Closing the Achievement Gap

Conner Middle School

Boone County

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Introduction

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

KDE Closing the Achievement Gap

Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

Achievement Gap Groups Identification

Statement or Question: Use the School Report Card to identify your school's gaps groups. Select all that apply.

Response:

- With Disability
- Free/Reduced Price Meals
- Limited English Proficiency

Achievement Gap Summary

Describe the school's climate and culture.

According to the TELL Survey results from the 2011 and 2013 school years, Conner Middle School excels in the area of Climate and Culture. In the 2013-2014 school year, we were recognized as a Top 10 School and Top 3 Middle School in the state.

Describe the strategies that were implemented that helped to close the achievement gap.

1. Response to Intervention for all students who are below benchmark in the areas of reading and/or math.
2. Established new daily Enrichment Program that is strategically designed to enable students to be college and career ready.
3. Offer a series of accelerated enrichment groups for students who have demonstrated an interest in a specific area. (Advanced Art, Advanced Social Studies, STEM, Lego League, Jazz Band, Advanced Orchestra, and Chamber Choir are some examples)
4. After school ESS programs.
5. We also have a variety of clubs that meet after school. Research is quite clear that students who are involved in school are more successful.
6. We have started training teachers in Mastery Learning to ensure that our structure is set up to provide time and support needed for all students to achieve mastery.

Describe the barriers that prevented the school from closing the achievement gap.

1. Class sizes are very large--some advanced math classes have 35 students in them.
2. Teachers do not feel they have adequate instructional time to meet the needs of all students or staffing support to meet the individual needs of students.
3. There is little money for professional development to assist teachers with improving instructional practice.
4.. State assessment data is not received until the following school year so we are unable to utilize this data for placement decisions.
5. Larger number of students seem to have home related issues that are difficult to support at school.
6. A growing number of students with mental health issues that are difficult to support at school. Our two counselors spend a lot of time.

Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.

The district has collaborated with the school to ensure that processes/procedures are in place for ATM's, STAR data is utilized, and that interventions are in place to support students. Training is offered through the district to support changes and initiatives.

Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

Staff meet monthly in ATM meetings to look at student growth data. Interventions are adjusted as needed to best meet the needs of our students. The GAP progress is discussed as part of each month's SBDM council meetings. Mastery Learning is the topic of most content meeting where teachers are discussing the implementation of ML to ensure that all students meet mastery of standards.

Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

Goal 1:

Increase the percentage of students meeting benchmark in EXPLORE in English from 72.9% to 80%, in Reading from 50.4% to 73%, in Math from 42.7% to 66%, in Science from 19.4% to 43% by 2015.

Measurable Objective 1:

demonstrate a proficiency of 75% in English, 58% in Reading, 50% in Math, and 27% in Science by 05/31/2013 as measured by EXPLORE benchmarks.

Strategy1:

Targeted Intervention - Implement intervention for students who did not meet benchmarks and other student level evaluation data for the purpose of specific targeted intervention.

Category:

Research Cited: Marzano

Activity - Data collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review assessment data to determine appropriate placement for at risk students. Monitor progress every 6-8 weeks.	Policy and Process	09/18/2013	05/29/2014	$0 - No Funding Required	Administrative Team Team Leaders

Strategy2:

Advance Curriculum - Utilize our Enrichment time to build and enhance advanced and pre-AP programs to extend the curriculum for many of our students.

Category:

Research Cited: Marzano

Activity - Data collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize assessment to identify students for the extended curriculum opportunities.	Policy and Process	09/18/2013	10/16/2013	$0 - No Funding Required	Administrators Core Content Leaders

Goal 2:

Increase the achievement for all student groups so the achievement gap group increases proficiency from 44% to 69% in reading, from 44 to 69 in math, 61 to 80 in science, 55 to 75 in social studies, 32 to 50 in writing, and 38 to 60 in lang mech by 2017.

Measurable Objective 1:

demonstrate a proficiency of 49% in reading and math, 65% in science, 59% in social studies, 37% in writing, and 43% in language mechanics by 05/30/2013 as measured by the percentage of students in the gap group achieving proficiency on state assessment .

Strategy1:

Best Practice: Progress Monitoring - Best Practice: Progress Monitoring

Category:

Research Cited: Marzano

Activity - Personalize Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of formative assessment to plan for personalized instruction for students who have not achieved content mastery.	Academic Support Program	10/16/2013	05/29/2014	$0 - No Funding Required	All Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue training and monitoring of PBIS	Behavioral Support Program	09/25/2013	05/28/2014	$1000 - District Funding	Assistant principal and PBIS committee

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention students will be assessed bi-weekly in reading and mathematics. Team meetings will be scheduled every 6-8 weeks to measure progress.	Policy and Process	10/16/2013	05/29/2014	$0 - No Funding Required	Administration Intervention Teachers

Goal 3:

Increase the percentage of students meeting proficiency from 58% to 75% in reading, 59% to 75% in math, 77% to 85% in science, 73% to 85% in social studies, 45% to 60% in writing, and 50% to 65% in language mechanics by 2017 as measured by KPREP results.

Measurable Objective 1:

demonstrate a proficiency of 62% in reading, 63% in math, 79% in science, 76% in social studies, 47% in writing, and 53% in language mechanics by 05/30/2013 as measured by KPREP benchmarks.

Strategy1:

Unit, Lesson, Assessment Alignment to CCS - Revise and align instruction and assessment to CCS.

Category:

Research Cited: Marzano

Activity - Professional Learning-Assessment and Lesson Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training and support to teachers for the development of rigorous lessons and assessment.	Professional Learning	09/25/2013	05/28/2014	$0 - No Funding Required	Administrators and building coach

Activity - Unit,Lesson, Assessment Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize weekly content meetings as a means to revise/edit unit plans, lesson plans, and common assessments to meet the rigorous standards of the common core and focus on critical thinking.	Policy and Process	09/25/2013	05/28/2014	$0 - No Funding Required	Core Content Leaders

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the utilization of CIITS as a tool to enhance student learning, teacher PD, and assessment design.	Professional Learning	09/18/2013	05/28/2014	$0 - No Funding Required	Building Coach

Strategy2:

Professional Learning-Best Practice - Teachers will receive training and support on best practice instructional strategies.

Category:

Research Cited: Bobby Marzano

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and support in writing best practices in all content areas.	Professional Learning	09/25/2013	05/28/2014	$0 - No Funding Required	Building Coach

Activity - Creative and Innovative Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and support on creating intentional instruction in critical, creative and innovative thinking embedded in real world problems/solutions.	Professional Learning	09/25/2013	05/28/2014	$0 - No Funding Required	Building Coach

Narrative:

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

1. Weekly content meetings attended by administrators and the instructional coach to ensure that the focus remains on instructional planning, unit design, assessment design, and data analysis to see what is working and what is not working.

2. Monthly PD support for all LA teachers to ensure that Springboard is implemented to fidelity.

3. ATM meetings are held monthly.

4. STAR growth data for teachers and students is used to measure effectiveness.

Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.

Goal 1:

Increase the effectiveness of teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 12/19/2014 as measured by the teacher and principal evaluation system.

Strategy1:

Teacher Professional Development for PGES - All professional development will be based on the new PGES rubric for effective teaching. All PD will be focused on section 3, which includes the instructional piece (questioning, engagement, assessment, etc.).

All teachers will complete personal reflections on each sections of the PGES during weekly content meetings to be complete by May 2014.

All walk-throughs will provide feedback and ask for personal reflection on section 3 of the rubric.

Category:

Research Cited: Marzano

Activity - PGES PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning of the PGES system	Professional Learning	09/02/2013	05/23/2014	$0 - No Funding Required	All administrators

Strategy2:

Pilot Participation - All administrators will participate in the PGES pilot. We have a pilot team of teacher consisting of more than 10 teachers.

Category:

Research Cited: MET project

Activity - Pilot Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot Participation	Professional Learning	11/01/2013	05/23/2014	$0 - Title II Part A	All administrators

Narrative:

Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

1. PGES training and implementation for all teachers to improve instruction in the classroom.

2. Instructional coaching support

3. Weekly, grade level content meetings to provide collaborative support for all teachers.

4. Teacher training and implementation of Mastery Learning.

5. Intervention provided for all students below the 40th percentile.

Stakeholder Engagement and Collaboration

Statement or Question: Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

Response:

- •Parent information resources (PTA/PTO/SBDM, other)
- •Partnership with community groups and businesses
- •Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- •Parent engagement with students in the classroom or during school activities

Closing the Achiement Gap 2015-16

Overview

Plan Name

Closing the Achiement Gap 2015-16

Plan Description

Achievement Gap Plan 2015-16

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students meeting benchmark in EXPLORE in English from 72.9% to 80%, in Reading from 50.4% to 73%, in Math from 42.7% to 66%, in Science from 19.4% to 43% by 2015.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	$4000
2	Increase the percentage of students meeting proficiency from 58% to 75% in reading, 59% to 75% in math, 77% to 85% in science, 73% to 85% in social studies, 45% to 60% in writing, and 50% to 65% in language mechanics by 2017 as measured by KPREP results.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$0
3	Increase the achievement for all student groups so the achievement gap group increases proficiency from 44% to 69% in reading, from 44 to 69 in math, 61 to 80 in science, 55 to 75 in social studies, 32 to 50 in writing, and 38 to 60 in lang mech by 2017.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$1000
4	Increase the effectiveness of teachers and leaders	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Increase the percentage of students meeting benchmark in EXPLORE in English from 72.9% to 80%, in Reading from 50.4% to 73%, in Math from 42.7% to 66%, in Science from 19.4% to 43% by 2015.

Measurable Objective 1:

demonstrate a proficiency of 75% in English, 58% in Reading, 50% in Math, and 27% in Science by 05/31/2015 as measured by EXPLORE benchmarks.

Strategy 1:

Core Assessment Alignment - Align and revise rigorous common assessments in all content areas.

Category: Continuous Improvement

Research Cited: Marzano

Activity - Assessment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning opportunities for staff on the development of rigorous common assessments aligned to CCRS.	Professional Learning	08/01/2014	05/31/2015	$0	No Funding Required	Principal

Activity - STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase access and opportunity for students to participate in science, technology, engineering, and mathematics (STEM) programs.	Academic Support Program	09/18/2013	05/29/2014	$2000	School Council Funds	Principal Science content leader

Activity - Science Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD.	Academic Support Program	09/18/2013	05/31/2015	$0	No Funding Required	Principal Science Content Leader

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Provide modeling, embedded PD, and training to support: embedded Marzano strategies, 21st century skills to include intentional instruction in critical and creative thinking skills, collaborative strategies, and written/oral communication skills; differentiated instruction; formative and summative assessments to assure strategies are embedded in instruction to include feedback, data analysis, interventions, recognize and respond to academic and non-academic barriers to learning; enhance teachers content knowledge, especially in areas of literacy and numeracy; implementation of the LDC and MDC models; enhance teachers content knowledge in areas with new and pending standards.	Professional Learning	09/01/2014	05/01/2015	$2000	District Funding	Principal

Strategy 2:

Targeted Intervention - Implement intervention for students who did not meet benchmarks and other student level evaluation data for the purpose of specific targeted intervention.

Category:

Research Cited: Marzano

Activity - Data collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review assessment data to determine appropriate placement for at risk students. Monitor progress every 6-8 weeks.	Policy and Process	09/18/2013	05/29/2014	$0	No Funding Required	Administrative Team Team Leaders

Strategy 3:

Advance Curriculum - Utilize our Enrichment time to build and enhance advanced and pre-AP programs to extend the curriculum for many of our students.

Category:

Research Cited: Marzano

Activity - Data collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize assessment to identify students for the extended curriculum opportunities.	Policy and Process	09/18/2013	10/16/2013	$0	No Funding Required	Administrators Core Content Leaders

Goal 2: Increase the percentage of students meeting proficiency from 58% to 75% in reading, 59% to 75% in math, 77% to 85% in science, 73% to 85% in social studies, 45% to 60% in writing, and 50% to 65% in language mechanics by 2017 as measured by KPREP results.

Measurable Objective 1:

demonstrate a proficiency of 62% in reading, 63% in math, 79% in science, 76% in social studies, 47% in writing, and 53% in language mechanics by 05/30/2013 as measured by KPREP benchmarks.

Strategy 1:

Unit, Lesson, Assessment Alignment to CCS - Revise and align instruction and assessment to CCS.

Category:

Research Cited: Marzano

Activity - Unit,Lesson, Assessment Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize weekly content meetings as a means to revise/edit unit plans, lesson plans, and common assessments to meet the rigorous standards of the common core and focus on critical thinking.	Policy and Process	09/25/2013	05/28/2014	$0	No Funding Required	Core Content Leaders

Activity - Professional Learning-Assessment and Lesson Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and support to teachers for the development of rigorous lessons and assessment.	Professional Learning	09/25/2013	05/28/2014	$0	No Funding Required	Administrators and building coach

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the utilization of CIITS as a tool to enhance student learning, teacher PD, and assessment design.	Professional Learning	09/18/2013	05/28/2014	$0	No Funding Required	Building Coach

Strategy 2:

Professional Learning-Best Practice - Teachers will receive training and support on best practice instructional strategies.

Category:

Research Cited: Bobby Marzano

Activity - Creative and Innovative Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and support on creating intentional instruction in critical, creative and innovative thinking embedded in real world problems/solutions.	Professional Learning	09/25/2013	05/28/2014	$0	No Funding Required	Building Coach

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and support in writing best practices in all content areas.	Professional Learning	09/25/2013	05/28/2014	$0	No Funding Required	Building Coach

Goal 3: Increase the achievement for all student groups so the achievement gap group increases proficiency from 44% to 69% in reading, from 44 to 69 in math, 61 to 80 in science, 55 to 75 in social studies, 32 to 50 in writing, and 38 to 60 in lang mech by 2017.

Measurable Objective 1:

demonstrate a proficiency of 49% in reading and math, 65% in science, 59% in social studies, 37% in writing, and 43% in language mechanics by 05/31/2015 as measured by the percentage of students in the gap group achieving proficiency on state assessment .

Strategy 1:

Best Practice: Progress Monitoring - Best Practice: Progress Monitoring

Category:

Research Cited: Marzano

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention students will be assessed bi-weekly in reading and mathematics. Team meetings will be scheduled every 6-8 weeks to measure progress.	Policy and Process	10/16/2013	05/29/2014	$0	No Funding Required	Administration Intervention Teachers

Activity - Personalize Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of formative assessment to plan for personalized instruction for students who have not achieved content mastery.	Academic Support Program	10/16/2013	05/29/2014	$0	No Funding Required	All Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue training and monitoring of PBIS	Behavioral Support Program	09/25/2013	05/28/2014	$1000	District Funding	Assistant principal and PBIS committee

Activity - Specially Designed Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Look at schedule options that would allow collaborative classes to have full support of a special education instructors where teachers can co-plan instruction and students receive the support they need to master concepts and skills.	Academic Support Program	10/03/2014	06/12/2015	$0	No Funding Required	CMS administration and teacher leaders.

Strategy 2:

Mastery Learning - All teachers will be trained and implement Mastery Learning in their classrooms.

Category: Continuous Improvement

Research Cited: Gusky

Activity - Mastery Learning Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will receive initial training on ML	Academic Support Program	09/01/2014	05/31/2015	$0	No Funding Required	Brewer

Activity - Implementation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mastery Learning implementation discussions and assessment	Academic Support Program	09/15/2014	05/31/2015	$0	No Funding Required	All teachers

Goal 4: Increase the effectiveness of teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 05/31/2015 as measured by the teacher and principal evaluation system.

Strategy 1:

Teacher Professional Development for PGES - All professional development will be based on the new PGES rubric for effective teaching. All PD will be focused on section 3, which includes the instructional piece (questioning, engagement, assessment, etc.).

All teachers will complete personal reflections on each sections of the PGES during weekly content meetings to be complete by May 2014.

All walk-throughs will provide feedback and ask for personal reflection on section 3 of the rubric.

Category:

Research Cited: Marzano

Activity - PGES PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning of the PGES system	Professional Learning	09/02/2013	05/23/2014	$0	No Funding Required	All administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Specially Designed Instruction	Look at schedule options that would allow collaborative classes to have full support of a special education instructors where teachers can co-plan instruction and students receive the support they need to master concepts and skills.	Academic Support Program	10/03/2014	06/12/2015	$0	CMS administration and teacher leaders.
Professional Learning- Assessment and Lesson Development	Provide training and support to teachers for the development of rigorous lessons and assessment.	Professional Learning	09/25/2013	05/28/2014	$0	Administrators and building coach
Unit,Lesson, Assessment Development	Utilize weekly content meetings as a means to revise/edit unit plans, lesson plans, and common assessments to meet the rigorous standards of the common core and focus on critical thinking.	Policy and Process	09/25/2013	05/28/2014	$0	Core Content Leaders
Science Standards	Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD.	Academic Support Program	09/18/2013	05/31/2015	$0	Principal Science Content Leader
Writing	Teachers will receive training and support in writing best practices in all content areas.	Professional Learning	09/25/2013	05/28/2014	$0	Building Coach
Mastery Learning Training	Teacher will receive initial training on ML	Academic Support Program	09/01/2014	05/31/2015	$0	Brewer
Personalize Instruction	Use results of formative assessment to plan for personalized instruction for students who have not achieved content mastery.	Academic Support Program	10/16/2013	05/29/2014	$0	All Teachers
Data collection	Review assessment data to determine appropriate placement for at risk students. Monitor progress every 6-8 weeks.	Policy and Process	09/18/2013	05/29/2014	$0	Administrative Team Team Leaders
Data collection	Utilize assessment to identify students for the extended curriculum opportunities.	Policy and Process	09/18/2013	10/16/2013	$0	Administrators Core Content Leaders
Implementation Training	Mastery Learning implementation discussions and assessment	Academic Support Program	09/15/2014	05/31/2015	$0	All teachers

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Progress Monitoring	Intervention students will be assessed bi-weekly in reading and mathematics. Team meetings will be scheduled every 6-8 weeks to measure progress.	Policy and Process	10/16/2013	05/29/2014	$0	Administration Intervention Teachers
PGES PD	Professional Learning of the PGES system	Professional Learning	09/02/2013	05/23/2014	$0	All administrators
Assessment Training	Provide professional learning opportunities for staff on the development of rigorous common assessments aligned to CCRS.	Professional Learning	08/01/2014	05/31/2015	$0	Principal
CIITS	Support the utilization of CIITS as a tool to enhance student learning, teacher PD, and assessment design.	Professional Learning	09/18/2013	05/28/2014	$0	Building Coach
Creative and Innovative Thinking	Teachers will receive training and support on creating intentional instruction in critical, creative and innovative thinking embedded in real world problems/solutions.	Professional Learning	09/25/2013	05/28/2014	$0	Building Coach
				Total	$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM	Increase access and opportunity for students to participate in science, technology, engineering, and mathematics (STEM) programs.	Academic Support Program	09/18/2013	05/29/2014	$2000	Principal Science content leader
				Total	$2000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	Continue training and monitoring of PBIS	Behavioral Support Program	09/25/2013	05/28/2014	$1000	Assistant principal and PBIS committee
Professional Learning	Provide modeling, embedded PD, and training to support: embedded Marzano strategies, 21st century skills to include intentional instruction in critical and creative thinking skills, collaborative strategies, and written/oral communication skills; differentiated instruction; formative and summative assessments to assure strategies are embedded in instruction to include feedback, data analysis, interventions, recognize and respond to academic and non-academic barriers to learning; enhance teachers content knowledge, especially in areas of literacy and numeracy; implementation of the LDC and MDC models; enhance teachers content knowledge in areas with new and pending standards.	Professional Learning	09/01/2014	05/01/2015	$2000	Principal
				Total	$3000	