

The background features a light yellow gradient with several white and light blue abstract shapes. A thin yellow line curves across the page. In the bottom left corner, there is a yellow cross symbol. The entire page is framed by a dark blue border.

**School Improvement
Fairplay Middle School**



SCHOOL IMPROVEMENT PLAN

Cover Page

School Name: Fairplay Middle School

School System: Douglas County

Name of Principal: Monte A. Beaver

School Year: 2010-2011

Title I: School-Wide Program: _____

Targeted Assistance: _____

Needs Improvement Status: Status: Year: 0 1 2 3 4 5 6 7

Sanctions Implementing (Select all that apply):

School Improvement Plan (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2008.)

School Choice

Supplemental Services

Corrective Action (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2006.)

Restructuring (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2008.)

Principal's Signature: _____

Date: _____

Title I Director's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

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Measurable Goal 1: The percentage of students who are absent 15 days or more will improve from 6.9% from SY 2009-2010 to 4% in SY 2010-2011.						
GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
PO/SC	Recognition list of 100% attendance posted in main office.	Monthly	None	M. Beaver; G. Palmer	Attendance reports; Recognition List	Attain AYP, 2 nd indicator; CRCT
PO/SC /SFC	A System-wide automated phone master will be utilized to notify parents of all student absences.	Daily	None	Central Office G. Palmer	Attendance reports	Attain AYP, 2 nd indicator; CRCT
PO/SFC /SC	School phone calls and/or emails will be made to parents for 3-5 unexcused absences.	Daily	None	G.Palmer	Attendance reports; phone logs	Attain AYP, 2 nd indicator; CRCT
PO/SFC /SC	Certified Letters sent to parents, Social Worker, SRO, and Department of Juvenile Justice for 6-7 unexcused absences.	Daily	\$100 (local school funds)	G. Palmer Dept. Green S. Daniell	Attendance reports; certified letter receipts.	Attain AYP, 2 nd indicator; CRCT

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Measurable Goal 2: Students in subgroups who did not meet the absolute bar in percentage of students meeting or exceeding on the CRCT for Spring 2009 will raise achievement so that all subgroups will meet the absolute bar in percentage for students meeting or exceeding on the CRCT for Spring 2010.

Annual Measurable Objective 1: Students will raise achievement in MATH in grade 6 from 86% meeting or exceeding standard as 5th graders on the 2010 CRCT to 91% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Students will raise achievement in MATH in grade 7 from 92% meeting or exceeding standard as 6th graders on the 2010 CRCT to 97% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Students will raise achievement in MATH in grade 8 from 86% meeting or exceeding standard as 7th graders on the 2010 CRCT to 92% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Annual Measurable Objective 2: Students will raise achievement in MATH in grade 6 from 39% exceeding standard as 5th graders on the 2010 CRCT to 48% exceeding standard on the 2011 CRCT.

Students will raise achievement in MATH in grade 7 from 21% exceeding standards as 6th graders on the 2010 CRCT to 33% exceeding standard on the 2011 CRCT.

Students will raise achievement in MATH in grade 8 from 21% exceeding standards as 7th graders on the 2010 CRCT to 30% exceeding standard on the 2011 CRCT.

Annual Measurable Objective 3: Students with Disabilities will raise achievement in students who meet or exceed in MATH from 55% on the Spring 2010 CRCT to 64% on the Spring 2011 CRCT.

Annual Measurable Objective 4: Students who are Economically Disadvantaged will raise achievement in students who meet or exceed in MATH from 74% on the 2010 CRCT to 85% on the 2011 CRCT.

Annual Measurable Objective 5: Students will raise achievement in LANGUAGE ARTS in grade 6 from 97% meeting or exceeding standard as 5th graders on the 2010 CRCT to 99% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Students will raise achievement in LANGUAGE ARTS in grade 7 from 98% meeting or exceeding standard as 6th graders on the 2010 CRCT to 99% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Students will raise achievement in LANGUAGE ARTS in grade 8 from 93% meeting or exceeding standard as 7th graders on the 2010 CRCT to 96% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Annual Measurable Objective 6: Students will raise achievement in LANGUAGE ARTS in grade 6 from 48% exceeding standard as 5th graders on the 2010 CRCT to 53% exceeding standard on the 2011 CRCT.

Students will raise achievement in LANGUAGE ARTS in grade 7 from 40% exceeding standards as 6th graders on the 2010 CRCT to 45% exceeding standard on the 2011 CRCT.

Students will raise achievement in LANGUAGE ARTS in grade 8 from 36% exceeding standards as 7th graders on the 2010 CRCT to 40% exceeding standard on the 2011 CRCT.

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Annual Measureable Objective 7: Students with Disabilities will raise achievement in students who meet or exceed in LANGUAGE ARTS from 74% on the Spring 2010 CRCT to 80% on the Spring 2011 CRCT.

Annual Measureable Objective 8: Students will raise achievement in SCIENCE in grade 6 from 90% meeting or exceeding standard as 5th graders on the 2010 CRCT to 94% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Students will raise achievement in SCIENCE in grade 7 from 91% meeting or exceeding standard as 6th graders on the 2010 CRCT to 96% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Students will raise achievement in SCIENCE in grade 8 from 87% meeting or exceeding standard as 7th graders on the 2010 CRCT to 90% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Annual Measureable Objective 9: Students will raise achievement in SCIENCE in grade 6 from 58% exceeding standard as 5th graders on the 2010 CRCT to 61% exceeding standard on the 2011 CRCT.

Students will raise achievement in SCIENCE in grade 7 from 37% exceeding standards as 6th graders on the 2010 CRCT to 55% exceeding standard on the 2011 CRCT.

Students will raise achievement in SCIENCE in grade 8 from 38% exceeding standards as 7th graders on the 2010 CRCT to 45% exceeding standard on the 2011 CRCT.

Annual Measureable Objective 10: Students with Disabilities will raise achievement in students who meet or exceed in SCIENCE from 57% on the Spring 2010 CRCT to 64% on the Spring 2011 CRCT.

Annual Measureable Objective 11: Students who are Economically Disadvantaged will raise achievement in students who meet or exceed in SCIENCE from 80% on the 2010 CRCT to 90% on the 2011 CRCT.

Annual Measureable Objective 12: Students will raise achievement in READING in grade 6 from 98% meeting or exceeding standard as 5th graders on the 2010 CRCT to 99% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Students will raise achievement in READING in grade 7 from 98% meeting or exceeding standard as 6th graders on the 2010 CRCT to 99% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Students will raise achievement in READING in grade 8 from 93% meeting or exceeding standard as 7th graders on the 2010 CRCT to 96% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Annual Measureable Objective 13: Students will raise achievement in READING in grade 6 from 46% exceeding standard as 5th graders on the 2010 CRCT to 54% exceeding standard on the 2011 CRCT.

Students will raise achievement in READING in grade 7 from 55% exceeding standards as 6th graders on the 2010 CRCT to 60% exceeding standard on the 2011 CRCT.

Students will raise achievement in READING in grade 8 from 31% exceeding standards as 7th graders on the 2010 CRCT to 37% exceeding standard on the 2011 CRCT.

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Annual Measurable Objective 14: Students with Disabilities will raise achievement in students who meet or exceed in **READING** from 79% on the Spring 2010 CRCT to 86% on the Spring 2011 CRCT.

Annual Measurable Objective 15: Students will raise achievement in **SOCIAL STUDIES** in grade 6 from 85% meeting or exceeding standard as 5th graders on the 2010 CRCT to 93% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Students will raise achievement in **SOCIAL STUDIES** in grade 7 from 86% meeting or exceeding standard as 6th graders on the 2010 CRCT to 92% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Students will raise achievement in **SOCIAL STUDIES** in grade 8 from 86% meeting or exceeding standard as 7th graders on the 2010 CRCT to 90% meeting or exceeding standard on the 2011 CRCT with a minimum of 95% participation for all subgroups.

Annual Measurable Objective 13: Students will raise achievement in **SOCIAL STUDIES** in grade 6 from 37% exceeding standard as 5th graders on the 2010 CRCT to 49% exceeding standard on the 2011 CRCT.

Students will raise achievement in **SOCIAL STUDIES** in grade 7 from 48% exceeding standards as 6th graders on the 2010 CRCT to 54% exceeding standard on the 2011 CRCT.

Students will raise achievement in **SOCIAL STUDIES** in grade 8 from 39% exceeding standards as 7th graders on the 2010 CRCT to 47% exceeding standard on the 2011 CRCT.

Annual Measurable Objective 14: Students with Disabilities will raise achievement in students who meet or exceed in **READING** from 55% on the Spring 2010 CRCT to 67% on the Spring 2011 CRCT.

Annual Measurable Objective 15: 8th grade students will raise achievement in **WRITING** from 80% meeting or exceeding standards on the 2010 MGWA to 85% meeting or exceeding standard on the 2011 MGWA.

GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
C/A	Teachers will use OAS and Odyssey to help guide instruction and to provide additional formative assessment.	Sept. 2010 to April 2012	None	M. Nicholson	Teacher developed tests	CRCT; formative assessments; CRCT On-Line Results

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GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
A/I	Teachers will use benchmark assessments as a formative assessment.	60 and 120 days	None	County subject coordinators; dept. heads	Lesson plans; assessments	Assessments; CRCT
PL/I	Teachers will spend a collaboration day together developing intra disciplinary and interdisciplinary plans to help improve student achievement.	November 2010 to January 2011	\$2373.70 for 35 full-day subs. \$237.37 for 7 half-day subs	A. Carter	Lesson plans; observation forms	CRCT; formative assessments; NSDC's SAI #6, 23, &28
I	All subject areas will participate in the million word standard and will use class time to promote reading. Teachers will monitor student reading and help students maintain their reading logs.	September 2010 – April 2012	Foreign language: FLAG Conference, \$521.28 (\$271.28 for subs; \$250 for fees)	J. Roth	Student reading logs; lesson plans; classroom observations	Formative assessments and CRCT
I	Teachers will implement a year-long graphic organizer and vocabulary tool for math instruction, remediation and spiral review. Code word OMG: Outstanding Math Guide and materials and knowledge obtained at Rock Eagle.	August 2010 to May 2012	\$500 – supplies (school funds) Rock Eagle: \$2002.30 (\$1,017.30 for subs; \$985 for fees)	R. Davis	Completed OMG's by each student; lesson plans	Benchmark assessments, CRCT scores
C/A	Teachers will implement a Science/math collaboration program for struggling students. Pilot group will be 24 students	August 2010 to May 2011	None	L. Hilderbrand, A. McDowell	Unit plans	Benchmark assessments, CRCT scores

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I/A	Students will improve test taking skills by implementing strategies learned from a testing resource.	August 2010-May 2012	\$5,000 for testing resource (school funds)	R. Davis	Lesson plans, video tapes of sessions with target groups	Benchmark assessment, CRCT scores
C/I/A	Math teachers will develop math related vocabulary lists for all teachers to use to better integrate math concepts across the curriculum.	August 2010 to April 2012	None	R. Davis	Vocabulary lists, lesson plans, classroom observations	Formative assessments and CRCT
C/I	Science teachers will integrate a problem based unit. Materials and knowledge obtained at NSTA and GSTA will assist with this unit.	Sept. 2010 to April 2012	\$2817.94 for national and state conferences (\$1,152.94 for subs; \$1,445 for fees; \$220 for travel)	A. McDowell	Lesson plans, classroom observations	Formative assessments and CRCT
PO/I/C	Morning math tutoring will be offered to give extra help in math to all students.	Daily	\$200.00 (school funds)	Math Dept.	Attendance sheets; agenda books	CRCT; Benchmark assessments
SFC/C/I	Math Connections classes will be used to give extra help on specific domains in math for grades 6 – 8	Daily	None	S. Bailey	Lesson plans; classroom observation; pre and post tests.	Pre and post tests; CRCT

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GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
I	Science teachers will offer CRCT study sessions to offer extra help in all areas but with emphasis in critical domains.	March – April 2012	None	6 th and 8 th grade Science teachers	Lesson plans; attendance sheets	CRCT
I	SPED students will receive reinforcement in classes with audio books and picture books to build listening and vocabulary skills in content areas where available.	August 2010 – May 2012	None	Special Ed. teachers	Lesson plans, formative assessments, classroom observations	CRCT results
C/I	Reading Classes will work to improve student literary knowledge vocabulary acquisition by using stem instruction in reading through such strategies as Red Hot Root Words, Mastering Vocabulary, and Jaguar Jargon.	Daily	Children and Young Adult Literature Conference: \$1428.20 (\$678.20 for subs; \$750 for fees)	J. Roth	Lesson plans; classroom observations; formative assessments	Formative assessments and CRCT
I/C	Social Studies teachers will incorporate map and graph skill segments as part of every unit of study.	August 2010 – May 2012	None	All SS teachers	Lesson plans, examples of student work, formative assessments	CRCT results
PO/L/PL	Conduct a New Teacher Induction Program that supports new teachers and focuses on improving instruction	July 2010 to May 2012	None	A. Carter	Meeting agendas, Teacher observations	CRCT and grade distribution data

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					Artifacts	Evidence of Impact on Student Learning
S,F,&C	<p>Implement a two-way communication system between teachers and parents regarding student learning.</p> <p>a) Provide newsletters to parents.</p> <p>b) Establish a school to home communication process through agendas and email that allows teachers and parents to communicate regarding student learning as it relates to standards.</p> <p>c) Newsletter will be used to communicate AYP results and testing results.</p>	<p>Sept. 10 Nov. 10 Jan. 11 March 11</p> <p>Daily</p>		<p>M. Nicholson</p> <p>Leadership team, all grade level teachers</p>	<p>Newsletters, agendas</p>	<p>CRCT results, parents can explain how their children are progressing toward meeting standards</p>
I	<p>Health and Lifetime Sports will integrate math concepts explicitly when applicable and improve students' large group game/dance skills</p>	<p>August 2010 to May 2012</p>	<p>GAJPERD Convention: \$718.28 (\$271.28 for subs; \$447 for fees)</p>	<p>A. Griffin M. Moncus B. Bridges</p>	<p>Lesson plans, classroom observations</p>	<p>CRCT results</p>
I/A	<p>English Language Arts teachers will use Diagnostic Writing Assessments as pre- and post-test measures</p>	<p>August 2010 to May 2012</p>		<p>S. Overton</p>	<p>Lesson plans, classroom observations, copies of writing assessments</p>	<p>CRCT results, 8th Grade Writing Assessment</p>
I/C	<p>English Language Arts teachers will implement the year-long use of Daily Grammar Practice (DGP) at every grade and ability level.</p>	<p>August 2010 to May 2012</p>		<p>S. Overton</p>	<p>Lesson plans, classroom observations, student examples</p>	<p>CRCT results, 8th Grade Writing Assessment</p>

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					Artifacts	Evidence of Impact on Student Learning
C/I/A	English Language Arts teachers will incorporate the 6+1 Writing Traits into writing instruction throughout the year. Teachers will implement strategies learned from the <i>Traits of Writing</i> resources	August 2010 to May 2012	\$904 for <i>Traits of Writing</i> resources (\$564 for supplies; \$340 for books)	S. Overton	Lesson plans, classroom observations, writing samples	CRCT results, 8 th Grade Writing Assessment
I/A	English Language Arts teachers will routinely use the state writing rubrics for classroom instruction and assessment	August 2010 to May 2012		S. Overton	Classroom observations, writing samples	CRCT results, 8 th Grade Writing Assessment
I/A	English Language Arts teachers will use student self- and peer-assessment to increase familiarity with state rubrics	August 2010 to May 2012		S. Overton	Classroom observations, lesson plans, writing samples	CRCT results, 8 th Grade Writing Assessment
I/SC	English Language Arts teachers will recognize excellent writers at various assemblies, during announcements, on the school website, etc. as appropriate	August 2010 to May 2012		S. Overton	Writing samples, assembly agendas, announcement records	8 th Grade Writing Assessment, CRCT results
I	English Language Arts teachers will conduct an 8 th grade Writing Remediation Day in January for students who need extra guidance and support in preparation of the Grade 8 Writing Assessment	January, 2011	\$203.46 for 3 substitute teachers	K. Parham	Lesson plans, benchmark results, writing samples	8 th Grade Writing Assessment

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GSS Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
I	Teachers will be trained in and will implement Learning Focused Strategies in the classroom	August 2010 to May 2012		M. Beaver	Lesson plans, classroom observations	CRCT results
I/PL	The school will maintain 100% highly qualified teacher status	Ongoing		M. Beaver	Course transcripts, teacher certification documentation	CRCT results
S,F,&C/SC	The school will send letters communicating AYP status to parents	August , 2010	\$100 for supplies and postage (school funds)	M. Beaver	Copy of letter	CRCT results
I	Music teachers will use knowledge learned at GMEA to improve student knowledge of music.	August 2010 to May 2012	GMEA: \$1535.92 (\$406.92 for subs; \$860 for fees; \$269 for travel)	L. Terry	Lesson plans, conference agenda, classroom observation	CRCT results

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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
<i>Curriculum, Instruction, professional Learning,</i>	<ol style="list-style-type: none"> 1. Plan together collaboratively throughout the school to implement standards-based classrooms to include: <ul style="list-style-type: none"> • A common framework • Language of the standards • Performance tasks • Interdisciplinary performance tasks 2. Use collaborative teacher meetings to achieve identified school improvement goals: <ul style="list-style-type: none"> • Develop tasks that reflect the rigor needed by grade level • Analyze student work • Prioritize student learning needs based on data • Develop scoring and teacher/student rubrics. • Design and implement effective awareness walks 3. Establishing Standards-based model Classrooms 	August 2010 to May 2012		M. Beaver Dept. Heads	Lesson plans, Awareness walks, PL and collaborative meeting sign-In sheets, agendas, Displayed student work with commentary, Benchmarks and data Student conferring logs List and location of model classrooms, Leadership Team minutes	Teachers can articulate and demonstrate the three part lesson format Teachers post lesson plans with standards-based units. Teachers are able to articulate and demonstrate their understanding of specific feedback and written commentary. Teachers post students analyzed work with feedback. Teachers use data from benchmarks, EOCT and other data sources to drive decision-making and lesson planning. Students can identify and explain purpose of the three part lesson plan. Students can identify the standard that is aligned with their assignments and activities. Log of identified teachers visits to standard-based model classrooms.

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					Artifacts	Evidence
Instruction, Assessment, professional Learning, Planning and Organization	<p>Implement Research –based learning strategies to increase learning processes that consistently increase student achievement for all students to include:</p> <ol style="list-style-type: none"> 1. Utilizing the nine researched-based strategies in Marzano’s book: <i>What Works in Classroom Instruction</i> 2. Using Blooms Taxonomy to increase higher order thinking skills, higher-level questions for assessment as well as performance tasks 3. Differentiating instruction using flexible groups and higher critical thinking skills 4. Have students demonstrate varying degrees of personal efficacy and responsibility by: <ul style="list-style-type: none"> • Designing activities and assignments that require exhibits of student responsibilities • Conducting “data talks” with students about their performance and set goals • Providing instruction for students and parents on effective strategies for: <ul style="list-style-type: none"> ○ Study skills ○ Self-management ○ Self-motivation 	August 2010 to May 2012		M. Beaver A. Carter Dept. Heads	<p>PL logs</p> <p>Lesson plans</p> <p>Awareness walks data</p> <p>Outline of Marzano’s book study</p> <p>Copy of benchmarks and analyzed data</p> <p>Student work samples</p> <p>Copy of monitoring log</p>	<p>Teachers are able to demonstrate, during classroom observations, an understanding of differentiation, flexible grouping and higher order thinking skills through integrated activities.</p> <p>Students are able to articulate different group formations, job responsibilities, and purpose for cooperative groups.</p> <p>Teachers are able to explain the use of Online Assessment data to plan and monitor instruction.</p> <p>Teachers have examples of critical thinking, higher-order questions included in lesson plans, posted student work, and class activities.</p>

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					Artifacts	Evidence
<i>Professional Learning, instruction, Assessment, Curriculum,</i>	<p>Develop and implement a system of support for SWD:</p> <ol style="list-style-type: none"> 1. Implement the Six Step Program effectively to identify bubble students and other targeted groups to provide domain specific instruction 2. Place students in the least restrictive environment to increase student achievement <ul style="list-style-type: none"> • Institute a phase in process for including more SWD in collaborative classes based on readiness data and per the IEP • Develop a monitoring process/plan for co-teaching 3. Differentiate instruction by using strategies specific to this subgroup 4. Use Ladders for Success in ELT to remediate/practice CRCT skills in Math Monitor attendance SWD attendance closely 	Aug 2010 to May 2012		M. Beaver	PL logs, class lists Master schedule GAA portfolios Tutorial logs Awareness Walk logs Lesson Plans for daily instruction and tutorials Student Work Collaborative planning minutes	Teachers are able to identify bubble students and other targeted groups in their classes. Teachers are able to demonstrate proficiency in co-teaching planning and instructional delivery of the co-teaching models. Benchmarks are used to identify, plan and implement needed interventions for students. Documentation that a pyramid of intervention is developed, used and monitored. Students can identify GPS worked on in tutorials.

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					Artifacts	Evidence
<i>Professional Learning, instruction, Assessment, Curriculum,</i>	<p>Develop and implement a system of support for SWD:</p> <p>5. Provide Professional Learning (PL) in:</p> <ul style="list-style-type: none"> ▪ Math content for Special Education Teachers ▪ Co-teaching ▪ Effective instructional strategies for SWD ▪ The Six Step Program 	Aug 2010 to May 2011			<p>Copies or descriptions of formative assessments to include tutorials</p> <p>Weekly attendance reports to include tutorials</p>	<p>Students are able to connect assignments and activities to the GPS.</p> <p>Student attendance data will demonstrate an increase in student attendance from week to week</p>

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					Artifacts	Evidence
<i>Planning and Organization, Professional Learning, Leadership</i>	<ol style="list-style-type: none"> 1. Develop a school-wide process to monitor continuous school improvement: <ul style="list-style-type: none"> • School wide • Content • Grade level • Individual classrooms <ul style="list-style-type: none"> ○ Students ○ teachers • Subgroups • Individual students 2. Have Leadership Team Chunk the SIP for monitoring <ul style="list-style-type: none"> • Assign individuals or groups to monitor and collect data for specific components • Develop forms and/or other methods to document progress 3. Develop a process for monitoring PL <ul style="list-style-type: none"> • Awareness walks • Specific feedback • Create a cohort of professionals dedicated to providing additional PL (if needed) using different models of PL <ul style="list-style-type: none"> ○ Redelivery ○ Rollout ○ Coaching ○ Modeling 	August 2010 – May 2012		M. Beaver	PL logs Copy of monitoring plan Copies of completed monitoring documentation Leadership Team minutes Copy of revised SIP Awareness walk Data Conference logs Copy of book study outline	Administrators and teachers and are able to articulate how the SIP guides the school’s improvement efforts. Administrators and teachers are able to articulate the revisions made to the SIP per the GAPSS. Leadership team provides documentation of how teachers are kept abreast of the team’s discussion and decisions Administrators and teachers are able to discuss how the SIP is monitored. Teachers are able to produce next steps developed during conference with administrators. There is evidence of Smart Goals in the SIP.