|---|---|
| AMO Reading - All Students | 75.0 |

**Resources Available to Support the Goal** `2`

- Literacy Model in some grades
- Writing Portfolio
- Check for 3
- Science Fair/Research Paper
- Lab - Write Ups
- Reading Logs/Choice Journal Logs
- Focused Note Taking (Cornell Notes) - Summary
- Flow Charts - Graphic Organizers
- "W" of WICOR

**Targeted Barriers to Achieving the Goal** `3`

- Rigor of writing prompts requires teachers to focus on writing, reading excerpts of non-fiction text, and using support from text
- Teacher assessments are not created together and analyzed for rigor and relevance

**Plan to Monitor Progress Toward G2.** `8`

Teachers unit/lesson plans, reflections, walk-through data will show evidence of collaboration and implementation of best practices provided in PLC's and PD during the 2014-2015 school year.

**Person Responsible**
Pamela Rader

**Schedule**
Weekly, from 9/8/2014 to 6/1/2015

***Evidence of Completion***
Unit/Lesson Plans, Reflections, Walk-through Data

**G3.** Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning. `1a`

### Targets Supported `1b`

`G039499`

| Indicator | Annual Target |
|---|---|
| AMO Math - All Students | 75.0 |
| AMO Reading - All Students | 75.0 |
| FCAT 2.0 Science Proficiency | 48.0 |

### Resources Available to Support the Goal `2`

- PD/PLC time to meet

- DIstrict and State professionals to provide PD

- Text/Multi-Media for focused PLC

- Data Collection/Resources provided by the District - Performance Matters

- Open Classrooms to observe Best Practice

- Site Visits

- AVID

- PBS

- WICOR

### Targeted Barriers to Achieving the Goal `3`

- Misunderstanding/Fear of Data

- Consistancy of process/procedures

### Plan to Monitor Progress Toward G3. `8`

Teachers unit/lesson plans, walk-through data will show evidence of collaboration and implementation of best practices provided in PLC's and PD during the 2014-2015 school year.

**Person Responsible**
Pamela Rader

**Schedule**
Weekly, from 9/8/2014 to 6/1/2015

***Evidence of Completion***
Walk-through Data, Units/Lesson Plans, Reflections PLC agenda

## 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.** Increase student achievement gains school-wide by increasing the rigor and relevance of teaching. 1

🔍 G039497

**G1.B4** Teen Biz is not being utilized at full capacity 2

🔍 B095231

**G1.B4.S1** Teen Biz Lab for content teachers 4

🔍 S106330

### Strategy Rationale

Teen Biz data is used to progress monitor reading progress/lexile growth

### Action Step 1 5

Provide model lessons for Content teachers in lab

**Person Responsible**

Jenniffer Pierson

**Schedule**

Monthly, from 9/15/2014 to 6/1/2015

***Evidence of Completion***

calendar/PD sign in/Lesson plans/Teen Biz reports

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** `6`

Meet to review data from Teen Biz to review progress and make changes to instruction as needed.

**Person Responsible**

Jenniffer Pierson

**Schedule**

Monthly, from 9/8/2014 to 6/1/2015

*Evidence of Completion*

Change in Lexile, Units of study/lesson plans, Data chats

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** `7`

Meet in PLC/Common Planning to discuss data/support needed

**Person Responsible**

Jenniffer Pierson

**Schedule**

Monthly, from 9/8/2014 to 6/1/2015

*Evidence of Completion*

Units of Study/Lesson Plans Data Chats, Teen Biz reports

**G1.B4.S2** Reading Teachers commit to 4 minimum per month  4

S106331

### Strategy Rationale

Program shows growth when minimmum per month is met

## Action Step 1  5

Commit to completing a minimum of four Teen Biz articles per month during small group activities

### Person Responsible

Jenniffer Pierson

### Schedule

Weekly, from 8/18/2014 to 6/1/2015

### *Evidence of Completion*

Teen Biz reports

## Plan to Monitor Fidelity of Implementation of G1.B4.S2  6

Teachers will share Teen Biz reports during department meetings, discuss areas of concerns, celebrate areas of strength and make a plan for support based on data

### Person Responsible

Jenniffer Pierson

### Schedule

Weekly, from 9/8/2014 to 6/1/2015

### *Evidence of Completion*

Department/PLC Minutes

**Plan to Monitor Effectiveness of Implementation of G1.B4.S2** `7`

Review department minutes, Teen Biz data, and identify additional areas for support.

### Person Responsible

Pamela Rader

### Schedule

Weekly, from 9/10/2014 to 6/1/2015

### *Evidence of Completion*

Minutes from meetings, Outlook calendar

**G1.B4.S3** Focus on Writing Component within Teen Biz `4`

🔑 S106332

### Strategy Rationale

Writing across all content areas is a focus based on data

**Action Step 1** `5`

Provide PD on Writing Component within Teen Biz and how teachers can utilize in their classroom to support Literacy

### Person Responsible

Jenniffer Pierson

### Schedule

Monthly, from 9/15/2014 to 6/1/2015

### *Evidence of Completion*

Minutes from meeting/PD sign in

**Plan to Monitor Fidelity of Implementation of G1.B4.S3** `6`

Support the fidelity of Teen Biz use in the classroom, discuss ways to use this resource in small groups, and provide support as needed on individual basis.

### Person Responsible

Jenniffer Pierson

### Schedule

Weekly, from 9/10/2014 to 6/1/2015

### *Evidence of Completion*

Minutes from meetings, Reports, Units/Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B4.S3** `7`

Facilitate collaboration efforts within the team to identify appropriate opportunities to utilize the program, analyze data, and determine next steps for instruction

### Person Responsible

Jenniffer Pierson

### Schedule

Weekly, from 9/10/2014 to 6/1/2015

### *Evidence of Completion*

Units/Lesson Plans, Reports, PLC documentation, Department minutes

**G1.B6** Many initiatives/time to "own" them (Team Teaching) 2

B095233

**G1.B6.S1** Utilize Common planning, PLCs, PD to focus on best practice 4

S106336

### Strategy Rationale

PLC/Backward design allows focus on standards based instruction/rigor of content

**Action Step 1** 5

PLC/Common planning will be used to create common assessments/rubrics/objectives

### Person Responsible

Pamela Rader

### Schedule

Weekly, from 9/8/2014 to 6/1/2015

### *Evidence of Completion*

Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Leadership team will meet with and support teachers in PLC/PD/Common Planning

### Person Responsible

Pamela Rader

### Schedule

Weekly, from 9/8/2014 to 6/1/2015

### *Evidence of Completion*

Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Review of units of study/lesson plans/ PLC minutes/ implementation during walk-through

### Person Responsible

Pamela Rader

### Schedule

Weekly, from 9/10/2014 to 6/1/2015

### *Evidence of Completion*

Units of study/lesson plans, PLC minutes, Walk-through, AMO's

**G2.** Increase student achievement gains school-wide by focusing on writing within all content areas. 1

G039498

**G2.B7** Rigor of writing prompts requires teachers to focus on writing, reading excerpts of non-fiction text, and using support from text 2

B095240

**G2.B7.S1** PLC will work together to create common prompts that are related to standards 4

S115497

### Strategy Rationale

Backward design with focus on standards drive rigorous curriculum

**Action Step 1** 5

PLC/Common planning will be used to create/evaluate common prompts related to standards

### Person Responsible

Pamela Rader

### Schedule

Weekly, from 9/10/2014 to 6/1/2015

### *Evidence of Completion*

Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites

## Plan to Monitor Fidelity of Implementation of G2.B7.S1 [6]

Administration will participate in identified PLC's

### Person Responsible

Ann Cole

### Schedule

Weekly, from 9/10/2014 to 6/1/2015

### *Evidence of Completion*

Teachers will provide units of study/lesson plans that incorporate common prompts that are based on standards. PLC agenda will notate instructional practice/reflection

## Plan to Monitor Effectiveness of Implementation of G2.B7.S1 [7]

PLC will provide work samples that illustrate progess

### Person Responsible

Ann Cole

### Schedule

Weekly, from 9/10/2014 to 6/1/2015

### *Evidence of Completion*

PLC agenda/work samples will be provided to Admin that supports progress common prompts/rubrics/objectives/assessments

**G2.B8** Teacher assessments are not created together and analyzed for rigor and relevance  `2`

🔧 B095241

**G2.B8.S1** Teachers will use common planning/PLC time to create/analyze common assessments with focus on rigor/standards  `4`

🔧 S115500

### Strategy Rationale

PLC/Backwards design will support rigor across all content areas

**Action Step 1** `5`

Teachers will plan and evaluate common assessments/rubrics/objectives for learning

#### Person Responsible

Pamela Rader

#### Schedule

Weekly, from 9/8/2014 to 6/1/2015

#### *Evidence of Completion*

Units of Study/Lesson Plans/ agendas will note common assessments/rubrics/objectives for learning. Classroom observation will note practice being implemented.

**Plan to Monitor Fidelity of Implementation of G2.B8.S1** `6`

Admin will participate in identified PLC to provide support

#### Person Responsible

Ann Cole

#### Schedule

Weekly, from 9/10/2014 to 6/1/2015

#### *Evidence of Completion*

PLC/Common planning will work together to create/evaluate common objectives/rubrics/assessments

**Plan to Monitor Effectiveness of Implementation of G2.B8.S1** `7`

Admin will review units of study/agenda/minutes and provide support where needed

> **Person Responsible**
>
> Ann Cole
>
> **Schedule**
>
> Weekly, from 9/10/2014 to 6/1/2015
>
> *Evidence of Completion*
>
> Units of study/lesson plans, work samples, standards based instruction, walk-through data

**G3.** Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning. `1`

🔍 G039499

**G3.B4** Misunderstanding/Fear of Data `2`

🔍 B095245

**G3.B4.S1** Individual Teacher data chats `4`

🔍 S106353

> **Strategy Rationale**
>
> Choosing Excellence process for data chats/Student Led Conferences

**Action Step 1** `5`

Will meet individually with teachers to discuss student data/way of work at CMS

> **Person Responsible**
>
> Pamela Rader
>
> **Schedule**
>
> Monthly, from 9/5/2014 to 6/1/2015
>
> *Evidence of Completion*
>
> Outlook Calendar/Walk-through data

## Plan to Monitor Fidelity of Implementation of G3.B4.S1  6

Reflect on individual conversations/goals set by teachers

### Person Responsible

Pamela Rader

### Schedule

Weekly, from 9/8/2014 to 6/1/2015

### *Evidence of Completion*

Teacher Goals/PDP/APPLES/PD Agenda/ Sign in sheets

## Plan to Monitor Effectiveness of Implementation of G3.B4.S1  7

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

### Person Responsible

Pamela Rader

### Schedule

Weekly, from 9/8/2014 to 6/1/2015

### *Evidence of Completion*

Walk-through Data, Units/Lesson Plans, Student work samples, calendars, PLC Agendas/ Minutes

**G3.B4.S3** PD on Performance Matters 4

### Strategy Rationale

Teachers will be offered PD as needed

### Action Step 1 5

Data Leaders will offer opportunities for Small Group PD in Performance Matters/Castle to understand different components of data collection/monitoring throughout the year.

#### Person Responsible

Jenniffer Pierson

#### Schedule

Weekly, from 9/8/2014 to 6/1/2015

#### *Evidence of Completion*

Outlook Calendar, sign-in sheets

### Plan to Monitor Fidelity of Implementation of G3.B4.S3 6

Participate in data conversations during small group PD about Performance Matters and how to utilize program to collect/monitor data

#### Person Responsible

Jenniffer Pierson

#### Schedule

Weekly, from 9/8/2014 to 6/1/2015

#### *Evidence of Completion*

outlook calendar, sign-in sheets, Units/Lesson plans, PLC agenda/minutes

**Plan to Monitor Effectiveness of Implementation of G3.B4.S3** `7`

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

### Person Responsible

Pamela Rader

### Schedule

Weekly, from 9/8/2014 to 6/1/2015

### *Evidence of Completion*

Lesson/Unit Plans, Reflections, Walk-through Data

**G3.B4.S5** Castle Program `4`

S106357

### Strategy Rationale

Castle will be used to communicate data of individual students

**Action Step 1** `5`

Provide PD to faculty in the building to provide support as needed to utilize system effectively

### Person Responsible

Jenniffer Pierson

### Schedule

Weekly, from 9/8/2014 to 6/1/2015

### *Evidence of Completion*

Castle usage

## Plan to Monitor Fidelity of Implementation of G3.B4.S5 `6`

Provide opportunity for Department, Team Leaders, Data Leaders to share input for improvements of system

### Person Responsible

Ann Cole

### Schedule

Monthly, from 9/8/2014 to 6/1/2015

### *Evidence of Completion*

Changes in Castle, Emails, Department and Team Meetings, emails

## Plan to Monitor Effectiveness of Implementation of G3.B4.S5 `7`

Monitor use of Castle within school for communication within school, parent contact documentation, student support, and accommodations

### Person Responsible

Ann Cole

### Schedule

Weekly, from 9/8/2014 to 6/1/2015

### *Evidence of Completion*

Castle usage, updates, input from faculty, Department/Team Leader meetings/Emails

**G3.B9** Consistancy of process/procedures  2

**G3.B9.S4** PLC's will establish and adhere to protocols and procedures  4

### Strategy Rationale

PLC/backward design provide framework for best practice/rigor in classroom

**Action Step 1**  5

Establish norms for meetings, mission, visions, and belief statements. Focus on 4 critical questions during PLC time

#### Person Responsible

Jenniffer Pierson

#### Schedule

Weekly, from 9/10/2014 to 6/1/2015

#### *Evidence of Completion*

Norms for teams, departments, and PLC's, Mission, Vision,and Belief Statement -PLC agendas/minutes

**Plan to Monitor Fidelity of Implementation of G3.B9.S4**  6

PLC's will provide evidence during each meeting that supports the focus of that weeks meeting and provide that to the Admin Team for documentation of their work

#### Person Responsible

Ann Cole

#### Schedule

Weekly, from 9/10/2014 to 6/1/2015

#### *Evidence of Completion*

Book Study, Planned Meetings - Outlook Calendar, Evidence created at each meeting

**Plan to Monitor Effectiveness of Implementation of G3.B9.S4** [7]

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

### Person Responsible

Pamela Rader

### Schedule

Weekly, from 9/8/2014 to 6/1/2015

### *Evidence of Completion*

Outlook Calendar, Teacher Reflections, Units of Study/Lesson Plans showing implementation/PLC agenda/minutes

## 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.B4.S1.A1 | Provide model lessons for Content teachers in lab | Pierson, Jenniffer | 9/15/2014 | calendar/PD sign in/Lesson plans/Teen Biz reports | 6/1/2015 monthly |
| G1.B4.S2.A1 | Commit to completing a minimum of four Teen Biz articles per month during small group activities | Pierson, Jenniffer | 8/18/2014 | Teen Biz reports | 6/1/2015 weekly |
| G1.B4.S3.A1 | Provide PD on Writing Component within Teen Biz and how teachers can utilize in their classroom to support Literacy | Pierson, Jenniffer | 9/15/2014 | Minutes from meeting/PD sign in | 6/1/2015 monthly |
| G3.B4.S1.A1 | Will meet individually with teachers to discuss student data/way of work at CMS | Rader, Pamela | 9/5/2014 | Outlook Calendar/Walk-through data | 6/1/2015 monthly |
| G3.B4.S3.A1 | Data Leaders will offer opportunities for Small Group PD in Performance Matters/Castle to understand different components of data collection/ monitoring throughout the year. | Pierson, Jenniffer | 9/8/2014 | Outlook Calendar, sign-in sheets | 6/1/2015 weekly |
| G3.B4.S5.A1 | Provide PD to faculty in the building to provide support as needed to utilize system effectively | Pierson, Jenniffer | 9/8/2014 | Castle usage | 6/1/2015 weekly |
| G3.B9.S4.A1 | Establish norms for meetings, mission, visions, and belief statements. Focus on 4 critical questions during PLC time | Pierson, Jenniffer | 9/10/2014 | Norms for teams, departments, and PLC's, Mission, Vision,and Belief Statement -PLC agendas/minutes | 6/1/2015 weekly |
| G2.B8.S1.A1 | Teachers will plan and evaluate common assessments/rubrics/ objectives for learning | Rader, Pamela | 9/8/2014 | Units of Study/Lesson Plans/ agendas will note common assessments/rubrics/ objectives for learning. Classroom observation will note practice being implemented. | 6/1/2015 weekly |
| G1.B6.S1.A1 | PLC/Common planning will be used to create common assessments/rubrics/ objectives | Rader, Pamela | 9/8/2014 | Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites | 6/1/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G2.B7.S1.A1 | PLC/Common planning will be used to create/evaluate common prompts related to standards | Rader, Pamela | 9/10/2014 | Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites | 6/1/2015 weekly |
| G1.MA1 | Teen Biz data will show steady increase in students reading level, comprehension, and accuracy. | Pierson, Jenniffer | 9/12/2014 | Teen Biz reports, Lexile growth | 6/1/2015 monthly |
| G1.B4.S1.MA1 | Meet in PLC/Common Planning to discuss data/support needed | Pierson, Jenniffer | 9/8/2014 | Units of Study/Lesson Plans Data Chats, Teen Biz reports | 6/1/2015 monthly |
| G1.B4.S1.MA1 | Meet to review data from Teen Biz to review progress and make changes to instruction as needed. | Pierson, Jenniffer | 9/8/2014 | Change in Lexile, Units of study/lesson plans, Data chats | 6/1/2015 monthly |
| G1.B6.S1.MA1 | Review of units of study/lesson plans/ PLC minutes/ implementation during walk-through | Rader, Pamela | 9/10/2014 | Units of study/lesson plans, PLC minutes, Walk-through, AMO's | 6/1/2015 weekly |
| G1.B6.S1.MA1 | Leadership team will meet with and support teachers in PLC/PD/Common Planning | Rader, Pamela | 9/8/2014 | Units of Study/Lesson Plans, Common data/rubrics/objectives, student work samples, Walk-through data, calendar invites | 6/1/2015 weekly |
| G1.B4.S2.MA1 | Review department minutes, Teen Biz data, and identify additional areas for support. | Rader, Pamela | 9/10/2014 | Minutes from meetings, Outlook calendar | 6/1/2015 weekly |
| G1.B4.S2.MA1 | Teachers will share Teen Biz reports during department meetings, discuss areas of concerns, celebrate areas of strength and make a plan for support based on data | Pierson, Jenniffer | 9/8/2014 | Department/PLC Minutes | 6/1/2015 weekly |
| G1.B4.S3.MA1 | Facilitate collaboration efforts within the team to identify appropriate opportunities to utilize the program, analyze data, and determine next steps for instruction | Pierson, Jenniffer | 9/10/2014 | Units/Lesson Plans, Reports, PLC documentation, Department minutes | 6/1/2015 weekly |
| G1.B4.S3.MA1 | Support the fidelity of Teen Biz use in the classroom, discuss ways to use this resource in small groups, and provide support as needed on individual basis. | Pierson, Jenniffer | 9/10/2014 | Minutes from meetings, Reports, Units/ Lesson Plans | 6/1/2015 weekly |
| G2.MA1 | Teachers unit/lesson plans, reflections, walk-through data will show evidence of collaboration and implementation of best practices provided in PLC's and PD during the 2014-2015 school year. | Rader, Pamela | 9/8/2014 | Unit/Lesson Plans, Reflections, Walk-through Data | 6/1/2015 weekly |
| G2.B7.S1.MA1 | PLC will provide work samples that illustrate progess | Cole, Ann | 9/10/2014 | PLC agenda/work samples will be provided to Admin that supports progress common prompts/rubrics/ objectives/assessments | 6/1/2015 weekly |
| G2.B7.S1.MA1 | Administration will participate in identified PLC's | Cole, Ann | 9/10/2014 | Teachers will provide units of study/ lesson plans that incorporate common prompts that are based on standards. PLC agenda will notate instructional practice/reflection | 6/1/2015 weekly |
| G2.B8.S1.MA1 | Admin will review units of study/agenda/ minutes and provide support where needed | Cole, Ann | 9/10/2014 | Units of study/lesson plans, work samples, standards based instruction, walk-through data | 6/1/2015 weekly |
| G2.B8.S1.MA1 | Admin will participate in identified PLC to provide support | Cole, Ann | 9/10/2014 | PLC/Common planning will work together to create/evaluate common objectives/rubrics/assessments | 6/1/2015 weekly |
| G3.MA1 | Teachers unit/lesson plans, walk-through data will show evidence of collaboration and implementation of best practices provided in PLC's and PD during the 2014-2015 school year. | Rader, Pamela | 9/8/2014 | Walk-through Data, Units/Lesson Plans, Reflections PLC agenda | 6/1/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G3.B4.S1.MA1 | Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning | Rader, Pamela | 9/8/2014 | Walk-through Data, Units/Lesson Plans, Student work samples, calendars, PLC Agendas/Minutes | 6/1/2015 weekly |
| G3.B4.S1.MA1 | Reflect on individual conversations/ goals set by teachers | Rader, Pamela | 9/8/2014 | Teacher Goals/PDP/APPLES/PD Agenda/ Sign in sheets | 6/1/2015 weekly |
| G3.B4.S3.MA1 | Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning | Rader, Pamela | 9/8/2014 | Lesson/Unit Plans, Reflections, Walk-through Data | 6/1/2015 weekly |
| G3.B4.S3.MA1 | Participate in data conversations during small group PD about Performance Matters and how to utilize program to collect/monitor data | Pierson, Jenniffer | 9/8/2014 | outlook calendar, sign-in sheets, Units/ Lesson plans, PLC agenda/minutes | 6/1/2015 weekly |
| G3.B9.S4.MA1 | Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning | Rader, Pamela | 9/8/2014 | Outlook Calendar, Teacher Reflections, Units of Study/Lesson Plans showing implementation/PLC agenda/minutes | 6/1/2015 weekly |
| G3.B9.S4.MA1 | PLC's will provide evidence during each meeting that supports the focus of that weeks meeting and provide that to the Admin Team for documentation of their work | Cole, Ann | 9/10/2014 | Book Study, Planned Meetings - Outlook Calendar, Evidence created at each meeting | 6/1/2015 weekly |
| G3.B4.S5.MA1 | Monitor use of Castle within school for communication within school, parent contact documentation, student support, and accommodations | Cole, Ann | 9/8/2014 | Castle usage, updates, input from faculty, Department/Team Leader meetings/Emails | 6/1/2015 weekly |
| G3.B4.S5.MA1 | Provide opportunity for Department, Team Leaders, Data Leaders to share input for improvements of system | Cole, Ann | 9/8/2014 | Changes in Castle, Emails, Department and Team Meetings, emails | 6/1/2015 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.** Increase student achievement gains school-wide by increasing the rigor and relevance of teaching.

**G1.B4** Teen Biz is not being utilized at full capacity

**G1.B4.S1** Teen Biz Lab for content teachers

### PD Opportunity 1

Provide model lessons for Content teachers in lab

#### Facilitator

Ms. Williams will provide model lessons in her classroom and the lab for teachers

#### Participants

ContentTeachers/Students

#### Schedule

Monthly, from 9/15/2014 to 6/1/2015

**G1.B4.S3** Focus on Writing Component within Teen Biz

### PD Opportunity 1

Provide PD on Writing Component within Teen Biz and how teachers can utilize in their classroom to support Literacy

#### Facilitator

Ms/ Wiliams/Ms. Pierson

#### Participants

Teachers

#### Schedule

Monthly, from 9/15/2014 to 6/1/2015

**G1.B6** Many initiatives/time to "own" them (Team Teaching)

**G1.B6.S1** Utilize Common planning, PLCs, PD to focus on best practice

### PD Opportunity 1

PLC/Common planning will be used to create common assessments/rubrics/objectives

#### Facilitator

Rader/Pierson/Williams

#### Participants

Teachers

#### Schedule

Weekly, from 9/8/2014 to 6/1/2015

**G2.** Increase student achievement gains school-wide by focusing on writing within all content areas.

**G2.B7** Rigor of writing prompts requires teachers to focus on writing, reading excerpts of non-fiction text, and using support from text

**G2.B7.S1** PLC will work together to create common prompts that are related to standards

### PD Opportunity 1

PLC/Common planning will be used to create/evaluate common prompts related to standards

#### Facilitator

Rader/Pierson/Williams

#### Participants

Teachers

#### Schedule

Weekly, from 9/10/2014 to 6/1/2015

**G2.B8** Teacher assessments are not created together and analyzed for rigor and relevance

**G2.B8.S1** Teachers will use common planning/PLC time to create/analyze common assessments with focus on rigor/standards

### PD Opportunity 1

Teachers will plan and evaluate common assessments/rubrics/objectives for learning

**Facilitator**

Rader/Pierson/Williams

**Participants**

Teachers

**Schedule**

Weekly, from 9/8/2014 to 6/1/2015

**G3.** Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning.

**G3.B4** Misunderstanding/Fear of Data

**G3.B4.S3** PD on Performance Matters

### PD Opportunity 1

Data Leaders will offer opportunities for Small Group PD in Performance Matters/Castle to understand different components of data collection/monitoring throughout the year.

**Facilitator**

Rader/Pierson/Williams

**Participants**

Teachers/Teams

**Schedule**

Weekly, from 9/8/2014 to 6/1/2015

**G3.B4.S5** Castle Program

### PD Opportunity 1

Provide PD to faculty in the building to provide support as needed to utilize system effectively

#### Facilitator

Rader/Pierson/Williams

#### Participants

Faculty

#### Schedule

Weekly, from 9/8/2014 to 6/1/2015

**G3.B9** Consistancy of process/procedures

**G3.B9.S4** PLC's will establish and adhere to protocols and procedures

### PD Opportunity 1

Establish norms for meetings, mission, visions, and belief statements. Focus on 4 critical questions during PLC time

#### Facilitator

Rader/Pierson/Williams

#### Participants

Teachers/Teams/Departments

#### Schedule

Weekly, from 9/10/2014 to 6/1/2015

## Technical Assistance Items

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

**G1.** Increase student achievement gains school-wide by increasing the rigor and relevance of teaching.

**G1.B4** Teen Biz is not being utilized at full capacity

**G1.B4.S2** Reading Teachers commit to 4 minimum per month

**PD Opportunity 1**

Commit to completing a minimum of four Teen Biz articles per month during small group activities

**Facilitator**

Rader/Pierson/Williams

**Participants**

Teachers/Students

**Schedule**

Weekly, from 8/18/2014 to 6/1/2015

**G3.** Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning.

**G3.B4** Misunderstanding/Fear of Data

**G3.B4.S1** Individual Teacher data chats

**PD Opportunity 1**

Will meet individually with teachers to discuss student data/way of work at CMS

**Facilitator**

Rader/Pierson/Williams

**Participants**

Teachers - how to pull/analyze reports

**Schedule**

Monthly, from 9/5/2014 to 6/1/2015

# Budget Rollup

| Summary | |
| --- | --- |
| **Description** | **Total** |
| **Goal 1:** Increase student achievement gains school-wide by increasing the rigor and relevance of teaching. | 3,000 |
| **Goal 2:** Increase student achievement gains school-wide by focusing on writing within all content areas. | 1,000 |
| **Goal 3:** Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning. | 1,550 |
| **Grand Total** | **5,550** |

| Goal 1: Increase student achievement gains school-wide by increasing the rigor and relevance of teaching. | | |
| --- | --- | --- |
| **Description** | **Source** | **Total** |
| **B4.S1.A1** - Support PD/ model classrooms/ resources needed to implement plan | Title II | 2,000 |
| **B4.S3.A1** - Support PD/ model classrooms/ resources needed to implement plan | Title II | 500 |
| **B6.S1.A1** - Support PD/ model classrooms/ resources needed to implement plan | Title II | 500 |
| **Total Goal 1** | | **3,000** |

| Goal 2: Increase student achievement gains school-wide by focusing on writing within all content areas. | | |
| --- | --- | --- |
| **Description** | **Source** | **Total** |
| **B7.S1.A1** - Support PD/ model classrooms/ resources needed to implement plan | Title II | 500 |
| **B8.S1.A1** - Support PD/ model classrooms/ resources needed to implement plan | Title II | 500 |
| **Total Goal 2** | | **1,000** |

| Goal 3: Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices, analyze data, and focus on rigorous student learning. | | |
| --- | --- | --- |
| **Description** | **Source** | **Total** |
| **B4.S1.A1** - Support PD/ model classrooms/ resources needed to implement plan | Title II | 250 |
| **B4.S3.A1** - Support PD/ model classrooms/ resources needed to implement plan | Title II | 500 |
| **B9.S4.A1** - Support PD/ model classrooms/ resources needed to implement plan | Title II | 800 |
| **Total Goal 3** | | **1,550** |