FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 3341 - Clearwater Intermediate

District: 52 - Pinellas

Principal: Philip Wirth

SAC Chair: Adelle Bradley

Superintendent: Dr. Michael A Grego

School Board Approval Date: 09/24/2013

Last Modified on: 10/28/2013

Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

Address:	**Physical**	**Mailing**
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Phone Number:	727-298-1616	
Web Address:	http://it.pinellas.k12.fl.us/schools/clearwater-ms	
Email Address:	wirthp@pcsb.org	

School Type:	Combination School
Alternative:	Yes
Charter:	No
Title I:	No
Free/Reduced Lunch:	*[Data Not Available]*
Minority:	*[Data Not Available]*
School Grade History:	

NOTE
Sections marked N/A in the online application have been excluded from this document.
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status

School Information

School-Level Information

School Clearwater Intermediate

Principal's name Philip Wirth

School Advisory Council chair's name Adelle Bradley

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

Name	Title
Philip Wirth	Principal
Melissa Porter	Assistant Principal
Kelly Ellis	Technical Subjects Chair
Jeanne Zimet	Teacher
Polly Tottle	Teacher
Louis Carson	Plant Facilitator
Barbara Dyer	Support Staff
Michelle Byrne	TSA/ESE
TBD	Reading Coach
Pam Hockert	MTSS Specialist/Staff Developer/Title 1 Coordinator
Tandala Niles	Guidance Counselor
Brian Coleman	Teacher
Mary Jo Feroleto	Teacher

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 09/24/2013

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).

Describe the membership of the SAC including position titles
Clementine Anoyo (Parent), Adelle Bradley ((Parent/Chair), Guadalupe Cortes (Parent), Dacinta Evens, (Parent), Jacinia Evans (Parent), Shantia Monika Floyd (Parent), Tamika Gabriel (Parent), Doloris Garcia (Parent), Thelma Gonzalez (Parent), K. Johnson (Parent), Mary Jones (Parent), Celeste Kroha (Parent), Maydaleno San Juan (Parent), Heidi Sandorf (Parent), Maria Velosquez (Parent), Cassandia Washington (Parent), Torrance Welch (Parent), Imelda Pena Perez (Parent), Mike Ballard (Counselor), Belinda DeJesus (Teacher), Kathy Pagnani (Teacher), Dianne Holston (Support Staff), Kevin Leake (Support Staff), Lyn Sears (Support Staff), Philip Wirth (Principal)

Describe the involvement of the SAC in the development of this school improvement plan
The School Improvement Committee will review and plan with the School Advisory Council in the development of the school improvement plan.

Describe the activities of the SAC for the upcoming school year
The SAC will have monthly meetings on Monday mornings at 8:40 a.m. throughout the school year.

Describe the projected use of school improvement funds and include the amount allocated to each project

Clearwater Intermediate School has been allotted $1,487.50 in School Improvement funds. The funds will be used for technology to increase instructional rigor and student engagement in the classrooms.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below

In Compliance

If no, 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

 # Administrators 2

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Philip Wirth

Principal	Years as Administrator: 24	Years at Current School: 5
Credentials	B.S. Science M.S. Educational Leadership	
Performance Record	Clearwater Intermediate School is a rated school. Our school was rated as maintaining status for the 2012-13 school year, declining status for the 2011/12 school year, maintaining status for the 2010/11 school year, and declining status for the 2009/10 school year.	

Melissa Porter

Asst Principal	Years as Administrator: 4	Years at Current School: 2
Credentials	M.A. in Education Certification in Ed. Leadership K-12, Biology	
Performance Record	Clearwater Intermediate School is a rated school. Our school was rated as maintaining status for the 2012-13 school year and declining status for the 2011/12 school year.	

Instructional Coaches

 # Instructional Coaches 0

 # Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:

TBD		
Full-time / School-based	Years as Coach:	Years at Current School: 0
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers 39

 # receiving effective rating or higher 0%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 97%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 38, 97%

 # ESOL endorsed 6, 15%

 # reading endorsed 8, 21%

 # with advanced degrees 11, 28%

 # National Board Certified 0, 0%

 # first-year teachers 1, 3%

 # with 1-5 years of experience 8, 21%

 # with 6-14 years of experience 14, 36%

 # with 15 or more years of experience 16, 41%

Education Paraprofessionals

# of paraprofessionals 2

 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 2, 100%

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 4

 # 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).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
1. Fill vacancies with teachers who are certified in the subject area needed and have experience with at-risk youth.
2. Assign a mentor or buddy to all new teachers to CIS.
3. Encourage all teachers to obtain ESOL and Reading Endorsements, and advanced degrees.
4. Provide school-wide professional development and refer teachers to appropriate trainings.
The Principal and Assistant Principal are responsible and will be completed on an ongoing basis.

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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
Planned Mentoring Activities: Observation of mentee's instruction and provide feedback; planning lessons with mentee; connecting lesson activities to content standards; discussing student progress and analyzing student work; modeling or co-teaching lessons.
Mentor/Mentee Assigned/Rational for Pairing:
1. Steve Sarang/Adele Morgan: Both teachers are math teachers. Ms. Morgan is an experienced math teacher and has been at Clearwater Intermediate School for many years.
2. Shane McMichael/Kathy Voysey: Ms. Voysey is an experienced teacher and has been at Clearwater Intermediate School for many years.
3. Alanna Turner/L. Faye Ballard: Both teachers will be teaching Science. Ms. Turner will be teaching 8th grade science. Ms. Ballard has taught 8th grade science, is an experienced teacher, is the Science Department Chair, and has been at Clearwater Intermediate School for many years.

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

Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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
The MTSS team and the SBLT team will be responsible for managing and coordinating these efforts between all school teams. The SIP team will work together to revise the School Improvement Plan as necessary. The SIP will be reviewed with the SBLT team and the staff throughout the year. The MTSS team meets twice monthly to review students in the MTSS process and also to review teacher support systems, small group and individual student needs.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
Philip Wirth, Principal (Chair of the SBLT team, member of the MTSS team and the SIP team), Melissa Porter, Assistant Principal (member of the SBLT team, MTSS team, and the SIP team), Pam Hockert, MTSS Specialist/Staff Developer (member of the SBLT team, Chair of the MTSS team and Chair of the SIP team), Tandala Niles, Counselor (member of the SBLT team, MTSS team, and SIP team).
Other members of the MTSS Team: Lenny Stacey (Social Worker), Kelley Ross (Counselor), Mike Ballard (Counselor), Wayne McKnight (Behavior Specialist), Michelle Arnold (Psychologist).
Other members of the SIP Team: Faye Ballard (Science Dept. Chair), Jennifer Harding (8.5 and LA), Patty Novas (6th Grade Reading Teacher), Kelly Ellis (Technical Subjects Chair).
Other Members of the SBLT team: Brian Coleman (9th Grade Teacher), Mary Jo Feroleto (6th Grade Teacher), Kelly Ellis (Technical Subjects Dept), Jeanne Zimet (8th Grade Teacher), Polly Tottle (7th Grade Teacher), Louis Carson (Plant Facilitator), Barbara Dyer (Support Staff), Michelle Byrne (TSA/ESE), Reading Coach TBD.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
The SBLT and SIP team will be responsible for managing and coordinating these efforts between all school teams. The SIP team will work together to revise the School Improvement Plan as necessary. The SIP will be reviewed with the SBLT team and the staff throughout the year.

Describe the 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 (e.g., behavior, attendance)

Tier 1 Data: Progress Monitoring and Reporting Networks (PMRN), FCAT2.0, FCAT Simulation tests, Common Assessments, District developed assessments, discipline records, Data analysis by the MTSS team which meets twice a month.

Tier 2 Data: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessments for Reading, discipline records, Tier 2 Academic and Behavior Contracts, Data analysis by the MTSS team which meets twice a month

Tier 3 Data: FAIR, FCAT 2.0, discipline records, AIMSWeb, Individualized behavior cards for frequency data, Data analysis by the MTSS team which meets twice a month

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

Review of universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk of not meeting benchmarks. Based on the above information, the team will identify professional development and resources for students, collaborate on problem-solving, sharing of effective practices, evaluate implementation of interventions, make decisions and practice new processes and skills, facilitate the process of building consensus, increasing the infrastructure and making decisions about implementation. The MTSS team will provide a problem-solving approach working with staff to assist in problem-solving 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: 4,920

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
The Extended Learning Program will consist of remedial and supplemental work within the core subjects of Math, Reading, Language Arts, Social Studies, and Science after school and possibly at alternative sites to accommodate the needs of our students.

How is data collected and analyzed to determine the effectiveness of this strategy?
Utilize formative assessments to determine mastery of a skill

Who is responsible for monitoring implementation of this strategy?
ELP Teachers

Literacy Leadership Team (LLT)

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

Name	Title
Mary Jo Feroleto	LLT Chair, Teacher
Philip Wirth	Principal
Pam Hockert	MTSS Specialist/Staff Developer/Title 1 Coordinator

Judy Aucoin	ESE
Kelly Ellis	Technical Subjects Teacher
Jennifer Harding	Reading/Language Arts Teacher
Eileen Long	Science Teacher
Robert Long	Math Teacher
Shane McMichael	Social Studies Teacher
TBD	Reading Coach
Sherrie Williams	Media Specialist

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Literacy Leadership Team will create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
*Support for text complexity
*Support for instructional skills to improve reading comprehension
-Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
-Providing scaffolding that does not preempt or replace text reading by students
-Developing and asking text dependent questions from a range of question types
-Emphasizing students supporting their answers based upon evidence from the text
-Providing extensive research and writing opportunities (claims and evidence)
*Support for implementation of Common Core State Standards for Literacy in Social Studies, Science and Technical Subjects (to focus on text, task, and instruction).

What will be the major initiatives of the LLT this year?
Support for text complexity
-Support for instructional skills to improve reading comprehension
-Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects
-Support for school-wide Scaffolded Writing Plan

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
All teachers will incorporate the Literacy CCSS into their instruction. All teachers will incorporate writing into their instruction.

Expected Improvements

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	29%	29%	No	36%
American Indian				
Asian				
Black/African American	20%	20%	No	28%
Hispanic	28%	28%	No	35%
White	39%	39%	No	45%
English language learners	26%	26%	No	33%
Students with disabilities	24%	24%	No	32%
Economically disadvantaged	28%	28%	No	36%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	9%	14%
Students scoring at or above Achievement Level 4	11	4%	6%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	124	42%	47%
Students in lowest 25% making learning gains (FCAT 2.0)	31	9%	14%

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)	22	76%	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		22%

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	14	28%	33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	25%	13%	No	33%
American Indian				
Asian				
Black/African American	22%	6%	No	30%
Hispanic	23%	16%	No	31%
White	29%	19%	No	36%
English language learners	21%	4%	No	29%
Students with disabilities	24%	8%	No	32%
Economically disadvantaged	26%	11%	No	33%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	11%	15%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	132	53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	42	13%	18%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		23%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		3%

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	*[data excluded for privacy reasons]*		11%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		3%

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			

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	101	27%	24%
Students who fail a mathematics course	2	1%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	2	1%	0%
Students who receive two or more behavior referrals	139	43%	35%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	61	16%	10%

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).

Describe parental involvement targets for your school
See Title 1 Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
See Title 1 Parent Involvement Plan			

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary	

Goal #1:
GOAL: Student achievement will increase when teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards. In addition in 2014, 8-10% of black students will make learning gains in R

Goal #2:
Student achievement will increase when students' social, emotional, physical, and behavioral needs are addressed.

Goals Detail	

Goal #1:	**GOAL: Student achievement will increase when teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards. In addition in 2014, 8-10% of black students will make learning gains in R**
Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
	• Reading - Postsecondary Readiness
	• Writing
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle FAA
	• Math - Elementary and Middle Learning Gains
	• Math - Middle School Acceleration
	• Algebra 1 EOC
	• Civics EOC
	• Science - Middle School
	• Parental Involvement
	• EWS - Middle School
Resources Available to Support the Goal	• Lesson plan examples, School Moodle site, Depths of Knowledge chart, DOE Common Core website, Leading the Learning Cadre, MTSS Specialist/Staff Developer, County Instructional Coaches, Literacy Coach, Administration, Literacy Team, Reading Department, Media Specialist, Paraprofessionals, Title 1 Hourly Reading and Math Teachers, ESOL Assistants, ESE Teachers, ESOL Assistant, School Psychologist, Scaffolded writing plan, Department Chairs, Teachers, County and school-based Common Core Trainings, Classroom Moodle site, pre-tests and post-tests, PLCs, Common Planning time, Additional Planning Time, Technology/Smart Boards, Extended Learning opportunities

Targeted Barriers to Achieving the Goal	• Insufficient standard based instruction, Lack of differentiation of instruction, Insufficient instructional rigor, Lack of student engagement, Students are not efficient writers, Insufficient knowledge and understanding of the Common Core Standards, Insufficient intervention supports to address students' needs

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Plan to Monitor Progress Toward the Goal

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Action:
Assessment Data and Report Cards

Person or Persons Responsible:
Administration and SBLT Team

Target Dates or Schedule:
Every six weeks

Evidence of Completion:
Assessment Data and Report Card data shows positive results

Goal #2:	**Student achievement will increase when students' social, emotional, physical, and behavioral needs are addressed.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness • Writing • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle FAA • Math - Elementary and Middle Learning Gains • Algebra 1 EOC • Social Studies • Civics EOC • Science - Middle School • Parental Involvement • EWS - Middle School
Resources Available to Support the Goal	• Behavior Specialist, MTSS Team, Guidance Counselors, Positive Rewards, Child Study team, Student Discussion PLCs, PE and Health Teachers, Administration, School-wide Behavior Plan and flowchart, Common Planning Time, Additional Planning Time, Student Services Team, ESE teachers, Support Staff, Technology, Paraprofessionals

| **Targeted Barriers to Achieving the Goal** | • Lack of parent involvement and communication, Insufficient intervention supports to address students' needs, Students lack physical activity and awareness of wellness issues, Students lack social skills, Insufficient skills in classroom management |

Plan to Monitor Progress Toward the Goal

Action:
Early Warning Signs data, Surveys

Person or Persons Responsible:
Administration and SBLT Team

Target Dates or Schedule:
Every six weeks

Evidence of Completion:
Early Warning Signs data and surveys show positive results

Action Plan for Improvement

Goal #1:	GOAL: Student achievement will increase when teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards. In addition in 2014, 8-10% of black students will make learning gains in R
Barrier #1:	Insufficient standard based instruction, Lack of differentiation of instruction, Insufficient instructional rigor, Lack of student engagement, Students are not efficient writers, Insufficient knowledge and understanding of the Common Core Standards, Insufficient intervention supports to address students' needs
Strategy #1 to Overcome the Barrier	a) Implement engaging lessons aligned to the Common Core Standards and to state standards (supports Bradley MOU goal as well).

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Lesson Plans

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
a) Develop lessons that are aligned to state standards and Common Core Standards. b) Teacher lessons use Common Core strategies such as utilizing nonfiction texts, text dependent questioning, various levels of complexity, project-based learning, and writing strategies.

Facilitator:
MTSS Specialist/Staff Developer, County Instructional Staff Developers, CIS Leading the Learning Cadre, Reading Coach, Reading/Language Arts Teachers

Participants:
Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Lesson Plans, Walkthroughs, Teacher Evaluation Tool

Person or Persons Responsible:
Administration, Reading Coach, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Classrooms, PLCs

Evidence of Completion
a) Develop lessons that are aligned to state standards and Common Core Standards. b) Teacher lessons use Common Core strategies such as utilizing nonfiction texts, text dependent questioning, various levels of complexity, project-based learning, and writing strategies.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Report Cards, Assessment Data

Person or Persons Responsible:
Administration and SBLT Teacm

Target Dates or Schedule:
Every six weeks

Evidence of Completion:
Assessment Data and Report Card Data shows positive results

Goal #1:	GOAL: Student achievement will increase when teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards. In addition in 2014, 8-10% of black students will make learning gains in R
Barrier #1:	Insufficient standard based instruction, Lack of differentiation of instruction, Insufficient instructional rigor, Lack of student engagement, Students are not efficient writers, Insufficient knowledge and understanding of the Common Core Standards, Insufficient intervention supports to address students' needs
Strategy #2 to Overcome the Barrier	b) Utilize formative assessments in classrooms to inform differentiation in instruction (supports Bradley MOU goal as well).

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Assessments, Classroom Discussions, Performance Tasks

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
c) Teachers regularly assess students' achievement of knowledge and skills. Assessments are then used to inform instruction and/or remediation (action step for Bradley MOU goal as well). d) Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning.

Facilitator:
MTSS Specialist/Staff Developer, County Instructional Staff Developers, CIS Leading the Learning Cadre, Reading Coach

Participants:
Teachers

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:
Walkthroughs, Teacher Evaluation Tool

Person or Persons Responsible:
Administration, Reading Coach, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Classroom, PLCs

Evidence of Completion
a) Teachers regularly assess students' achievement of knowledge and skills. Assessments are then used to inform instruction and/or remediation (action step for Bradley MOU goal as well). b) Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning.

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:
Report Cards, Assessment Data

Person or Persons Responsible:
Administration and SBLT Team

Target Dates or Schedule:
Every six weeks

Evidence of Completion:
Assessment Data and Report Card data shows positive results

Goal #1:	GOAL: Student achievement will increase when teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards. In addition in 2014, 8-10% of black students will make learning gains in R
Barrier #1:	Insufficient standard based instruction, Lack of differentiation of instruction, Insufficient instructional rigor, Lack of student engagement, Students are not efficient writers, Insufficient knowledge and understanding of the Common Core Standards, Insufficient intervention supports to address students' needs
Strategy #3 to Overcome the Barrier	c) Increase instructional rigor which is aligned with the cognitive complexity levels of standards and benchmarks.

Step #1 to Implement Strategy #3 - Budget Item - PD Opportunity

Action:
Lesson Plans, Classroom Discussions

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
e) Students are provided with appropriate scaffolding and supports to respond to higher-level questions and perform higher-order tasks. f) Teachers use varying levels of complexity for classroom examples, tasks, and assessments.

Facilitator:
MTSS Specialist/Staff Developer, County Instructional Coaches, CIS Leading the Learning Cadre

Participants:
Teachers

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #1

Action:
Lesson Plans, Walkthroughs, Teacher Evaluation Tool

Person or Persons Responsible:
Administration, Reading Coach, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Classroom, PLCs

Evidence of Completion
e) Students are provided with appropriate scaffolding and supports to respond to higher-level questions and perform higher-order tasks. f) Teachers use varying levels of complexity for classroom examples, tasks, and assessments.

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #1

Action:
Report Cards, Assessment Data

Person or Persons Responsible:
Administration and SBLT Team

Target Dates or Schedule:
Every six weeks

Evidence of Completion:
Assessment Data and Report Cards show positive results

Goal #1:	GOAL: Student achievement will increase when teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards. In addition in 2014, 8-10% of black students will make learning gains in R
Barrier #1:	Insufficient standard based instruction, Lack of differentiation of instruction, Insufficient instructional rigor, Lack of student engagement, Students are not efficient writers, Insufficient knowledge and understanding of the Common Core Standards, Insufficient intervention supports to address students' needs
Strategy #4 to Overcome the Barrier	d) Increase student engagement in daily classroom lessons and implement differentiated instruction.

Step #1 to Implement Strategy #4 - Budget Item - PD Opportunity

Action:
Lesson Plans, Classroom Discussions and Activities

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
g) Content materials are differentiated by student interests, cultural backgrounds, prior knowledge of content, and skill level (action step for Bradley MOU goal as well). h) Teachers provide small group instruction to target specific learning needs which are flexible and change with content, project, and assessments (action step for Bradley MOA goal as well). i) Teachers will incorporate student engagement activities daily into their lessons.

Facilitator:
MTSS Specialist/Staff Developer, County Instructional Coaches, CIS Leading the Learning Cadre, Reading Coach

Participants:
Teachers

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #1

Action:
Lesson Plans, Walkthroughs, Teacher Evaluation Tool, Student Engagement (IPI) Checklist

Person or Persons Responsible:
Administration, Reading Coach, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Classroom, PLCs

Evidence of Completion
g) Content materials are differentiated by student interests, cultural backgrounds, prior knowledge of content, and skill level (action step for Bradley MOU goal as well). h) Teachers provide small group instruction to target specific learning needs which are flexible and change with content, project, and assessments (action step for Bradley MOA goal as well). i) Teachers will incorporate student engagement activities daily into their lessons.

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #1

Action:
Report Cards, Assessment Data

Person or Persons Responsible:
Administration and SBLT Team

Target Dates or Schedule:
Every six weeks

Evidence of Completion:
Assessment Data and Report Cards show positive results

Goal #1:	GOAL: Student achievement will increase when teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards. In addition in 2014, 8-10% of black students will make learning gains in R
Barrier #1:	Insufficient standard based instruction, Lack of differentiation of instruction, Insufficient instructional rigor, Lack of student engagement, Students are not efficient writers, Insufficient knowledge and understanding of the Common Core Standards, Insufficient intervention supports to address students' needs
Strategy #5 to Overcome the Barrier	e) Utilize interventions that support core instructional goals and objectives.

Step #1 to Implement Strategy #5 - Budget Item - PD Opportunity

Action:
Lesson Plans, Intervention Data, Hourly and Paraprofessional Schedules

Person or Persons Responsible:
Teachers, Title 1 Hourly Teachers, Paraprofessionals

Target Dates or Schedule:
Ongoing

Evidence of Completion:
j) School utilizes data to plan for a sufficient number and variety of intervention courses. k) Interventions are aligned with core instructional goals/objectives, and interventions are carried out with fidelity. I) Use of effective intervention, Title 1 hourly teachers, and paraprofessional placement for interventions.

Facilitator:
MTSS Specialist/Staff Developer, Reading Coach, CIS Leading the Learning Cadre

Participants:
Teachers, Title 1 Hourly Teachers, Paraprofessionals

Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #1 to Goal #1

Action:
Lesson Plans, Walkthroughs, Schedules, Teacher Evaluation Tool, Intervention Data

Person or Persons Responsible:
Administration, Reading Coach, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Classroom, PLCs

Evidence of Completion
j) School utilizes data to plan for a sufficient number and variety of intervention courses. k) Interventions are aligned with core instructional goals/objectives, and interventions are carried out with fidelity. l) Use of effective intervention, Title 1 hourly teachers, and paraprofessional placement for interventions.

Plan to Monitor Effectiveness of Strategy #5 for Overcoming Barrier #1 to Goal #1

Action:
Assessment Data and Report Card Data

Person or Persons Responsible:
Administration and SBLT Team

Target Dates or Schedule:
Every six weeks

Evidence of Completion:
Assessment Data and Report Card data shows positive results

Goal #1:	GOAL: Student achievement will increase when teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards. In addition in 2014, 8-10% of black students will make learning gains in R
Barrier #1:	Insufficient standard based instruction, Lack of differentiation of instruction, Insufficient instructional rigor, Lack of student engagement, Students are not efficient writers, Insufficient knowledge and understanding of the Common Core Standards, Insufficient intervention supports to address students' needs
Strategy #6 to Overcome the Barrier	f) Implement school-wide writing expectations.

Step #1 to Implement Strategy #6 - PD Opportunity

Action:
Lesson Plans, Journals

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
m) Implement student journaling school-wide, along with effective strategies such as Listening and Note-Taking strategies. n) Implement the Scaffolded Writing Plan across grade levels in all classrooms.

Facilitator:
MTSS Specialist/Staff Developer, Reading Coach, County Instructional Coaches, CIS Leading the Learning Cadre, Reading/Language Arts Teachers

Participants:
Teachers

Plan to Monitor Fidelity of Implementation of Strategy #6 for Overcoming Barrier #1 to Goal #1

Action:
Lesson Plans, Journals, Walkthroughs, Teacher Evaluation Tool

Person or Persons Responsible:
Administration, Reading Coach, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Classroom, PLCs

Evidence of Completion
m) Implement student journaling school-wide, along with effective strategies such as Listening and Note-Taking strategies. n) Implement the Scaffolded Writing Plan across grade levels in all classrooms.

Plan to Monitor Effectiveness of Strategy #6 for Overcoming Barrier #1 to Goal #1

Action:
Assessment Data and Report Card data

Person or Persons Responsible:
Administration and SBLT Team

Target Dates or Schedule:
Every six weeks

Evidence of Completion:
Assessment Data and Report Card data will show positive results

Goal #2:	Student achievement will increase when students' social, emotional, physical, and behavioral needs are addressed.
Barrier #1:	Lack of parent involvement and communication, Insufficient intervention supports to address students' needs, Students lack physical activity and awareness of wellness issues, Students lack social skills, Insufficient skills in classroom management
Strategy #1 to Overcome the Barrier	a) Provide social, emotional and behavioral interventions that address students' needs.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Interventions

Person or Persons Responsible:
School Pyschologist, Social Worker, Behavior Specialist, Teachers, Guidance Counselors

Target Dates or Schedule:
Ongoing

Evidence of Completion:
a) Student interventions are aligned with school-wide behavioral goals/objectives and are carried out with fidelity. b) Use of students groups and/or individual social/emotional support facilitated by Behavior Specialist, Guidance Counselors, Social Worker, and School Psychologist that address students' needs.

Facilitator:
Behavior Specialist

Participants:
School Pyschologist, Social Worker, Behavior Specialist, Teachers, Guidance Counselors

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Walkthroughs, Surveys

Person or Persons Responsible:
Behavior Specialist, Administration, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Classrooms, CIS Campus, PLCs

Evidence of Completion
a) Student interventions are aligned with school-wide behavioral goals/objectives and are carried out with fidelity. b) Use of students groups and/or individual social/emotional support facilitated by Behavior Specialist, Social Worker, Guidance Counselors, and School Psychologist that address students' needs.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Walkthroughs, Surveys, Early Warning Signs Data

Person or Persons Responsible:
Behavior Specialist, Administration, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Classroom, CIS Campus, PLCs

Evidence of Completion:
Early Warning Signs Data will show positive results

Goal #2:	Student achievement will increase when students' social, emotional, physical, and behavioral needs are addressed.
Barrier #1:	Lack of parent involvement and communication, Insufficient intervention supports to address students' needs, Students lack physical activity and awareness of wellness issues, Students lack social skills, Insufficient skills in classroom management
Strategy #2 to Overcome the Barrier	b) Effectively implement the processes and procedures in the School-wide Behavior Plan.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
School-wide Behavior Plan

Person or Persons Responsible:
CIS Staff

Target Dates or Schedule:
CIS Campus

Evidence of Completion:
a) Continue to refine and implement the School-wide Behavior Plan as needed, and implement PBS school-wide. b) Provide classroom management training and resources.

Facilitator:
Behavior Specialist

Participants:
CIS Staff

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #2

Action:
Walkthroughs, Surveys, Early Warning Signs Data

Person or Persons Responsible:
Behavior Specialist, Administration, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Classroom, CIS Campus, PLCs

Evidence of Completion
Early Warning Signs data will show positive results

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #2

Action:
Walkthroughs, Surveys, Early Warning Signs Data

Person or Persons Responsible:
Behavior Specialist, Administration, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Classroom, CIS Campus, PLCs

Evidence of Completion:
Early Warning Signs Data will show positive results

Goal #2:	Student achievement will increase when students' social, emotional, physical, and behavioral needs are addressed.
Barrier #1:	Lack of parent involvement and communication, Insufficient intervention supports to address students' needs, Students lack physical activity and awareness of wellness issues, Students lack social skills, Insufficient skills in classroom management
Strategy #3 to Overcome the Barrier	c) Increase parent involvement and communication.

Step #1 to Implement Strategy #3 - Budget Item - PD Opportunity

Action:
Parent Involvement data

Person or Persons Responsible:
CIS Staff

Target Dates or Schedule:
Ongoing

Evidence of Completion:
e) Create Title 1 Parent Involvement Plan and implement with fidelity.

Facilitator:
MTSS Specialist/Staff Developer

Participants:
CIS Staff

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #2

Action:
Parent Involvement Events, Surveys

Person or Persons Responsible:
Administration, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Ongoing

Evidence of Completion
Parent Involvement will increase

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #2

Action:
Parent Involvement Events, Surveys

Person or Persons Responsible:
Administration, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Parent Involvement will increase

Goal #2:	Student achievement will increase when students' social, emotional, physical, and behavioral needs are addressed.
Barrier #1:	Lack of parent involvement and communication, Insufficient intervention supports to address students' needs, Students lack physical activity and awareness of wellness issues, Students lack social skills, Insufficient skills in classroom management
Strategy #4 to Overcome the Barrier	d) Implement character education lessons into classrooms on a monthly basis.

Step #1 to Implement Strategy #4

Action:
Project Wisdom Lessons

Person or Persons Responsible:
Kelley Ross, Tandala Niles, Lenny Stacey, Mike Ballard, Pam Hockert, Wayne McKnight

Target Dates or Schedule:
Monthly

Evidence of Completion:
d) Monthly "Project Wisdom" character education lessons in all classrooms.

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #2

Action:
Project Wisdom lessons

Person or Persons Responsible:
Administration, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Monthly

Evidence of Completion
d) Monthly "Project Wisdom" character education lessons in all classrooms.

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #2

Action:
Project Wisdom Lessons, Early Warning Signs data, Surveys

Person or Persons Responsible:
Administration, MTSS Specialist/Staff Developer

Target Dates or Schedule:
Monthly

Evidence of Completion:
Early Warning Signs data and surveys will show positive results

Goal #2:	Student achievement will increase when students' social, emotional, physical, and behavioral needs are addressed.
Barrier #1:	Lack of parent involvement and communication, Insufficient intervention supports to address students' needs, Students lack physical activity and awareness of wellness issues, Students lack social skills, Insufficient skills in classroom management
Strategy #5 to Overcome the Barrier	e) Complete Healthy Schools Program 6-Step Process online and promote awareness of the Healthy Schools Program.

Step #1 to Implement Strategy #5 - PD Opportunity

Action:
Healthy Schools Program implementation, Healthy School Team

Person or Persons Responsible:
Lenny Stacey

Target Dates or Schedule:
School year

Evidence of Completion:
f) Form a Healthy School Team to promote awareness of the Healthy Schools Program process.

Facilitator:
Lenny Stacey

Participants:
Lenny Stacey

Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #1 to Goal #2

Action:
Healthy Schools Team activities

Person or Persons Responsible:
Administration, Lenny Stacey

Target Dates or Schedule:
Ongoing

Evidence of Completion
f) Form a Healthy School Team to promote awareness of the Healthy Schools Program process.

Plan to Monitor Effectiveness of Strategy #5 for Overcoming Barrier #1 to Goal #2

Action:
Healthy Schools Team and healthy school activities

Person or Persons Responsible:
Administration, Lenny Stacey

Target Dates or Schedule:
Ongoing

Evidence of Completion:
f) Form a Healthy School Team to promote awareness of the Healthy Schools Program process.

Goal #2:	Student achievement will increase when students' social, emotional, physical, and behavioral needs are addressed.
Barrier #1:	Lack of parent involvement and communication, Insufficient intervention supports to address students' needs, Students lack physical activity and awareness of wellness issues, Students lack social skills, Insufficient skills in classroom management
Strategy #6 to Overcome the Barrier	f) Track physical education students' health-related fitness levels in PCS student information system.

Step #1 to Implement Strategy #6

Action:
Being Fit Matters Fitness program implemented

Person or Persons Responsible:
PE and Health Teachers

Target Dates or Schedule:
PE and Health Classrooms

Evidence of Completion:
g) Complete pre- and post- Being Fit Matters fitness program assessments on all students and upload data.

Plan to Monitor Fidelity of Implementation of Strategy #6 for Overcoming Barrier #1 to Goal #2

Action:
Pre- and post- Being Fit Matters assessment, Walkthroughs

Person or Persons Responsible:
Administration, PE and Health Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion
PE classes implement physical education goals related to the Being Fit Matters program.

Plan to Monitor Effectiveness of Strategy #6 for Overcoming Barrier #1 to Goal #2

Action:
Being Fit pre- and post-assessment data

Person or Persons Responsible:
Administration, PE and Health Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Students fitness levels increase

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).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

The Reading Coach provided by Title II will work in collaboration with Clearwater Intermediate Staff to provide best practices and reading strategies for programs targeting reading. The MTSS Specialist/Staff Developer provided by Title 1 will work in collaboration with Clearwater Intermediate Staff to provide best practices strategies. Per the Individuals with Disabilities Education Act, Clearwater Intermediate will provide supplemental instructional support provided by Title 1. The supplemental instructional support will be discussed with parents during the development of students' IEPs.

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:

Goal #1: GOAL: Student achievement will increase when teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards. In addition in 2014, 8-10% of black students will make learning gains in R

Barrier #1: Insufficient standard based instruction, Lack of differentiation of instruction, Insufficient instructional rigor, Lack of student engagement, Students are not efficient writers, Insufficient knowledge and understanding of the Common Core Standards, Insufficient intervention supports to address students' needs

Strategy #1: a) Implement engaging lessons aligned to the Common Core Standards and to state standards (supports Bradley MOU goal as well).

Action Step #1: Lesson Plans

Facilitator leader
MTSS Specialist/Staff Developer, County Instructional Staff Developers, CIS Leading the Learning Cadre, Reading Coach, Reading/Language Arts Teachers

Participants
Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
a) Develop lessons that are aligned to state standards and Common Core Standards.
b) Teacher lessons use Common Core strategies such as utilizing nonfiction texts, text dependent questioning, various levels of complexity, project-based learning, and writing strategies.

(Person Responsible: Teachers)

Strategy #2: b) Utilize formative assessments in classrooms to inform differentiation in instruction (supports Bradley MOU goal as well).

Action Step #1: Assessments, Classroom Discussions, Performance Tasks

Facilitator leader
MTSS Specialist/Staff Developer, County Instructional Staff Developers, CIS Leading the Learning Cadre, Reading Coach

Participants
Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
c) Teachers regularly assess students' achievement of knowledge and skills. Assessments are then used to inform instruction and/or remediation (action step for Bradley MOU goal as well).
d) Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning.

(Person Responsible: Teachers)

Strategy #3: c) Increase instructional rigor which is aligned with the cognitive complexity levels of standards and benchmarks.

Action Step #1: Lesson Plans, Classroom Discussions

Facilitator leader
MTSS Specialist/Staff Developer, County Instructional Coaches, CIS Leading the Learning Cadre

Participants
Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
e) Students are provided with appropriate scaffolding and supports to respond to higher-level questions and perform higher-order tasks.
f) Teachers use varying levels of complexity for classroom examples, tasks, and assessments.

(Person Responsible: Teachers)

Strategy #4: d) Increase student engagement in daily classroom lessons and implement differentiated instruction.

Action Step #1: Lesson Plans, Classroom Discussions and Activities

Facilitator leader
MTSS Specialist/Staff Developer, County Instructional Coaches, CIS Leading the Learning Cadre, Reading Coach

Participants
Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
g) Content materials are differentiated by student interests, cultural backgrounds, prior knowledge of content, and skill level (action step for Bradley MOU goal as well).
h) Teachers provide small group instruction to target specific learning needs which are flexible and change with content, project, and assessments (action step for Bradley MOA goal as well).
i) Teachers will incorporate student engagement activities daily into their lessons.

(Person Responsible: Teachers)

Strategy #5: e) Utilize interventions that support core instructional goals and objectives.

Action Step #1: Lesson Plans, Intervention Data, Hourly and Paraprofessional Schedules

Facilitator leader
MTSS Specialist/Staff Developer, Reading Coach, CIS Leading the Learning Cadre

Participants
Teachers, Title 1 Hourly Teachers, Paraprofessionals

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
j) School utilizes data to plan for a sufficient number and variety of intervention courses.
k) Interventions are aligned with core instructional goals/objectives, and interventions are carried out with fidelity.
l) Use of effective intervention, Title 1 hourly teachers, and paraprofessional placement for interventions.

(Person Responsible: Teachers, Title 1 Hourly Teachers, Paraprofessionals)

Strategy #6: f) Implement school-wide writing expectations.

Action Step #1: Lesson Plans, Journals

Facilitator leader
MTSS Specialist/Staff Developer, Reading Coach, County Instructional Coaches, CIS Leading the Learning Cadre, Reading/Language Arts Teachers

Participants
Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
m) Implement student journaling school-wide, along with effective strategies such as Listening and Note-Taking strategies.
n) Implement the Scaffolded Writing Plan across grade levels in all classrooms.

(Person Responsible: Teachers)

Goal #2: Student achievement will increase when students' social, emotional, physical, and behavioral needs are addressed.

Barrier #1: Lack of parent involvement and communication, Insufficient intervention supports to address students' needs, Students lack physical activity and awareness of wellness issues, Students lack social skills, Insufficient skills in classroom management

Strategy #1: a) Provide social, emotional and behavioral interventions that address students' needs.

Action Step #1: Interventions

Facilitator leader
Behavior Specialist

Participants
School Pyschologist, Social Worker, Behavior Specialist, Teachers, Guidance Counselors

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
a) Student interventions are aligned with school-wide behavioral goals/objectives and are carried out with fidelity.
b) Use of students groups and/or individual social/emotional support facilitated by Behavior Specialist, Guidance Counselors, Social Worker, and School Psychologist that address students' needs.
(Person Responsible: School Pyschologist, Social Worker, Behavior Specialist, Teachers, Guidance Counselors)

Strategy #2: b) Effectively implement the processes and procedures in the School-wide Behavior Plan.

Action Step #1: School-wide Behavior Plan

Facilitator leader
Behavior Specialist

Participants
CIS Staff

Target dates or schedule
CIS Campus

Evidence of Completion and Person Responsible for Monitoring
a) Continue to refine and implement the School-wide Behavior Plan as needed, and implement PBS school-wide.
b) Provide classroom management training and resources.
(Person Responsible: CIS Staff)

Strategy #3: c) Increase parent involvement and communication.

Action Step #1: Parent Involvement data

Facilitator leader
MTSS Specialist/Staff Developer

Participants
CIS Staff

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
e) Create Title 1 Parent Involvement Plan and implement with fidelity.
(Person Responsible: CIS Staff)

Strategy #5: e) Complete Healthy Schools Program 6-Step Process online and promote awareness of the Healthy Schools Program.

Action Step #1: Healthy Schools Program implementation, Healthy School Team

Facilitator leader
Lenny Stacey

Participants
Lenny Stacey

Target dates or schedule
School year

Evidence of Completion and Person Responsible for Monitoring
f) Form a Healthy School Team to promote awareness of the Healthy Schools Program process.
(Person Responsible: Lenny Stacey)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #1	GOAL: Student achievement will increase when teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards. In addition in 2014, 8-10% of black students will make learning gains in R	$171,272
Goal #2	Student achievement will increase when students' social, emotional, physical, and behavioral needs are addressed.	$4,246
	Total	$175,518

Budget Summary by Resource Type and Funding Source

Resource Type	Other	Total
Title 1	$175,518	$175,518
Total	$175,518	$175,518

Budget Detail

Goal #1: GOAL: Student achievement will increase when teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards. In addition in 2014, 8-10% of black students will make learning gains in R

Barrier #1: Insufficient standard based instruction, Lack of differentiation of instruction, Insufficient instructional rigor, Lack of student engagement, Students are not efficient writers, Insufficient knowledge and understanding of the Common Core Standards, Insufficient intervention supports to address students' needs

Strategy #1: a) Implement engaging lessons aligned to the Common Core Standards and to state standards (supports Bradley MOU goal as well).

Action Step #1: Lesson Plans

Resource Type	Other
Resource	Common Core professional development, classroom supplies/resources, stipends to instructional staff for: curriculum writing, lesson plan writing, extended learning program, PLC and data analysis; printing costs to increase engagement in classes, subscript
Funding Source	Title 1
Amount Needed	$19,077

Strategy #3: c) Increase instructional rigor which is aligned with the cognitive complexity levels of standards and benchmarks.

Action Step #1: Lesson Plans, Classroom Discussions

Resource Type	Other
Resource	Common Core professional development, classroom supplies/resources, stipends to instructional staff for: curriculum writing, lesson plan writing, extended learning program, PLC and data analysis; printing costs to increase engagement in classes, subscript
Funding Source	Title 1
Amount Needed	$19,077

Strategy #4: d) Increase student engagement in daily classroom lessons and implement differentiated instruction.

Action Step #1: Lesson Plans, Classroom Discussions and Activities

Resource Type	Other
Resource	Common Core professional development, classroom supplies/resources, stipends to instructional staff for: curriculum writing, lesson plan writing, extended learning program, PLC and data analysis; printing costs to increase engagement in classes, subscript
Funding Source	Title 1
Amount Needed	$66,559

Strategy #5: e) Utilize interventions that support core instructional goals and objectives.

Action Step #1: Lesson Plans, Intervention Data, Hourly and Paraprofessional Schedules

Resource Type	Other
Resource	Common Core professional development, classroom supplies/resources, stipends to instructional staff for: curriculum writing, lesson plan writing, extended learning program, PLC and data analysis; printing costs to increase engagement in classes, subscript
Funding Source	Title 1
Amount Needed	$66,559

Goal #2: Student achievement will increase when students' social, emotional, physical, and behavioral needs are addressed.

Barrier #1: Lack of parent involvement and communication, Insufficient intervention supports to address students' needs, Students lack physical activity and awareness of wellness issues, Students lack social skills, Insufficient skills in classroom management

Strategy #3: c) Increase parent involvement and communication.

Action Step #1: Parent Involvement data

Resource Type	Other
Resource	
Funding Source	Title 1
Amount Needed	$4,246