

**School Improvement Plan Template**

<b>School Name: Jeff Davis County Schools</b>				<b>System Name: Jeff Davis County Schools</b>				
<b>Superintendent's Name: Chuck Crosby, Interim</b>				<b>School Year: 2012-2013</b>				
<b>Title I Schoolwide Program: Yes</b>				<b>Targeted Assistance: NA</b>				
<b>Needs Improvement Status:</b>	NI	NI-AYP	0	1	2	3	4	5
			6	7	8	9	10	11
<b>Sanctions Implementing (Select all that apply):</b>								
	<b>School Improvement Plan</b> (The school improvement plan is submitted to the system per system guidelines. Needs Improvement schools will submit plans to the system for approval in October of each year).							
	<b>Public School Choice</b>							
	<b>Supplemental Educational Services (SES)</b>							
	<b>Corrective Action Addendum</b> (The corrective action addendum is completed by the system by the end of January of each year.)							
	<b>Corrective Action Tier</b>							
	<b>State Directed Improvement Contract</b>							
<b>Principal's Signature:</b>						<b>Date:</b>		
<b>Title I Director's Signature:</b>						<b>Date:</b>		
<b>Superintendent's Signature:</b>						<b>Date:</b>		

**School Improvement Plan Template (continued)**

**School Name: Jeff Davis County**

**System Name: Jeff Davis County**

**Superintendent's Name: Chuck Crosby, Interim**

**School Year: 2012-2013**

## **Measurable Goals:**

### **Jeff Davis County Schools**

- 100% of all CCGPS are included in comprehensive units, per CCGPS phase-in timeline. (NCLB Performance Goals 1, 3, & 5( (IDEA Performance Goals 1-4)
- 100% of all GPS standards and elements are included in comprehensive units, per GPS phase-in timeline. (NCLB Performance Goals 1, 3, & 5( (IDEA Performance Goals 1-4)
- 100 % of the academic staff at Jeff Davis County Schools will implement research-based strategies to improve student achievement on state and local assessments. (NCLB Performance Goals 1, 2, 3, & 5) (IDEA Performance Goals 1-4)
- 100 % of Jeff Davis County students will be educated in learning environments that are safe, drug free, and conducive to learning. (NCLB Performance Goal 4)
- 100 % of Jeff Davis County teachers and paraprofessionals will be highly qualified. (NCLB Performance Goal 3)
- Decrease by 1% per year the prevalence of student involvement in gangs and bullying behavior. (NCLB Performance Goal 4) (IDEA Performance Goals 1-4)
- Decrease by 1% per year student usage of tobacco, alcohol, and other drugs. (NCLB Performance Goal 4) (IDEA Performance Goals 1-4)

### **Jeff Davis Primary School**

#### **Reading**

- In spring of 2013, Jeff Davis Primary students scoring at or above the 50th percentile on the reading section of MAP will increase by 1 percent.
- In the spring of 2013, the number of students in the white subgroup scoring at or above the 50<sup>th</sup> % on the reading section of MAP will increase by 1 percent.
- In spring of 2013, the number of students in the black subgroup scoring at or above the 50<sup>th</sup> percentile on the reading section of MAP will increase by 1 percent.
- In spring of 2013, the number of students in the Hispanic subgroup scoring at or above the 50th % on the reading section of MAP will increase by 1 percent.
- In spring of 2013, the number of students in the Students with Disabilities subgroup scoring at or above the 50th percentile on the reading section of MAP will increase by 1 percent.
- In spring of 2013, the number of students in the EL subgroup scoring at or above the 50th percentile on the reading section of MAP will increase by 1 percent.
- In spring of 2013, the number of students in the Economically Disadvantaged subgroup scoring at or above the 50th

percentile on the reading section of MAP will increase by 1 percent.

### **ELA**

- In spring of 2013, Jeff Davis Primary second grade students scoring at or above the 50th percentile on the English/Language Arts section of MAP will increase by 1 percent.
- In the spring of 2013, the number of second grade students in the white subgroup scoring at or above the 50<sup>th</sup> percentile on the English/Language Arts section of MAP will increase by 1 percent.
- In the spring of 2013, the number of second grade students in the Hispanic subgroup scoring at or above the 50th percentile on the English/Language Arts section of MAP will increase by 1 percent.
- In spring of 2013, the number of second grade students in the black subgroup scoring at or above the 50th percentile on the English/Language Arts section of MAP will increase by 1 percent.
- In the spring of 2013, the number of second grade students in the Students with Disabilities subgroup scoring at or above the 50th percentile on the English/Language Arts section of MAP will increase by 1 percent.
- In the spring of 2013, the number of second grade students in the EL subgroup scoring at or above the 50th percentile on the English/Language Arts section of MAP will increase by 1 percent.
- In the spring of 2013, the number of second grade students in the Economically Disadvantaged subgroup scoring at or above the 50th percentile on the English/Language Arts section of MAP will increase by 1 percent.

### **Mathematics**

- In spring of 2013, Jeff Davis Primary students scoring at or above the 50th percentile on the math section of MAP will increase by 1 percent.
- In spring of 2013, the number of students in the white subgroup scoring at or above the 50<sup>th</sup> percentile on the mathematics section of MAP will increase by 1 percent.
- In spring of 2013, the number of students in the Hispanic subgroup scoring at or above the 50th percentile on the mathematics section of MAP will increase by 1 percent.
- In spring of 2013, the number of students in the black subgroup scoring at or above the 50th percentile on the mathematics section of MAP will increase by 1 percent.
- In spring of 2013, the number of students in the Students with Disabilities subgroup scoring at or above the 50th percentile on the mathematics section of MAP will increase by 1 percent.
- In spring of 2013, the number of students in the EL subgroup scoring at or above the 50th percentile on the mathematics section of MAP will increase by 1 percent.
- In spring of 2013, the number of students in the Economically Disadvantaged subgroup scoring at or above the 50th percentile on the mathematics section of MAP will increase by 1 percent.

## **Jeff Davis Primary/Elementary Schools**

### **ELA**

- In spring of 2013, 95.6% of White students will meet or exceed the state ELA Performance Target. (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 91.3% of Hispanic students will meet or exceed the state ELA Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 89.3% of Black students will meet or exceed the state reading/ELA Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 74.7% of students with disabilities (SWD) will meet or exceed the state ELA Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2012, the 84.4% of ELL students will meet or exceed the state ELA Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 89.6% of economically disadvantaged students will meet or exceed the ELA Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)

### **Reading**

- In spring of 2013, 97.2% of White students will meet or exceed the state Reading Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 93.4% of Hispanic students will meet or exceed the state Reading Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 91% of Black students will meet or exceed the state Reading Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 80% of students with disabilities (SWD) will meet or exceed the state Reading Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, the 87.5% of ELL students will meet or exceed the state Reading Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 91.1% of economically disadvantaged students will meet or exceed the Reading Performance Target (MCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)

### **Mathematics**

- In spring of 2013, 92.3% of White students will meet or exceed the state Math Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 86.4% of Hispanic students will meet or exceed the state Math Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 79.9% of Black students will meet or exceed the state Math Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 65.8% of students with disabilities (SWD) will meet or exceed the state Math Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 79% of ELL students will meet or exceed the state Math Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 81.8% of economically disadvantaged students will meet or exceed the Math Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)

#### **Science**

- In spring of 2013, 89.3% of White students will meet or exceed the state Science Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 77.3% of Hispanic students will meet or exceed the state Science Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 68.9% of Black students will meet or exceed the state Science Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 56.5% of students with disabilities (SWD) will meet or exceed the state Science Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, the 67.6% of ELL students will meet or exceed the state Science Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 72.5% of economically disadvantaged students will meet or exceed the Science Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)

#### **Social Studies**

- In spring of 2013, 87.6% of White students will meet or exceed the state Social Studies Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 75.7% of Hispanic students will meet or exceed the state Social Studies Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 68.5% of Black students will meet or exceed the state Social Studies Performance Target (NCLB

Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)

- In spring of 2013, 54% of students with disabilities (SWD) will meet or exceed the state Social Studies Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, the 66% of ELL students will meet or exceed the state Social Studies Performance Target (NCLB Performance Goals 1, 2, & 5) (IDEA Performance Goals 1-4)
- In spring of 2013, 70.8% of economically disadvantaged students will meet or exceed the Social Studies Performance Target (NCLB Performance Goals 1,2, & 5) (IDEA Performance Goals 1-4)

### **Writing**

- In spring of 2013, there will be a 10% increase in students exceeding standards on 5<sup>th</sup> grade writing test.

## **Jeff Davis Middle School**

### **Reading**

- In spring of 2013, the number of White students meeting or exceeding the state Reading Performance Target will be 97.2% (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Hispanic students meeting or exceeding the state Reading Performance Target will be 93.4%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Black students meeting or exceeding the state Reading Performance Target will be 91.0%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Students with Disabilities meeting or exceeding the state Reading Performance Target will be 80.6%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of ELL students meeting or exceeding the state Reading Performance Target will be 87.5%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Economically Disadvantaged students meeting or exceeding the state Reading Performance Target will be 91.7%. (NCLB 1,2,5; IDEA 1-4)

### **English**

- In the spring of 2013, the number of White students meeting or exceeding the state English Performance Target will be 95.6%. (NCLB 1,2,5; IDEA 1-4)
- In the spring of 2013, the number of Hispanic students meeting or exceeding the state English Performance Target will be 91.3%. (NCLB 1,2,5; IDEA 1-4)
- In the spring of 2013, the number of Black students meeting or exceeding the state English Performance Target will be

89.3%. (NCLB 1,2,5; IDEA 1-4)

- In the spring of 2013, the number Students with Disabilities meeting or exceeding the state English Performance Target will be 74.7%. (NCLB 1,2,5; IDEA 1-4)
- In the spring of 2013, the number of EL students meeting or exceeding the state English Performance Target will be 84.4%. (NCLB 1,2,5; IDEA 1-4)
- In the spring of 2013, the number of ED students meeting or exceeding the state English Performance Target will be 89.6%. (NCLB 1,2,5; IDEA 1-4)

### **Math**

- In spring of 2013, the number of White students meeting or exceeding the state Mathematics Performance Target will be 92.3%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Hispanic students meeting or exceeding the state Mathematics Performance Target will be 86.4%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Black students meeting or exceeding the state Mathematics Performance Target will be 79.9%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Students with Disabilities meeting or exceeding the state Mathematics Performance Target will be 65.8%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2011, the number of EL students meeting or exceeding the state Mathematics Performance Target will be 79.0%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Economically Disadvantaged students meeting or exceeding the state Mathematics Performance Target will be 81.8%. (NCLB 1,2,5; IDEA 1-4)

### **Science**

- In spring of 2013, the number of White students meeting or exceeding the state Science Performance Target will be 89.3%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Hispanic students meeting or exceeding the state Science Performance Target will be 77.3%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Black students meeting or exceeding the state Science Performance Target will be 68.9%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Students with Disabilities meeting or exceeding the state Science Performance Target will be 56.5%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2011, the number of EL students meeting or exceeding the state Science Performance Target will be 67.6%. (NCLB 1,2,5; IDEA 1-4)



- In spring of 2013, the number of Economically Disadvantaged students meeting or exceeding the state Science Performance Target will be 72.5%. (NCLB 1,2,5; IDEA 1-4)

### **Social Studies**

- In spring of 2013, the number of White students meeting or exceeding the state Social Studies Performance Target will be 87.6%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Hispanic students meeting or exceeding the state Social Studies Performance Target will be 75.7%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Black students meeting or exceeding the state Social Studies Performance Target will be 68.5%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Students with Disabilities meeting or exceeding the state Social Studies Performance Target will be 54.0%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of EL students meeting or exceeding the state Social Studies Performance Target will be 66.0%. (NCLB 1,2,5; IDEA 1-4)
- In spring of 2013, the number of Economically Disadvantaged students meeting or exceeding the state Social Studies Performance Target will be 70.8%. (NCLB 1,2,5; IDEA 1-4)

### **Writing**

- In the winter of 2013, the number of students meeting or exceeding on the 8<sup>th</sup> grade writing test will increase by 5%.

### **Jeff Davis High School**

#### **Grade 11:**

- The percentage of students in all subgroups who achieve a score of 200 or higher on the GHSWT will increase by 4%.

#### **EOCT:**

- The percentage of students in all subgroups achieving a passing score on the CCGPS Coordinate Algebra EOCT will increase by 1% each year.
- The percentage of students in all subgroups achieving a passing score on the GPS Geometry EOCT will increase by 2% each year.
- The percentage of students in all subgroups achieving a passing score on the 9 Lit. EOCT will increase by 3% each year.
- The percentage of students in all subgroups achieving a passing score on the American Lit. EOCT will increase by 3%

each year.

- The percentage of students in all subgroups achieving a passing score on the Biology EOCT will increase by 3% each year.
- The percentage of students in all subgroups achieving a passing score on the Physical Science EOCT will increase by 1% each year.
- The percentage of students in all subgroups achieving a passing score on the US History EOCT will increase by 5% each year.
- The percentage of students in all subgroups achieving a passing score on the Economics EOCT will increase by 1% each year.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
<b>System Goals:</b> 1, 2, & 3 <b>Class Keys:</b> <b>Curriculum:</b> 1.1; 1.2; 1.3; 2.1; 2.2; 3.1; 3.2 <b>Instruction:</b> 1.1, 1.2; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7	Incorporate differentiation strategies, particularly flex groups, tiered activities, and/or menu activities, into each unit to ensure all students, from the below average to average to above average, are provided multiple opportunities to achieve mastery of standards. Groups may be based on GRASP, DIBELS, and/or MAP data.	August 2012 – June 2013	Training – In-house Learning-Focused Consultant: \$3,250 Materials: \$1,760 RESA Consultant Title I or Title IIA LFS EngagED website licenses: \$4,000 Title VI Part B Learning-Focused Train-the-trainer Refresher Registration, Travel and Materials: \$3,000 Title IIA  MAP Program Licenses: \$26, 637 Title VI Part B	Principal, Assistant Principal, School Improvement Specialist	Observation Checklists; Units; eWalk, Lesson Plans  Sign-in Sheets PowerPoint 5x5 sheets of lessons observed  Sign-in sheets for training	MAP Data; GRASP Data; 5x5 sheets that record evidence of DI lessons

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
			Toner and Paper \$3,000 Title VI Part B			
<b>System Goals:</b> 1, 2, & 3 <b>Class Keys:</b> <b>Curriculum:</b> 1.1; 1.2; 1.3; 2.1; 2.2; 3.1; 3.2 <b>Instruction:</b> 1.1; 1.2; 1.3; 2.1; 2.2	Continue to implement writing across the curriculum to increase writing scores.	July 2012 – May 2013	Training – w/Belita Gordon at Dodge Learning Substitutes and Travel: \$500 Title IIA and Title VI Part B  Writing From the Beginning and Beyond: Response to Literature Manual And Expository Manuals \$12,000 shipping/handling Substitutes \$18,000 Title IIA, Title I, Striving Reader Grant	Principal, Assistant Principal, School Improvement Specialist, and ILT members	5x5s; work samples; sign in sheets from collaborative meetings; student portfolios; Thinking Maps	Improvement in writing scores in grades 5, 8, and 11

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
<b>System Goals:</b> 1 & 3 <b>Class Keys:</b> <b>Curriculum:</b> 1.1; 1.2; 1.3; 2.1; 2.2; 3.1; 3.2 <b>Assessment:</b> 1.2; 1.4; 2.1; 2.2 <b>Instruction:</b> 1.1; 1.2; 1.3; 2.1; 2.2; 3.1; 3.2; 3.3	Revise comprehensive units for each course to include syllabus, KUD, student learning map, and acquisition lessons that encompass all GPS standards (Common Core Standards) and research-based LF instructional strategies. Develop and/or revise pacing guides to provide a consistent framework of instruction for all students based on GPS and/or CCGPS.	July 2012 – June 2013	Training - Learning-Focused Unit Planning, Version 7 In-house; toner and paper \$1,000; substitutes \$23,600 Title I ARRA & Title IIA  Train new staff on Thinking Maps and Learning-Focused Strategies \$1,500 for Thinking Map manuals \$1,300 for Learning-Focused Strategies books Title IIA	Principal, Assistant Principal, School Improvement Specialist	Revised Units; KUD charts, Student Learning Maps; 5x5 checklists; Sign-in sheets  Pacing guides; Monthly Pacing Calendars for Parents	Well-planned units based on the CCGPS

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
			Toner and paper; \$4,000 per building QBE			
<b>System Goals:</b> 1, 2, & 3 <b>Class Keys:</b> <b>Assessment:</b> 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.4; 3.1 <b>Instruction:</b> 2.5; 2.6	Analyze results of progress monitoring through the use of GRASP	July 2012- June 2013	GRASP licenses (\$1 per student) IDEA, Title III, GLRS, QBE Toner, paper \$500 IDEA & instructional funds	Principal, Assistant Principal, School Improvement Specialist; GRASP Coordinator; Special Ed Director; Special Education Facilitator	GRASP reports; RTI folders; progress monitoring samples	Students in the RTI process are having success and/or are moving through the tiers.
<b>System Goals:</b> 1 & 3 <b>Class Keys</b> <b>Assessment:</b> 1.4; 2.1; 2.2; 2.3; 2.4; 3.1 <b>Instruction:</b> 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.1; 3.2; 3.3	Increase achievement of students with disabilities and at-risk subgroups, particularly the black and Hispanic subgroups, through the use	July 2012- June 2013	NovaNET; GradPoint; Odyssey Ware; Compass \$85,000 Title IA, Title IIA, Title IC, and Title VI Part B; Twenty Additional	Principal, Assistant Principal, School Improvement Specialist; Special Ed Director; Special Education Facilitator	Test scores; benchmarks; GRASP reports MAP reports; eWalk reports	Increase in Test scores and growth when analyzing MAP Assessments for individual students

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	of differentiation, remedial interventions, special education inclusion, afterschool, and summer school tutoring programs		Days; funds for staff for afterschool for credit recovery, afterschool extension, and credit recovery instructional materials, bus , Title I Migrant; Title VI Part B			
System Goals: 2 & 4 Class Keys: School Culture: 1.1; 1.2; 1.2; 1.4; 2.1; 2.2; 2.4	Focus on identifying and using reading Lexile scores to guide reading practice and to increase students' performance in reading more complex text. Incorporate article driven reading in Science and Social Studies	August 2012-May 2013	MAP Program Licenses: \$26, 637 Title VI Part B Toner and Paper \$3,000 Title VI Part B  Nonfiction materials/trade books \$10,000 Striving Readers Grant	Principal, Assistant Principal, Special Ed Director, School Improvement Specialist, Media Specialist	Lexile Scores from MAP and/or CRCT	Inrease in Lexile scores on the CRCT and MAP Assessments

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	classes with specific target questions to answer at least once per week. Incorporate nonfiction reading (10 to 15 minutes) in all ELA classes, including US History topics with specific target questions that require higher order thinking skills.		Title I, Title VI Part B, Title III			
<b>System Goals:</b> 2 & 4 <b>Class Keys:</b> <b>School Culture:</b> 1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.4	Implement Crisis Prevention Institute strategies to maximize the number of staff certified in non-violent restraint	June 2012-May 2013	Pre-planning— Manuals \$600.00 Title IIA	Principal; Assistant Principal; Special Ed Director	Course Certificate	Increase the number of staff certified in non-violent restraint



School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
System Goals: 1 and 3 Class Keys: Curriculum 2.1 Instruction 1.2	Improve science and social studies instruction through the use of instructional read alouds (at the primary level). A focus will be on vocabulary development and on higher order thinking questions. Thinking Maps will continue to be utilized for these purposes.	August 2012-May 2013	RESA Consultant In-house training  Nonfiction materials/trade books \$10,000 Striving Readers Grant Title I, Title VI Part B, Title III	School Improvement Specialists; Principals; Assistant Principals	Sign-in sheets	Increase in test scores in reading, science, and social studies on the CRCTs and/or EOCTs
System Goals: 1 and 3 Class Keys: Curriculum 2.1 Instruction 1.2	Focus on solving problem and computation in mathematics. Utilize state tasks, higher order thinking questions, and graphic organizers,	August 2012-May 2013	Train new staff on Thinking Maps and Learning-Focused Strategies \$1,500 for Thinking Map manuals \$1,300 for	School Improvement Specialists; Assistant Principals; Principals	Graphic organizers and/or Thinking Maps in student math journals or posted in classroom; Extending Thinking section marked on the	Increase in test scores in math on the CRCT, MAP Assessment, and/or Math related EOCTs.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	including Thinking Maps, in all math classrooms.		Learning- Focused Strategies books Title IIA		5x5 sheets	
System Goals: 1 and 3 Class Keys: Instruction 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.1; 3.3	Increase the use of technology in the classroom in order to improve student performance.	July 2012 – May 2013	Computer Equipment \$300,000; Computer Supplies \$10,128.64; Software \$300,000; General Funds, Title I A, Title IIA, Title III, Title I C, Title VI Part B, Staff Development, Special Education Funds IDEA, Vocational Perkins, QBE, Striving Reader Grant	Principals; Assistant Principals; School Improvement Specialist; Technology Director; Teachers	Observations 5x5 sheets Sign-in sheets	Increase in test scores

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
System Goals: 1 and 3 Class Keys: Assessment 1.4; 2.1; 2.2; 2.3; 2.4; 3.1	Utilize common benchmark assessments to identify at-risk students in EOCT courses. Analyze DOK (depth of knowledge) levels of assessment items.	July 2012 – May 2013		Principals; Assistant Principals; School Improvement Specialist; Teachers	Benchmark data Sign-in sheets	Increase in scores on all EOCTs
System Goals: 1 & 3 Class Keys Assessment: 1.4; 2.1; 2.2; 2.3; 2.4; 3.1 Instruction: 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 3.1; 3.2; 3.3	Provide supplemental instruction and workshops after school to increase the percentage of students who exceed on the EOCTs and CRCTs	July 2012- May 2013	NovaNET , GradPoint , Compass, Odyssey Ware \$15,000, Title I & CCLC; Title VI Part B instructional materials, bus, Title I Migrant; Title VI Part B	Principals; Assistant Principals; Afterschool Coordinators; School Improvement Specialist;	Sign-in sheets Class rosters List of enrichment activities	Increase in the number of students who exceed on the EOCTs and CRCTs