

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Avon Elementary School
District: 28 - Highlands
Principal: Pamela M. Burnham
SAC Chair: Debra Thompson
Superintendent: Mr. Wallace P Cox
School Board Approval Date: 10/08/2013
Last Modified on: 09/27/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	705 WINTHROP ST Avon Park, FL 33825	705 WINTHROP ST Avon Park, FL 33825
Phone Number:	8634524355	
Web Address:	http://www.highlands.k12.fl.us/~aes/	
Email Address:	burnhamp@highlands.k12.fl.us	

School Type:	Elementary School			
Alternative/ESE:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	84%			
Minority:	59%			
School Grade History:	<u>2012-13</u> D	<u>2011-12</u> C	<u>2010-11</u> D	<u>2009-10</u> B

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 Avon Elementary School	
Principal's name Pamela M. Burnham	
School Advisory Council chair's name Debra Thompson	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Cindy Murphy	LCRT
Lisa Elder	ESE Team Leader
Becky Long	Kindergarten Team Leader
Summer Laye	1st Grade Team Leader
Megan McNamara	2nd Grade Team Leader
Christy Thompson	3rd Grade Team Leader
Kelly Hall	4th Grade Team Leader
Kim Ferguson	5th Grade Team Leader
Martie Brooker	Guidance
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP 10/08/2013	
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 Debra Thompson..Chairperson Donna Webley..Teacher Ashley Rowe..NonInstructional* Cindy Murphy..Teacher Lori Howerton..Parent/Student Nicole Barben..Parent/Student Shannon McCracken..Business Keri Pritchett..Parent/Student William Barben..Business Sharon Avedisian..Parent/Student* Glenda Pruitt..Parent/Student* Anna Miranda..Parent/Student* Suzy Vegas..NonInstructional* Karla Gracia..Parent/Student* Felicia Ochoa..ESE* Catalina Cuellar..Parent/Student* Chelsea Lemay..Parent/Student* Tiffany Lee..Parent/Student* Jackeline Orellana..Parent/Student*	

Describe the involvement of the SAC in the development of this school improvement plan

At the May 2013 SAC meeting, any available data for the 2012-13 school year was reviewed. At the September 9, 2013 meeting the information was reviewed. Plans for the current school year were discussed and voted on with members present. These include: departmentalization of 4th grade subject areas, 5th grade team teaching with some departmentalization, after school tutoring in 4th and 5th grades, in- class tutoring with special area teachers going into the classrooms, Tier 2 and Tier 3 research based interventions throughout the school using the Reading Street program, .5 unit math resource coach for grades K-2, 5th grade paraprofessional with an emphasis on science instruction in a lab setting, and utilization of computer labs before school.

Describe the activities of the SAC for the upcoming school year

The SAC will meet 5 times (additional meetings if needed) during the current school year. At these meetings updates will be given regarding school curriculum and student learning. Discussions will be held and decisions will be made at each meeting.

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

NA

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:**Pamela M. Burnham**

Principal	Years as Administrator: 17	Years at Current School: 12

Credentials	BSE-Elementary Education MSE-Guidance and Counseling K-12 Masters and Certification in Educational Leadership K-12	

Performance Record	School Grades: 4 A's, 4 B's, 2 C's, 2 D's	

Debra Thompson

Asst Principal	Years as Administrator: 6	Years at Current School: 0

Credentials	BA-Elementary Education MA-Educational Leadership	

Performance Record	3 A's, 2 B's, 1 C	

Instructional Coaches

Instructional Coaches 2

# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Cindy Murphy		
Full-time / School-based	Years as Coach: 6	Years at Current School:
Areas	Reading/Literacy	
Credentials	BA-Elementary Education Reading Endorsement K-12 ELL Endorsement K-12	
Performance Record	2 A's, 1 B, 2 C's, and 2 D's	
Sara Franza		
Part-time / School-based	Years as Coach: 0	Years at Current School: 10
Areas	Mathematics	
Credentials	Elementary Education 1-6 ELL Grades K-12 MSE Reading Grades K-12 SLD Grades K-12	
Performance Record		
Classroom Teachers		
# of classroom teachers 41		
# receiving effective rating or higher 41, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 41, 100%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 41, 100%		
# ESOL endorsed 32, 78%		
# reading endorsed 6, 15%		
# with advanced degrees 7, 17%		
# National Board Certified 5, 12%		
# first-year teachers 0, 0%		
# with 1-5 years of experience 7, 17%		
# with 6-14 years of experience 10, 24%		
# with 15 or more years of experience 24, 59%		
Education Paraprofessionals		
# of paraprofessionals 7		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 7, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0		
# 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.

School based strategies include: Internships from local colleges, job postings through Heartland Consortium, and peer and mentor teachers assigned to new teachers to retain them.

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

Peer evaluators are assigned to beginning teachers or teachers in need of improvement to support, observe, collaborate and coach. Peer mentors are assigned to any new teachers on our campus to support and assist them with planning and collaboration, classroom management techniques, and routines and procedures. These evaluators and mentors are assigned based on compatibility, grade level assignments, experience, and intrapersonal skills.

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 leadership team meets monthly with all team members. The school psychologist, reading coach and guidance counselor review and input data weekly. Students may be referred to this team for assistance when experiencing difficulty academically or behaviorally. This is done through progress monitoring, or directly to the guidance counselor, administration, reading coach, or other team member when ordinary classroom accommodations and intervention strategies fail to resolve the student's deficiency. A meeting is then scheduled for the MTSS team to meet with the classroom teacher to share concerns and look cooperatively with the team for solutions. Parents are invited to attend these meetings as well. The team clarifies the concern and reviews available data in order to specifically define the issue (hypothesis and goal setting take place at this time).

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The leadership team members serve as liaisons to their grade levels. Progress monitoring requires scheduling, shared decision making on grade level benchmarks/expectations for each 9 weeks period. Additionally, strategies for delivering tier 2 and tier 3 interventions/scheduling are based on feedback from team leader input. The MTSS team consults with these team members monthly (or as needed).

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

As progress monitoring takes place, conversation includes whether core instruction and supporting tier 2 intervention strategies are appropriate. This determination will reflect on the fidelity of MTSS and students identified as needing additional support. Curriculum leadership team meetings and weekly grade level meetings are two areas for this conversation to take place. Weekly MTSS meetings also look strongly at systems as additional data and graphing are available to a smaller group.

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)

Avon Elementary actively participates with the A3 system used by the Highlands County School District. This system is accessed by teachers, support personnel, and administration. The A3 system provides several purposes:

- archived academic data of our students (FCAT scores, Performance Matters, FAIR, SM6, etc.)
- archived attendance and discipline referral information
- current progress monitoring data (academic data, attendance, and discipline)
- documentation of students who require additional interventions via PMP (Progress Monitoring Plan) or more intense monitoring and interventions (SOS referral system)

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

The Rtl team members were involved in training for 3 years in the Florida Problem Solving/Response to Intervention state-wide initiative, a collaborative project between the FLDOE and USF. Five days of training was provided for our school's Rtl team. As training began for the team, teachers at Avon Elementary were introduced to the Rtl model and given an overview and background information. The process continues to evolve as teachers gain skills in using the problem solving/response to intervention process daily in their classrooms. The team continually meets to analyze the effectiveness of the prescribed interventions. Our teachers continue to receive support as they meet with the guidance counselor, administration, and literacy coach through progress monitoring meetings held 4 times yearly.

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: Summer Program

Minutes added to school year: 7,560

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

Summer programs are available for 3rd grade reading camp students, migrant students, and ESY for qualifying ESE students.

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and post assessments are given to the students who attend summer school programs.

Who is responsible for monitoring implementation of this strategy?

The principal, teachers, and district office staff monitor the effectiveness of summer programs.

Literacy Leadership Team (LLT)

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

Name

Title

Pam Burnham

Principal

Debra Thompson

Assistant Principal

Cindy Murphy	LCRT
Sara Franza	K-2 Math Coach
Becky Long	K Team Leader
Summer Laye	1st Grade Team Leader
Megan McNamara	2nd Grade Team Leader
Christy Thompson	3rd Grade Team Leader
Kelly Hall	4th Grade Team Leader
Lisa Elder	Lead ESE Teacher
Martie Brooker	Support Team Leader

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The school (literacy) leadership team met July 18th and 19th to review data from 2012-13; including FCAT scores, discipline data, attendance data, and end of the year progress monitoring data. The team used the model provided in the 4 Disciplines of Execution to establish school wide goals for this year as well as identifying resources needed, scheduling, and professional development.

What will be the major initiatives of the LLT this year?

-Action Teams: specific teams established to meet weekly to monitor and create a cadence of accountability. -After school tutoring will begin in October to focus on 4th and 5th grade below level students.
-Staff development and learning communities will focus on classroom student engagement strategies and higher level questioning.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

In May of each year, the preschool agencies in the Avon Park area are scheduled for school visits. Students who will be entering school in August are given the opportunity to visit kindergarten classrooms as well as other areas of importance throughout the campus. Students are given "Welcome To School" packets with a variety of school materials in them. Parents are also given packets of information regarding what to expect as their child enters kindergarten. An open house/ orientation was held on August 15th. A kindergarten parent night was held during the second week of school. Parents were invited to come to their child's classroom to receive first hand information regarding the daily schedule, academic expectations, etc. The school guidance counselor works with any students and parents that may have difficulty adjusting to the transition to school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	65%	55%	No	69%
American Indian				
Asian				
Black/African American	55%	48%	No	60%
Hispanic	53%	46%	No	57%
White	75%	65%	No	78%
English language learners	43%	29%	No	48%
Students with disabilities	44%	22%	No	50%
Economically disadvantaged	60%	51%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	28%	32%
Students scoring at or above Achievement Level 4	47	16%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	107	55%	58%
Students in lowest 25% making learning gains (FCAT 2.0)	27	55%	58%

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)	44	65%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	37%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	32%	34%

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	50	53%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

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	60%	52%	No	64%
American Indian				
Asian				
Black/African American	45%	35%	No	51%
Hispanic	51%	49%	No	56%
White	70%	59%	No	73%
English language learners	51%	39%	No	56%
Students with disabilities	43%	19%	No	49%
Economically disadvantaged	56%	47%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	24%	28%
Students scoring at or above Achievement Level 4	76	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		75%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	81	42%	45%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	80	41%	45%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	19%	22%
Students scoring at or above Achievement Level 4	11	11%	15%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	42	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	32	5%	3%
Students who are not proficient in reading by third grade	39	41%	35%
Students who receive two or more behavior referrals	46	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	2%	1%
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

Avon Elementary School focuses on providing students with the tools to be successful leaders. . . now and in the future. We believe in the development of the whole child, socially, emotionally, academically, and ethically. In order to do this, a cooperative relationship must be built with parents so that all work together to nurture in each child the characteristics of responsibility, kindness, and good judgement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
K-5 Grade Level Parent Night Meetings	6	100%	100%
Chorus Performances	6	100%	100%
Harvest Festival On Main/October 19, 2013	1	100%	100%
Volunteer Coffee Club Weekly	35	100%	100%
Leader In Me Parent Night	1	100%	100%
Monthly School Newsletter	10	100%	100%
Crafty Christmas	1	100%	100%
Family Fitness Night	1	100%	100%
Parent Teacher Conference Nights	2	100%	100%
The Arts At Avon	1	100%	100%
Title I Meetings	2	100%	100%
SAC	5	100%	100%
PTO	7	100%	100%
Jingle Bell Fun Run-December 13, 2013	1	100%	100%
Boosterthon Fun Run-January 17, 2014	1	100%	100%
5th Grade Parent & Student Transition To Middle School Event	1	100%	100%

Goals Summary

Goal #1:

Use effective strategies to increase reading comprehension across the content area.

Goals Detail

Goal #1: Use effective strategies to increase reading comprehension across the content area.

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- 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
- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Resources include: professional development days, Kagan structures school wide, book study on higher level questioning, professional learning communities, Title I funding, AR, USDA grant and PE program, Covey's 7 habits of Highly Effective Kids, technology, K-2 math coach, content specialists from district office, reading coach, and weekly grade level collaboration.

Problem-Solving to Achieve the Goal

- Barrier #4:** Teachers are challenged with learning newly adopted ELA and math textbooks and the time involved to implement instruction effectively.
- Barrier #5:** CCSS has been implemented in kindergarten and first grade. However, teachers continue to struggle with the change in standards. Now, we are implementing CCSS in grades 2-5, with grades 3-5 being assessed using NGSSS. Teachers find it difficult and overwhelming to blend them for the current school year.
- Barrier #7:** Students' lack of readiness for school when they begin in kindergarten and students' lack of motivation to engage in learning which broadens the achievement gap.

Plan to Monitor Progress Toward the Goal

Action:

Student academic data and classroom observations

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Observations throughout the school year and ongoing student academic data

Evidence of Completion:

Observation notes and student assessment results

Action Plan for Improvement

Goal #1:	Use effective strategies to increase reading comprehension across the content area.
Barrier #4:	Teachers are challenged with learning newly adopted ELA and math textbooks and the time involved to implement instruction effectively.
Strategy #1:	Continue to collaborate with district resource teachers and school leadership team in providing support for teachers

Action Step 1 - Budget Item - PD Opportunity

Action:

Use half day professional development opportunities to collaborate with grade level teams and district resource teachers. In addition to these half days, grade level teams will be provided 2 whole days this year to focus on planning for appropriate pacing and classroom instruction. One resource to be used is "Highly Effective Questioning" (book study).

Person or Persons Responsible:

Teachers, District Resource Staff, Reading Coach, and Administration

Target Dates or Schedule:

November 13, 2013, January 6, 2014, February 13, 2014, March 5, 2014, and May 14, 2014 Additional team planning days to be determined by the grade levels

Evidence of Completion:

Completion of "Highly Effective Questioning" book study by Hannel and Hannel, classroom observations, and lesson plans, attendance roster, teacher evaluations both informal and formal

Facilitator:

Kim Ervin, Pam Burnham, Cindy Murphy, and Debra Thompson

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Evidence of completion of PD, observations in classrooms of strategies implemented, and collaboration between administration and teachers

Person or Persons Responsible:

Administration and Literacy Coach

Target Dates or Schedule:

Weekly, Monthly, On-going

Evidence of Completion

Attendance Rosters, Evaluations, Grade Level Meeting Agendas

Plan to Monitor Effectiveness of the Strategy

Action:

Student academic data

Person or Persons Responsible:

Progress monitoring team and teachers

Target Dates or Schedule:

Teachers will monitor students weekly and the progress monitoring team will monitor 4 times yearly.

Evidence of Completion:

Student academic data

Goal #1:	Use effective strategies to increase reading comprehension across the content area.
Barrier #5:	CCSS has been implemented in kindergarten and first grade. However, teachers continue to struggle with the change in standards. Now, we are implementing CCSS in grades 2-5, with grades 3-5 being assessed using NGSSS. Teachers find it difficult and overwhelming to blend them for the current school year.
Strategy #1:	Continue to collaborate with district resource teachers and school leadership team in providing support and professional development for teachers.

Action Step 1 - Budget Item - PD Opportunity

Action:

In the summer of 2013, staff development focused on CC math strategies to use in the classroom. Follow-up and support will be continued throughout the school year by Avon's math resource teacher and the district's math resource teacher. Additional professional development was offered in ELA CCSS for two days in June. Times are planned for 3-5 teachers to meet and identify areas tested on FCAT that are not covered in CCSS.

Person or Persons Responsible:

Donna Boucher, Jennifer Westergom, Sara Franza, Cindy Murphy, Curriculum Leadership Team, and Administration

Target Dates or Schedule:

June 10 and 18, July 30 & 31, September 11, September 25, and additional follow-up TBD

Evidence of Completion:

Teacher Attendance Roster, Classroom Observations. Student Achievement Data, Progress Monitoring, Teacher Evaluations

Facilitator:

Donna Boucher, Jennifer Westergom, Cindy Murphy, and Sara Franza

Participants:

K-5 Teachers and Administrators

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Evidence of completion of PD and attendance roster at meetings, classroom observations, and collaboration between teachers and administration

Person or Persons Responsible:

District resource teachers, school leadership team, and administration

Target Dates or Schedule:

Monthly and PD days

Evidence of Completion

Attendance roster, grade level meeting agendas, and evaluations

Plan to Monitor Effectiveness of the Strategy

Action:

Student academic data

Person or Persons Responsible:

School leadership team and administration

Target Dates or Schedule:

Weekly grade level meetings, progress reports and report card timelines as well as progress monitoring meetings four times per year

Evidence of Completion:

Student academic data

Goal #1:	Use effective strategies to increase reading comprehension across the content area.
Barrier #7:	Students' lack of readiness for school when they begin in kindergarten and students' lack of motivation to engage in learning which broadens the achievement gap.
Strategy #1:	Leader in Me/7 Habits of Happy Kids---Teach students how to apply the 7 habits in order to build character, citizenship, and strong work habits.

Action Step 1 - Budget Item - PD Opportunity

Action:

Follow-up training for all staff members in The Leader in Me

Person or Persons Responsible:

All Staff, Lighthouse Team, Action Teams, Students

Target Dates or Schedule:

August 8, 2013 and on-going throughout the school year

Evidence of Completion:

Attendance Roster, Action Teams Minutes and Attendance, Monitoring/Completing Established Goals

Facilitator:

Connley Skeen, Lighthouse Team, Action Teams/Chairpersons, Administration

Participants:

All Staff and Students

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Student academic data, classroom observations, and student data notebooks

Person or Persons Responsible:

Teachers, administration, leadership team, and students

Target Dates or Schedule:

Weekly, monthly, and progress monitoring times

Evidence of Completion

Student data notebooks, informal and formal observations by administration

Plan to Monitor Effectiveness of the Strategy

Action:

Student assessments and student data notebooks

Person or Persons Responsible:

Teachers, students, and administration

Target Dates or Schedule:

Weekly, report card and progress report times

Evidence of Completion:

Student achievement data

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

Title I Part A-provides funds to target academic assistance to all students, professional development for teachers, and parent involvement activities.

Title I part C-provides services to migrant students and their families. Parent involvement and education is an integral part of the migrant program.

Title I Part D-provides services to children who are delinquent or neglected.

Title II-Part A provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III-supports activities to assist students to become proficient in English. Title III supports teacher professional development in ELL strategies, parent involvement and education.

SAI-SAI funds will be coordinated with Title I funds to provide summer school for level 1 readers.

Homeless-District student services coordinates with title I A to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Breakfast In The Classroom-provided to all students free of cost to the students.

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: Use effective strategies to increase reading comprehension across the content area.

Barrier #4: Teachers are challenged with learning newly adopted ELA and math textbooks and the time involved to implement instruction effectively.

Strategy #1: Continue to collaborate with district resource teachers and school leadership team in providing support for teachers

Action Step #1: Use half day professional development opportunities to collaborate with grade level teams and district resource teachers. In addition to these half days, grade level teams will be provided 2 whole days this year to focus on planning for appropriate pacing and classroom instruction. One resource to be used is "Highly Effective Questioning" (book study).

Facilitator leader

Kim Ervin, Pam Burnham, Cindy Murphy, and Debra Thompson

Participants

All classroom teachers

Target dates or schedule

November 13, 2013, January 6, 2014, February 13, 2014, March 5, 2014, and May 14, 2014 Additional team planning days to be determined by the grade levels

Evidence of Completion and Person Responsible for Monitoring

Completion of "Highly Effective Questioning" book study by Hannel and Hannel, classroom observations, and lesson plans, attendance roster, teacher evaluations both informal and formal (Person Responsible: Teachers, District Resource Staff, Reading Coach, and Administration)

Barrier #5: CCSS has been implemented in kindergarten and first grade. However, teachers continue to struggle with the change in standards. Now, we are implementing CCSS in grades 2-5, with grades 3-5 being assessed using NGSSS. Teachers find it difficult and overwhelming to blend them for the current school year.

Strategy #1: Continue to collaborate with district resource teachers and school leadership team in providing support and professional development for teachers.

Action Step #1: In the summer of 2013, staff development focused on CC math strategies to use in the classroom. Follow-up and support will be continued throughout the school year by Avon's math resource teacher and the district's math resource teacher. Additional professional development was offered in ELA CCSS for two days in June. Times are planned for 3-5 teachers to meet and identify areas tested on FCAT that are not covered in CCSS.

Facilitator leader

Donna Boucher, Jennifer Westergom, Cindy Murphy, and Sara Franza

Participants

K-5 Teachers and Administrators

Target dates or schedule

June 10 and 18, July 30 & 31, September 11, September 25, and additional follow-up TBD

Evidence of Completion and Person Responsible for Monitoring

Teacher Attendance Roster, Classroom Observations. Student Achievement Data, Progress Monitoring, Teacher Evaluations

(Person Responsible: Donna Boucher, Jennifer Westergom, Sara Franza, Cindy Murphy, Curriculum Leadership Team, and Administration)

Barrier #7: Students' lack of readiness for school when they begin in kindergarten and students' lack of motivation to engage in learning which broadens the achievement gap.

Strategy #1: Leader in Me/7 Habits of Happy Kids---Teach students how to apply the 7 habits in order to build character, citizenship, and strong work habits.

Action Step #1: Follow-up training for all staff members in The Leader in Me

Facilitator leader

Connley Skeen, Lighthouse Team, Action Teams/Chairpersons, Administration

Participants

All Staff and Students

Target dates or schedule

August 8, 2013 and on-going throughout the school year

Evidence of Completion and Person Responsible for Monitoring

Attendance Roster, Action Teams Minutes and Attendance, Monitoring/Completing Established Goals

(Person Responsible: All Staff, Lighthouse Team, Action Teams, Students)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

Goal #1: Use effective strategies to increase reading comprehension across the content area.

Barrier #4: Teachers are challenged with learning newly adopted ELA and math textbooks and the time involved to implement instruction effectively.

Strategy #1: Continue to collaborate with district resource teachers and school leadership team in providing support for teachers

Action Step #1: Use half day professional development opportunities to collaborate with grade level teams and district resource teachers. In addition to these half days, grade level teams will be provided 2 whole days this year to focus on planning for appropriate pacing and classroom instruction. One resource to be used is "Highly Effective Questioning" (book study).

Resource Type Evidence-Based Materials

Resource Book Study Materials

Funding Source Title I

Amount Needed \$1,000

Barrier #5: CCSS has been implemented in kindergarten and first grade. However, teachers continue to struggle with the change in standards. Now, we are implementing CCSS in grades 2-5, with grades 3-5 being assessed using NGSSS. Teachers find it difficult and overwhelming to blend them for the current school year.

Strategy #1: Continue to collaborate with district resource teachers and school leadership team in providing support and professional development for teachers.

Action Step #1: In the summer of 2013, staff development focused on CC math strategies to use in the classroom. Follow-up and support will be continued throughout the school year by Avon's math resource teacher and the district's math resource teacher. Additional professional development was offered in ELA CCSS for two days in June. Times are planned for 3-5 teachers to meet and identify areas tested on FCAT that are not covered in CCSS.

Resource Type Professional Development

Resource Consultant

Funding Source Title I

Amount Needed \$1,800

Barrier #7: Students' lack of readiness for school when they begin in kindergarten and students' lack of motivation to engage in learning which broadens the achievement gap.

Strategy #1: Leader in Me/7 Habits of Happy Kids---Teach students how to apply the 7 habits in order to build character, citizenship, and strong work habits.

Action Step #1: Follow-up training for all staff members in The Leader in Me

Resource Type Professional Development

Resource Consultant

Funding Source Leader in Me funded through local business and foundation

Amount Needed \$5,000

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Avon Park High School
District: 28 - Highlands
Principal: Tealy D. Williams
SAC Chair: Jeff Williams
Superintendent: Mr. Wallace P Cox
School Board Approval Date: [pending]
Last Modified on: 09/27/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	700 E MAIN ST Avon Park, FL 33825	700 E MAIN ST Avon Park, FL 33825
Phone Number:	8634524311	
Web Address:	http://www.highlands.k12.fl.us/~aph/	
Email Address:	williamt2@highlands.k12.fl.us	

School Type:	High School			
Alternative/ESE:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	72%			
Minority:	64%			
School Grade History:	<u>2012-13</u> PENDING	<u>2011-12</u> C	<u>2010-11</u> D	<u>2009-10</u> D

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 Avon Park High School	
Principal's name Tealy D. Williams	
School Advisory Council chair's name Jeff Williams	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Jessica Thayer	Assistant Principal
Danielle Erwin	Assistant Principal
Candis Dean	Literacy Curriculum Resource Teacher
Cedric Bullard	Science Coach/Chair
Penny Jahna	Math Coach/Chair
Kim Jahna	Writing Coach/Chair
Reginald Knighten	ESE Chair
Amalia Velazquez	Foreign Language/Guidance Chair
Amy Love	Social Studies Coach/Chair
Joy Loomis	Art/ Music Chair
George Brown	Career Technical Education Chair
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP Pending	
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 The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.	
Describe the involvement of the SAC in the development of this school improvement plan The SAC works closely with the SBLT to review student achievement data to identify areas of growth and to formulate school improvement goals.	
Describe the activities of the SAC for the upcoming school year APHS SAC meets monthly. Coordinates/conducts fundraising activities Provide volunteer support for a variety of school, student, and faculty activities.	
Describe the projected use of school improvement funds and include the amount allocated to each project	

No state funding was allocated. Funds generated through SAC fundraising activities is used to support student recognition program and school improvement needs.
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 3
Receiving Effective rating or higher (not entered because basis is < 10)
Administrator Information:

Tealy D. Williams

Principal

Years as Administrator: 8

Years at Current School: 3

Credentials

Bachelors and Masters Areas of Certification:
 Business Education 6-12,
 Educational Leadership
 School Principal

Performance Record

01/02 C – No on AYP
 02/03 C – No on AYP
 03/04 C – No on AYP
 04/05 D – No on AYP
 05/06 C – No on AYP
 06/07 C – No on AYP
 Learning Gains:
 Reading – 49% Math – 69%
 Lowest 25% Learning Gains:
 Reading – 43% Math- 58%
 07/08 C – No on AYP
 Learning Gains:
 Reading – 51% Math – 74%
 Lowest 25% Learning Gains:
 Reading – 45% Math – 60%
 08/09 D - No on AYP
 Learning Gains:
 Reading - 49% Math - 68%
 Lowest 25% Learning Gains:
 Reading - 43% Math - 58%
 09/10 C - No on AYP
 Learning Gains:
 Reading - 45% Math 68%
 Lowest 25% Learning Gains:
 Reading 36% Math 53%
 10/11 D - No on AYP
 Learning Gains:
 Reading - 38% Math - 65%
 Lowest 25% Learning Gains:
 Reading - 39% Math - 60%
 11/12 C - Yes on AYP
 Reading: 37 Math :61
 Lowest 25% Learning Gains
 Reading: 61% Math 65%
 12/ 13 (pending) - Yes on AYP
 Reading: 44% Math :49%
 Lowest 25% Learning Gains
 Reading:70% Math 59%

Danielle Erwin		
Asst Principal	Years as Administrator:	Years at Current School:
Credentials	Bachelors Arts Interdisciplinary Studies Master of Science in Educational Leadership Reading Endorsed, Elementary Grade K-6, ESE K-12, Middle Intergraded 5-9 and Educational Leadership	
Performance Record	2012-2013 Teacher Sebring Middle School Board of Highlands County Learning Gains: Reading- 65%, Math- 77%, % of Lowest 25%: Reading- 63%, Math- 73% 2011-2012 Teacher Sebring Middle School Board of Highlands County Learning Gains: Reading- 68%, Math- 75%, % of Lowest 25%: Reading- 72%, Math- 67% 2010-2011 Teacher Sebring Middle School Board of Highlands County Learning Gains: Reading- 67%, Math- 79%, % of Lowest 25%: Reading- 67%, Math- 75%	
Jessica Thayer		
Asst Principal	Years as Administrator: 1	Years at Current School: 9
Credentials	Masters of Science in Educational Leadership, Bachelors of Science in Business Administration in Computers Informational Systems Reading Endorsed, Math 6-12, Middle Grades Math, Business K-12, and Educational Leadership	
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59% 2011-2012 LCRT at Avon Park High School: Grade Pending Learning Gains: Reading – Reading 57% Math – 86% Lowest 25% Learning Gains: Reading – 61% Math – 65% 2010-2011 Literacy Coach Resource Teacher at Avon Park High: Grade D Reading Mastery: Grade 33% Math: 65% Lowest 25% Learning Gains: Reading 39% Math 60% 2009-2010 Geometry teacher, school Grade D. Reading mastery: grade 39%. Math mastery: 69%. Writing mastery: 80%. Science mastery 23%. Our white students met AYP in Math. All other groups did not meet AYP in reading or math. 2008-2009 Math teacher at Avon Park High: Grade D Reading Mastery 31% Math Mastery: 61% Science Mastery: 30%Our black students met AYP in Math. All other groups did not meet AYP in reading or math. 2007-2008: Grade D, Reading Mastery: 33%, Math mastery: 56%, Science Mastery: 34%, All subgroups failed to make AYP.	
Instructional Coaches		

# Instructional Coaches 6		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Candis Dean		
Full-time / School-based	Years as Coach: 6	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor of Science in Elementary Education; Master of Education in Educational Leadership; Reading Endorsed; Elementary Education k-6	
Performance Record	2010/11: Sebring Middle School LCRT 69% Level 3 or higher; 67% making learning gains in reading; 67% of lowest 25% making learning gains in reading 2009/10: Sebring Middle School LCRT 70% Level 3 or higher; 65% making learning gains in reading; 62% of lowest 25% making learning gains in reading	
Kim Jahna		
Part-time / School-based	Years as Coach: 1	Years at Current School:
Areas	Other	
Credentials	BA English Education English 6-12 CARPD	
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59%	
Amy Love		
Part-time / School-based	Years as Coach: 1	Years at Current School:
Areas	Other	
Credentials	BA Social Studies Secondary Education MS American History Social Studies 6-12	
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59%	
Penny Jahna		
Part-time / School-based	Years as Coach: 1	Years at Current School:
Areas	Mathematics	
Credentials		
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59%	

Cedric Bullard		
Part-time / School-based	Years as Coach: 1	Years at Current School:
Areas	Science	
Credentials		
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59%	
Dawn Henderson		
Part-time / School-based	Years as Coach: 1	Years at Current School:
Areas	Other	
Credentials	BS Mathematics BS Sociology Math 6-12 ESE K-12	
Performance Record	12/ 13 (pending) - Yes on AYP Reading: 44% Math :49% Lowest 25% Learning Gains Reading:70% Math 59%	
Classroom Teachers		
# of classroom teachers 59		
# receiving effective rating or higher 57, 97%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 36, 61%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. , 0%		
# ESOL endorsed 13, 22%		
# reading endorsed 8, 14%		
# with advanced degrees 23, 39%		
# National Board Certified 2, 3%		
# first-year teachers 5, 8%		
# with 1-5 years of experience 8, 14%		
# with 6-14 years of experience 26, 44%		
# with 15 or more years of experience 22, 37%		
Education Paraprofessionals		
# of paraprofessionals 12		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) , 0%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 7		
# 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.

Recruitment efforts are accomplished by the district's human resources office. Instructional vacancies are posted through the six county heartland educational consortium and district website. School-based administrators conduct career-planning and career-enrichment interviews with all instructional staff. Recruitment and retention responsibility are jointly shared by district human resource director and the principal.

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

Teachers new to the district are assigned a peer evaluator and teachers seeking alternative certification are required to complete the district's professional educator's course. Participating teachers are assigned mentor/peer evaluators who conduct classroom observations and provide one-on-one coaching. Aspiring administrators and teacher leaders are enrolled in the district's ASAP program.

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

APHS MTSS works with the APHS curriculum leadership team to review and develop the school's improvement goals and strategies. Additionally the APHS MTSS team coordinated delivery of remediation and supplemental instructional interventions for identified students and monitors their progress.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

APHS MTSS team meets on a monthly basis to review student academic and behavioral data to identify students who meet the district and school criteria for an MTSS assessment. Selected members of the APHS MTSS team conduct transitional meetings with both feeder middle schools to review the records of any students previously identified by the our feeder middle schools.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

APHs MTSS and SBLT developed and utilizes an early warning system to facilitate the timely identification of off track students and students needing additional behavioral and instructional supports.

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)

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Reading, Math, Science, and Writing

Tier 1 - FCAT Reading and Writing; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology results are used to screen and monitor students.

Tier 2- FCAT Reading and Writing; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology; MAZE; Fast ForWord results are used to screen and monitor students.

Tier 3- FCAT Reading and Writing; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology; MAZE; Fast ForWord; AIMS Web; fluency passages results are used to screen and monitor students by the APHS MTSS monitoring form.

Early Warning Report (attendance, discipline referrals, and g.p.a.) is used to monitor and identify student's exhibiting unacceptable behavior for which traditional interventions have proven unsuccessful.

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

APHS SBLT will review our school's early warning data report and failing students' report. Additionally SBLT will work closely with our school's MTSS action group and district MTSS specialist to develop faculty/parent professional development offerings to increase our school's problem-solving capacity.

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: 0

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description

Utilize college tutors to provide instructional support and extended learning opportunities during the school twice weekly.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data collection is accomplished using school's early warning system report, weeking missing assignment reports, and weekly sign-in sheets

Who is responsible for monitoring implementation of this strategy?

Assistant principal

Strategy: Extended Day for All Students**Minutes added to school year:** 30**Strategy Purpose(s)**

Enrichment activities that contribute to a well-rounded education

Strategy Description

Every student will attend guidance advisement period. Students will receive instruction in the 7 Habits of Highly Effective Teens and 6 Big Decisions. Additionally instructional staff will monitor students grades and review academic histories with each assigned student.

How is data collected and analyzed to determine the effectiveness of this strategy?

Attendance sheets, missing assignment reports, pinnacle gradebook checks.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Tealy Williams	Principal
Danielle Erwin	Assistant Principal
Jessica Thayer	Assistant Principal
Candis Dean	Literacy Curriculum Resource Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The LLT meets monthly to evaluate the literacy needs of Avon Park High School, develop intervention strategies and implement these strategies across campus. The LCRT functions as the head of the LLT and implements and organizes the plans of the LLT. The content area teachers were chosen to participate based on their previous interest in literacy as evidenced by their completion of Content Area Reading Professional Development (CAR-PD).

What will be the major initiatives of the LLT this year?

1. "Read Like A Rock Star:" - A month long literacy emphasis when every student chooses a book. At various times during the day an administrator announces to the school that it is time to read like a rock star. Students who have their books and who read for the 15-20 minute period receive rewards and their names are placed in a drawing for prizes.
2. The LLT will assist, implement and provide professional development for campus wide reading strategies
 - a. Florida Reading Initiatives strategies
 - b. UNRaaVEL
 - c. THIEVES
3. Summer reading program - The English have a required summer reading list. The LLT will investigate bringing in other departments to participate.
4. The LLT will research reading instruction strategies to use in content area classroom and make recommendations for training the faculty.
5. The LLT will promote and model Literacy Rich Classrooms
6. The LLT will implement Reading Pullouts for seniors that have not passed FCAT and lowest quartile students
7. The LLT will support and promote creative literacy awareness activities for Literacy Week

Every Teacher Contributes to Reading Instruction**Describe how the school ensures every teacher contributes to the reading improvement of every student**

Teachers will utilize benchmark aligned reading strategies into their classroom instruction.

Teachers will use higher order instruction (Bloom's Taxonomy and/or Webb's Depth of Knowledge) questions and activities to increase cognitive thinking.

Teachers will use grade level qualitative text to increase the text complexity in classroom instruction
Intensive Reading teachers will practice fluency on a daily basis.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Implemented the AVID for select 9th and 10th graders. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.

Instituted a guidance advisement period for all students. The objective of the guidance advisement period is to connect each student with an adult mentor on campus to review academic histories, monitor academic progress, provide career planning support, and to assist student's in thier development of critical self management skills.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Each student is assigned a guidance counselor. Guidance counselors advise students on course selections, college and career planning.

Instituted a guidance advisement period connects each student with an adult mentor on campus to review academic histories, monitor academic progress, provide career planning support, and to assist student's in thier development of critical self management skills.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Increase % of 9th and 11th graders taking the PSAT

increase % of 10th graders taking the PLAN test

Increase number of AP and dual-enrollment course offerings.

Increase % of students completing AP, dual-enrollment, and career themed courses

Increase % of students earning Bright Futures Gold Seal Scholarships

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	48%		No	53%
American Indian				
Asian				
Black/African American	30%	22%	No	37%
Hispanic	54%	43%	No	59%
White	56%	63%	Yes	60%
English language learners	38%	18%	No	44%
Students with disabilities	28%	14%	No	36%
Economically disadvantaged	46%	39%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	36%	42%
Students scoring at or above Achievement Level 4	32	14%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		54%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	129	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	137	70%	72%

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)	11	44%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		13%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		22%

Postsecondary Readiness				
	2012 Actual #	2012 Actual %	2014 Target %	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		51%	55%	
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		53%	60%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4				
Area 3: Mathematics				
High School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%		No	70%
American Indian				
Asian				
Black/African American	48%		No	53%
Hispanic	74%	59%	No	77%
White	74%	63%	No	77%
English language learners				
Students with disabilities	57%	17%	No	61%
Economically disadvantaged	63%	46%	No	67%
Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6		78%	80%	
Students scoring at or above Level 7		11%	15%	
Learning Gains				
	2012 Actual #	2012 Actual %	2014 Target %	
Students making learning gains (EOC and FAA)		58%	61%	
Students in lowest 25% making learning gains (EOC)		59%	62%	
Postsecondary Readiness				
	2012 Actual #	2012 Actual %	2014 Target %	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		51%	55%	

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	29%	57%
Students scoring at or above Achievement Level 4	27	8%	25%
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	203	57%	63%
Students scoring at or above Achievement Level 4	37	18%	23%
Area 4: Science			
High School Science			
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		75%	80%
Students scoring at or above Level 7		25%	30%
Biology I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	39%	44%
Students scoring at or above Achievement Level 4	101	28%	32%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	29	15%	30%
High Schools			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	221	25%	40%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		25%	40%
Students taking one or more advanced placement exams for STEM-related courses	73	8%	15%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	34	4%	50%
Passing rate (%) for students who take CTE-STEM industry certification exams		59%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	200	23%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		68%	75%
Students taking CTE industry certification exams	34	17%	45%
Passing rate (%) for students who take CTE industry certification exams		59%	70%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	4	66%	100%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	89	10%	7%
Students in ninth grade with one or more absences within the first 20 days	15	7%	3%
Students in ninth grade who fail two or more courses in any subject	115	40%	30%
Students with grade point average less than 2.0	412	38%	32%
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	181	17%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	108	10%	6%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		63%	66%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		63%	66%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		37%	40%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		63%	66%

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

Increase parental involvement in academic recognition and awards ceremonies.
 Increase parental involvement on our school advisory committee.
 Increase attendance at school's annual night of stars program

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase % of parents participating in student recognition and awards programs by 10%	150	50%	60%
Increase parents participating in our night of stars by 10%	250	40%	50%
Increase parent involvement on school advisory cmte by 10%	12	2%	5%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Increase the number of students scoring level 3 or higher on FCAT 2.0 Reading

Goal #1:

Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math

Goal #1:

Percentage of Avon Park High School students achieving Adequate yearly Progress (FCAT Writes level 4.0 and higher) will increase by 5%.

Goal #1:

Reduce total number of students suspended in or out of school by 15%

Goal #1:

Students scoring proficient (Level 3) in Biology EOC will improve by 7%.

Goal #1:

Increase the number of students enrolled in advance placement courses by 8%

Goals Detail

Goal #1:	Increase the number of students scoring level 3 or higher on FCAT 2.0 Reading

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- 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
- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Teachers were trained to use grade level qualitative text to increase the text complexity in classroom instruction

Problem-Solving to Achieve the Goal

Barrier #1: Core classroom instruction does not provide with fidelity appropriate levels of text complexity.

Plan to Monitor Progress Toward the Goal

Action:

Common formative assessments, FAIR data, and walkthrough observatio

Person or Persons Responsible:

Core instructional staff, literacy resource teacher, and administrators.

Target Dates or Schedule:

During quarterly data days and random walkthroughs

Evidence of Completion:

Data day schedule, performance matters reports, and powerpoints.

Goal #1:	Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math

Targets Supported

- Math
- 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
- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC

Resources

Available to

Support the Goal

- Newly assigned part time math instructional coach
- District-level support in the developement of common formative and summative assessments.

Problem-Solving to Achieve the Goal

Barrier #1:

Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math.

Barrier #2:

Teachers presenting material that do not meet a variety of learning styles

Plan to Monitor Progress Toward the Goal

Action:

Evaluate student learning via baseline assessments and common summative assessements

Person or Persons Responsible:

Classroom Teacher, Math Instructional Coach, and Administration

Target Dates or Schedule:

Baseline assessmenst will be adminisitered quarterly and common summative assessments will be given at the end of each semester.

Evidence of Completion:

Performance matters reports and summative assessment results.

Goal #1: Percentage of Avon Park High School students achieving Adequate yearly Progress (FCAT Writes level 4.0 and higher) will increase by 5%.

Targets Supported • Writing

Resources Available to Support the Goal

Problem-Solving to Achieve the Goal

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1: Reduce total number of students suspended in or out of school by 15%

Targets Supported • EWS - High School

Resources Available to Support the Goal • positive behavioral support e.g. student recognition and awards program.

Problem-Solving to Achieve the Goal

Barrier #1: Lack of clearly stated school-wide PBS goals.

Plan to Monitor Progress Toward the Goal

Action:

Conduct focus group to develop recommendations to determine action plan for 2013/14 school year

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Oct 2013: Principal/Student Government Meeting Oct 2013: School Advisory Committee Meeting

Evidence of Completion:

Agenda/Meeting Minutes

Goal #1: Students scoring proficient (Level 3) in Biology EOC will improve by 7%.

Targets Supported • Science - Biology 1 EOC

Resources Available to Support the Goal • Part time Science Instructional Coach

Problem-Solving to Achieve the Goal

Barrier #1: Biology teachers and students adjusting to content being taught using digital textbook

Plan to Monitor Progress Toward the Goal

Action:

Science Department meeting bi-monthly to align and concentrate on instructional materials to ensure the standards are met. Increase extended learning opportunities to provide students with access to online resources

Person or Persons Responsible:

Administration, Science instructional coach, and science teachers

Target Dates or Schedule:

Collaborative planning bi-monthly. Bi-weekly extended learning time for students

Evidence of Completion:

Meeting minutes Attendance logs

Goal #1: Increase the number of students enrolled in advance placement courses by 8%

Targets Supported • STEM - High School

Resources Available to Support the Goal • College Board Partnership.

Problem-Solving to Achieve the Goal

Plan to Monitor Progress Toward the Goal

Action:

Recruitment of potential AP faculty and arranging certification via College Board Board Partnership.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

On-going throughout 2013/14 academic year.

Evidence of Completion:

Master schedule and individual teacher professional development plans.

Action Plan for Improvement

Goal #1:	Increase the number of students scoring level 3 or higher on FCAT 2.0 Reading
Barrier #1:	Core classroom instruction does not provide with fidelity appropriate levels of text complexity.
Strategy #1:	Teachers will use grade level qualitative text to increase the text complexity in classroom instruction

Action Step 1 - PD Opportunity

Action:

Teachers will receive additional professional development from literacy resource teacher in the use of the school's BABY instructional strategies resource binders

Person or Persons Responsible:

Literacy Resource Teacher

Target Dates or Schedule:

During pre-week and during quarterly 2-hour early release professional development sessions.

Evidence of Completion:

Powerpoint slides and BABY instructional strategies binder

Facilitator:

Literacy resource teacher

Participants:

Assigned instructional faculty

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Common formative assessments, FAIR data, and walkthrough observations

Person or Persons Responsible:

Core instructional staff, literacy resource teacher, and administrators,

Target Dates or Schedule:

During quarterly data days.

Evidence of Completion

Data day schedule, performance matters reports, and powerpoints.

Plan to Monitor Effectiveness of the Strategy

Action:

Common formative assessments, FAIR data, and walkthrough observations

Person or Persons Responsible:

Core instructional staff, literacy resource teacher, and administrators.

Target Dates or Schedule:

During quarterly data days and random walkthroughs.

Evidence of Completion:

Data day schedule, performance matters reports, and powerpoints.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1:	Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math
Barrier #1:	Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math.
Strategy #1:	Instruction and assessments will target on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1

Action Step 1 - PD Opportunity

Action:

Monthly MCC meetings will focus on developing district wide macro plans for Algebra !

Person or Persons Responsible:

District Math Resource Teacher, school math coach, and Algebra 1 teachers.

Target Dates or Schedule:

Monthly MCC meetings and school math department meetings

Evidence of Completion:

meeting minutes, macro plan, and common assessments

Facilitator:

District Math Resource Teacher, School math coach, and selected Algebra 1 teachers.

Participants:

District Math Resource Teacher, School math coach, and selected Algebra 1 teachers.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Timely completion of district-wide macro plan and common assessments

Person or Persons Responsible:

District Math Resource Teacher, School math coach, and administration

Target Dates or Schedule:

Mid-term assessment (Dec 2013) Final Assessment (Apr 2014) District Algebra 1 Macro plan (Jun 2014)

Evidence of Completion

Meeting minutes/artifacts

Plan to Monitor Effectiveness of the Strategy

Action:

Timely completion of district-wide macro plan and common assessments

Person or Persons Responsible:

District Math Resource Teacher, School math coach, and administration

Target Dates or Schedule:

Mid-term assessment (Dec 2013) Final Assessment (Apr 2014) District Algebra 1 Macro plan (Jun 2014)

Evidence of Completion:

Meeting minutes/artifacts

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

During common planning periods teachers will actively share differentiated instructional strategies to promote student learning.

Person or Persons Responsible:

Classroom teachers, instructional coach, and administration

Target Dates or Schedule:

During quarterly data, MCC meetings, and common planning.

Evidence of Completion

Data day schedule, department minutes, and powerpoints

Plan to Monitor Effectiveness of the Strategy

Action:

During common planning periods teachers will actively share differentiated instructional strategies to promote student learning.

Person or Persons Responsible:

Classroom teachers, instructional coach, and administration

Target Dates or Schedule:

During quarterly data meetings, MCC meetings, and common planning.

Evidence of Completion:

Data day schedule, department minutes, and powerpoints

Goal #1:	Students scoring proficient (Level 3) in Biology EOC will improve by 7%.
Barrier #1:	Biology teachers and students adjusting to content being taught using digital textbook
Strategy #1:	Bi-monthly collaborative meetings to assist teachers in developing skill need to access online curriculum.

Action Step 1 - PD Opportunity

Action:

Collaborative planning session to strengthen teachers skills needed to intergrate online resources into their instructional practice.

Person or Persons Responsible:

Science teachers, science instructional coach, and administration.

Target Dates or Schedule:

bi-monthly

Evidence of Completion:

department and SCC meeting minutes.

Facilitator:

Science coach and District Science Resource Teacher

Participants:

Science teachers and instructional coaches.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Teachers and students continue familiarity and use of online instructional resources.

Person or Persons Responsible:

Science coach, District Science Resource Teacher, and Administration

Target Dates or Schedule:

Daily

Evidence of Completion

Meeting minutes, formal and informal observation forms.

Plan to Monitor Effectiveness of the Strategy

Action:

Monitor science baseline results, student grades, and survey results.

Person or Persons Responsible:

Science teachers, instructional coach, District Science Resource, and Administration

Target Dates or Schedule:

bi-monthly

Evidence of Completion:

test results, walkthroughs, and survey results.

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

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: Increase the number of students scoring level 3 or higher on FCAT 2.0 Reading

Barrier #1: Core classroom instruction does not provide with fidelity appropriate levels of text complexity.

Strategy #1: Teachers will use grade level qualitative text to increase the text complexity in classroom instruction

Action Step #1: Teachers will receive additional professional development from literacy resource teacher in the use of the school's BABY instructional strategies resource binders

Facilitator leader

Literacy resource teacher

Participants

Assigned instructional faculty

Target dates or schedule

During pre-week and during quarterly 2-hour early release professional development sessions.

Evidence of Completion and Person Responsible for Monitoring

Powerpoint slides and BABY instructional strategies binder

(Person Responsible: Literacy Resource Teacher)

Goal #1: Increase the number of students scoring satisfactory or higher on Algebra, Geometry, and FAA for Math

Barrier #1: Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math.

Strategy #1: Instruction and assessments will target on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1

Action Step #1: Monthly MCC meetings will focus on developing district wide macro plans for Algebra !

Facilitator leader

District Math Resource Teacher, School math coach, and selected Algebra 1 teachers.

Participants

District Math Resource Teacher, School math coach, and selected Algebra 1 teachers.

Target dates or schedule

Monthly MCC meetings and school math department meetings

Evidence of Completion and Person Responsible for Monitoring

meeting minutes, macro plan, and common assessments

(Person Responsible: District Math Resource Teacher, school math coach, and Algebra 1 teachers.)

Goal #1: Students scoring proficient (Level 3) in Biology EOC will improve by 7%.

Barrier #1: Biology teachers and students adjusting to content being taught using digital textbook

Strategy #1: Bi-monthly collaborative meetings to assist teachers in developing skill need to access online curriculum.

Action Step #1: Collaborative planning session to strengthen teachers skills needed to intergrate online resources into their instructional practice.

Facilitator leader

Science coach and District Science Resource Teacher

Participants

Science teachers and instructional coaches.

Target dates or schedule

bi-monthly

Evidence of Completion and Person Responsible for Monitoring

department and SCC meeting minutes.

(Person Responsible: Science teachers, science instructional coach, and administration.)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Avon Park Middle School
District: 28 - Highlands
Principal: Katina Kramer D
SAC Chair: Sarah Franza
Superintendent: Mr. Wallace P Cox
School Board Approval Date: [pending]
Last Modified on: 09/27/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	401 S LAKE AVE Avon Park, FL 33825	401 S LAKE AVE Avon Park, FL 33825
Phone Number:	8634524333	
Web Address:	http://www.highlands.k12.fl.us/~apm/	
Email Address:	kramerk@highlands.k12.fl.us	

School Type:	Middle School			
Alternative/ESE:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	83%			
Minority:	64%			
School Grade History:	<u>2012-13</u> D	<u>2011-12</u> C	<u>2010-11</u> C	<u>2009-10</u> C

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 Avon Park Middle School	
Principal's name Katina Kramer D	
School Advisory Council chair's name Sarah Franza	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Linda Albritton	Dean/Guidance Resource
Katina Kramer	Principal
Jackie Allen	Assistant Principal
Rhonda Hunter	Social Studies
Linda Roman	Language Arts
Lori Davis	Reading Coach
Alencia Wilson	Math
Jennifer DeWitt	Science
Mandie Pierce	Related Arts
Eric Goudge	Instructional Resource Technology Teacher
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP Pending	
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	
Sara Franza President Nicole Schlosser Vice-Chair Linda Roman-Secretary Yvonne Gonzalez-Treasurer Dawn Miller is the DSAC representative. Arnold Davis-Community Leader	
Describe the involvement of the SAC in the development of this school improvement plan	
Describe the activities of the SAC for the upcoming school year	
Describe the projected use of school improvement funds and include the amount allocated to each project	
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:

Katina Kramer D

Principal

Years as Administrator: 6

Years at Current School: 4

Credentials

Science 5-9, Masters in Educational Leadership

Performance Record

2012-2013: School Grade D

Reading: 44% reading at or above grade level; 57% made learning gains; 57% made learning gains In the lowest quartile

Math: 44% at or above grade level; 67% made learning gains; 62% made learning gains In the lowest quartile

Writing: 38% wrote at level 3.5 or higher

Science: 33% at or above grade level

2011-2012: School Grade C

Reading: 44% reading at or above grade level; 61% made learning gains; 64% made learning gains In the lowest quartile

Math: 42% at or above grade level; 64% made learning gains; 64% made learning gains In the lowest quartile; 100% of students taking EOC passed

Writing: 67% wrote at or above grade level with a 3.0

Science: 33% at or above grade level

2010-11: School Grade C

READING: 57% of students met high standards; 58% of students made Learning Gains; 71% of students in the Lowest 25th Quartile made Learning Gains

WRITING: 78% of students met high standards in Writing; APMS met criteria for Writing.

MATH: 53% of students met high standards In Math; 63% of students made Learning Gains In Math; 64% of students In the Lowest 25th Quartile made Learning Gains In Math

SCIENCE: 35% of students met high standards In Science.

2009/10 School Grade C-First year as principal:

Reading: 56% of students reading at or above grade level; 58% of students making a year's worth of progress In reading; 58% of struggling students making a year's worth of progress in reading.

Math: 50% of students at or above grade level; 64% of students making a year's worth of progress In math; 65% of struggling students making a year's worth of progress In math.

Writing: 82% of students are meeting state standards In writing.

Science: 28% of students at or above grade level in Science.

2006/07: School Grade C

Reading mastery 59%

Math Mastery 61%

Writing Mastery 74%

Science Mastery 37%

AYP 95%

Economically disadvantaged subgroup did not meet the Reading Standard

2005/06: School Grade A

Reading Mastery 60%

Math Mastery 60%

Writing Mastery 83%

AYP 77%

Black, Hispanic Economically Disadvantaged, and SWD subgroups did not meet the Reading or Math standards

2004/05: School Grade B

Reading Mastery 53%

Math mastery 57%

Jackie Allen		
Asst Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	Bachelor of Arts in Elementary Education, Masters degree in Educational Leadership; Principal Certification	
Performance Record	2012-2013 2011-2012 Grade B. Reading Mastery:59%, Math Mastery: 54%, Writing Mastery: 82%, and Science Mastery: 43%. 2010-2011 Grade A Reading Mastery:69%, Math Mastery: 75%, Writing Mastery: 97%, Science Mastery: 50%, AYP: 72%, White, Black,Hispanic, Economically Disadvantaged and SWD subgroups did not make AYP in reading. White, Black, Hispanic, ED and SWD did not make AYP in math. 2009-2010 Grade A Reading Mastery: 70%, Math Mastery: 76%, Writing Mastery: 93%, Science Mastery: 40%, AYP: 74% of White, Black, Economically Disadvantaged and SWD subgroups did not make AYP in reading. Black, Hispanic, Economically Disadvantaged and SWD did not make AYP in math. 2008-2009 Grade A Reading Mastery: 70%, Math Mastery: 76%, Writing Mastery 96%, Science Mastery 46% AYP: 82% Black , Hispanic and Economically disadvantaged subgroups did not make AYP In reading. Black, Economically Disadvantage and SWD did not make AYP in math. 2007-2008 Grade A Reading Mastery 70%, Math Mastery 77%, Writing Mastery 96%, Science Mastery 50%. AYP: 90%, Hispanic, Economically Disadvantaged and SWD did not make A YP In reading. SWD did not make AYP In math.	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		

Lori Davis		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Certified K-6 Elementary Ed, ESOL Endorsed, Masters Educational Leadership, One class away from being Reading Endorsed	
Performance Record	2012-2013: School Grade D Reading: 44% reading at or above grade level; 57% made learning gains; 57% made learning gains In the lowest quartile Math: 44% at or above grade level; 67% made learning gains; 62% made learning gains In the lowest quartile Writing: 38% wrote at level 3.5 or higher Science: 33% at or above grade level	
Classroom Teachers		
# of classroom teachers 43		
# receiving effective rating or higher 43, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 34, 79%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. , 0%		
# ESOL endorsed 17, 40%		
# reading endorsed 11, 26%		
# with advanced degrees 13, 30%		
# National Board Certified 1, 2%		
# first-year teachers 5, 12%		
# with 1-5 years of experience 5, 12%		
# with 6-14 years of experience 19, 44%		
# with 15 or more years of experience 14, 33%		
Education Paraprofessionals		
# of paraprofessionals 9		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) , 0%		
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. Utilize advertisement on Highlands County Schools Website - Yvonne Gonzalez & SBHC HR Frequent classroom visits with teachers to provide additional support - Administration		

Support of new teachers by providing "buddies" and an orientation program - Administration
Support and assistance from teams through monthly subject area and grade level meetings - Curriculum Leadership Team

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

Peer Assistance Liaisons ("PAL"s) paired by subject area and location to support teachers new to the school. PEC program for teachers in their first year of teaching - teachers are paired by subject area. This year, Janet Garcia is paired with Mandie Pierce and Natania Patterson is paired with Lori Davis.

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 Curriculum Leadership Team is responsible for progress monitoring of all students. They meet once per month and discuss data, then information is discussed with grade level or subject area teams. This system creates a forum for discussion of students that are not showing progress. These students are then referred to the RTI team who makes suggestions in strategies to get results and more intensively monitors student growth and administration follows up to ensure that these recommendations are being followed.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The role of the Curriculum Leadership Team is to analyze data and establish goals for the year. The RTI team established a resource map to provide teachers with interventions in the areas of reading, math and behavior. Both teams have input on the strategies to help us reach SIP goals.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

We track attendance, discipline, grades, and progress monitoring results.

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)

Genesis, Pinnacle, and Performance Matters are the databases that we use. PMRN is the state data base that we use to progress monitor Reading. Performance Matters will be the system we use to give assessments in both Math and 8th Grade Science. Writing progress monitoring results are recorded in this database also.

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

The District Office has scheduled numerous RTI training sessions for our school team this year. This team brings back RTI information to staff and this information is brought to SAC/PTO to build capacity with parents. The RTI team works with individual staff members as they begin RTI plans for students.

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: 25,000

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description

21st Century Community Learning Centers (21st CCLC) Grant offers after school services for students. The program is free of charge and provides transportation home for students who qualify. A daily snack is also provided free of charge. The program is designed to improve academic achievement, provide drug/alcohol and violence prevention, enrichment activities, and technology education, and to increase parental involvement.

How is data collected and analyzed to determine the effectiveness of this strategy?

For 21st CCLC, Betsy Veith collects data from Performance Matters Math & Science, FAIR data, and data from our Drug/Alcohol/Tobacco Test that we give three times a year, as well as the pre and post tests from Kid's College. She gets all our information from EZ Reports, such as attendance and other reports.

Who is responsible for monitoring implementation of this strategy?

Linda Albritton, one of our Deans/Resource Teachers is responsible for monitoring the implementation of this strategy at the school level. Betsy Veith is the district coordinator for 21st CCLC.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Katina Kramer	Principal
Jackie Allen	Assistant Principal
Lori Davis	Reading Coach
Eric Goudge	Instructional Technology Resource Teacher
Margaret Pierce	Related Arts
Alencia Wilson	Math
Jennifer DeWitt	Science
Rhonda Hunter	Social Studies

Linda Roman Linda Albritton Dan Fantin	Language Arts Dean/Resource Teacher Media Specialist
Describe how the school-based LLT functions (e.g., meeting processes, roles, functions) The role of the Literacy Leadership Team is to establish a school wide focus on student literacy development. They meet monthly as a team and then take the information/resources to their respective teams on a monthly basis.	
What will be the major initiatives of the LLT this year? This year the Literacy Leadership Team is focused on incorporating writing into all disciplines/ classrooms. A school-wide rubric has been developed for all teachers to use to develop students' writing skills across the curriculum.	
Every Teacher Contributes to Reading Instruction	
Describe how the school ensures every teacher contributes to the reading improvement of every student The school is implementing the Advancement Via Individual Determination (AVID) program this year which focuses on Writing, Inquiry, Collaboration, Organization and Reading (WICOR). 14 teachers attended the summer AVID training. All teachers are incorporating reading as a part of WICOR into their classrooms/lesson plans on a weekly basis.	
College and Career Readiness This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? 8th grade students take part in career elective courses.	
How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful? Students are encouraged to meet with guidance counselors to discuss academic and career planning.	
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C The AVID program we are implementing is designed to support students in college and career readiness.	

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	53%	44%	No	58%
American Indian				
Asian				
Black/African American	39%	29%	No	45%
Hispanic	53%	38%	No	57%
White	63%	58%	No	67%
English language learners	30%	0%	No	37%
Students with disabilities	30%	22%	No	37%
Economically disadvantaged	48%	40%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		42%	
Students scoring at or above Achievement Level 4			

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		57%	
Students in lowest 25% making learning gains (FCAT 2.0)		57%	

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)	[data excluded for privacy reasons]		
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]		
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]		

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		38%	
Students scoring at or above 3.5			
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	53%	44%	No	57%
American Indian				
Asian				
Black/African American	38%	27%	No	45%
Hispanic	53%	41%	No	57%
White	63%	57%	No	66%
English language learners	30%	15%	No	37%
Students with disabilities	34%	29%	No	41%
Economically disadvantaged	48%	39%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		41%	
Students scoring at or above Achievement Level 4			

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		57%	

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		100%	
Students scoring at or above Achievement Level 4			

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		33%	
Students scoring at or above Achievement Level 4			

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**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Continue to increase parent involvement with orientation, SAC, parent breakfast, report card pick-up night, curriculum night and any other parent involvement event.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

School-wide writing focus across the curriculum

Goals Detail

Goal #1:

School-wide writing focus across the curriculum

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- 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
- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal	• School-wide faculty PD in setting school focus goal in writing • Staff PD training with writing rubric/samples • Teacher strength in curriculum

Problem-Solving to Achieve the Goal

Barrier #1: Classrooms have a variety of different types of writing

Plan to Monitor Progress Toward the Goal

Action:

Collect and review second set of writing samples for comparison to first set of samples

Person or Persons Responsible:

CLT

Target Dates or Schedule:

January

Evidence of Completion:

Comparison made from samples 1 to 2

Action Plan for Improvement

Goal #1: School-wide writing focus across the curriculum

Barrier #1: Classrooms have a variety of different types of writing

Strategy #1: CLT develops writing rubric for all teachers to use in classroom instruction

Action Step 1 - PD Opportunity

Action:

Development and implementation of school-wide writing rubric

Person or Persons Responsible:

All teachers

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

Improve FCAT writing 2%

Facilitator:

CLT: Introduce school-wide writing focus, get buy-in with teachers and introduce writing rubric

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Collection of writing samples

Person or Persons Responsible:

CLT

Target Dates or Schedule:

September/October

Evidence of Completion

Sample collection

Plan to Monitor Effectiveness of the Strategy

Action:

Writing training for all teachers with rubric using writing samples

Person or Persons Responsible:

CLT

Target Dates or Schedule:

October faculty meeting

Evidence of Completion:

PD completion and sign-in

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

ELL

The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FCAT standards, graduation requirements and post secondary career opportunities.

Title I Part C, Migrant

Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I Part A

Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

Title II

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III

Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

SAI

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs

LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

Adult Education

Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.

Title VI

Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

VPK

These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

Homeless

Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a

free and appropriate education(FAPE).

Migrant Parent Advisory

The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.

Exceptional Students Education

This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.

IDEA

Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.

District Parent Advisory for Advance Academics

This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.

District School Advisory Council

This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern.

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: School-wide writing focus across the curriculum

Barrier #1: Classrooms have a variety of different types of writing

Strategy #1: CLT develops writing rubric for all teachers to use in classroom instruction

Action Step #1: Development and implementation of school-wide writing rubric

Facilitator leader

CLT: Introduce school-wide writing focus, get buy-in with teachers and introduce writing rubric

Participants

All teachers

Target dates or schedule

2013-2014 school year

Evidence of Completion and Person Responsible for Monitoring

Improve FCAT writing 2%

(Person Responsible: All teachers)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Cracker Trail Elementary School
District: 28 - Highlands
Principal: Richard Demeri J
SAC Chair:
Superintendent: Mr. Wallace P Cox
School Board Approval Date: [pending]
Last Modified on: 09/26/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	8200 SPARTA RD Sebring, FL 33875	8200 SPARTA RD Sebring, FL 33875
Phone Number:	8634715777	
Web Address:	http://www.highlands.k12.fl.us/~cte/	
Email Address:	demerir@highlands.k12.fl.us	

School Type:	Elementary School			
Alternative/ESE:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	57%			
Minority:	26%			
School Grade History:	<u>2012-13</u> A	<u>2011-12</u> C	<u>2010-11</u> C	<u>2009-10</u> C

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 Cracker Trail Elem. School	
Principal's name Richard Demeri J	
School Advisory Council chair's name	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Dr. Richard Demeri	Principal
Jeannie Inagawa	Assistant Principal
Karen Ladinsky	Literacy Curriculum Resource Teacher
Crystal Baugh	Guidance Counselor
Laura Halloran	First Grade Teacher
Michelle Lewis	Second Grade Teacher
Kelly Skalski	Third Grade Teacher
Brenda Johnston	Fourth Grade Teacher
Alissa Ibrahim	Fifth Grade Teacher
Ian Belanger	Fifth Grade Teacher
Tanya Koehler	Fifth Grade Teacher
Gerilynn Brannan	ESE Resource Teacher
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP Pending	
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 Our School Advisory Council (SAC) is made up of 18 dedicated individuals working for the academic, social, and emotional betterment of Cracker Trail Elementary School family. Our family is made up of five distinct groups including: students, parents, teachers/noninstructional personnel, business/community partners, and the administration. The membership of our SAC is comprised of parents elected by parents, teachers self identified, business partners of the school, and the non-voting members of the school's administration. The membership of our elected SAC members mirror the racial and socio-economic fabric of the student population.	
Describe the involvement of the SAC in the development of this school improvement plan Members of the SAC assisted in the development of the school improvement plan by analyzing student performance data and developing goals to improve areas of deficiency. The school improvement plan will be presented to the entire SAC for input and approval.	
Describe the activities of the SAC for the upcoming school year	

The SAC will advise the school on the Parent Involvement Plan, Home-School Compact, Title 1 budget, A+ Plan, and the School Improvement Plan. Throughout the year, the SAC will monitor students' and the school's progress in attaining goals by analyzing performance data. SAC attendees will provide input for DOE reports such as the baseline and mid-year reports.

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

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:

Richard Demeri J

Principal

Years as Administrator: 24

Years at Current School: 14

Credentials

BA Elementary Education
MA Elementary Education
Doctorate Educational Leadership
Certifications: Primary Education - K-3, Elementary Education - 1-6,
School Principal - ALL Levels; ESOL Endorsement

Performance Record

C: 1999-2000
B: 2000-2001
B: 2001-2002
A: 2002-2003 No AYP
A: 2003-2004 No AYP
B: 2004-2005 Provisional AYP
A: 2005-2006 AYP
A: 2006-2007 AYP
B: 2007-2008 AYP
B: 2008-2009 No AYP
C: 2009-2010 No AYP
C: 2010-2011 No AYP
C: 2011-2012
A: 2012-2013

Jeannie Inagawa		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	BS Elementary Education MA Educational Leadership Certifications: Elementary Education 1-6, Educational Leadership, ESOL Endorsed	
Performance Record	B: 2007-2008 No AYP B: 2008-2009 No AYP C: 2009-2010 No AYP A: 2010-2011 No AYP C: 2011-2012 A: 2012-2013	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Karen Ladinsky		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	BA Public Relations/Journalism, MA Elementary Education, Reading Endorsement, ESOL Endorsement, Elementary Education 106, Primary Education K-3	
Performance Record	C: 2009-2010 No AYP C: 2010-2011 No AYP C: 2011-2012 A: 2012-2013	
Nikki Swaine		
Part-time / School-based	Years as Coach: 10	Years at Current School: 10
Areas	Other	
Credentials	Elementary Education, Reading Endorsement	
Performance Record	B: 2008-2009 No AYP C: 2009-2010 No AYP C: 2010-2011 No AYP C: 2011-2012 A: 2012-2013	
Classroom Teachers		
# of classroom teachers 35		
# receiving effective rating or higher , 0%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 35, 100%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 35, 100%		
# ESOL endorsed 28, 80%		
# reading endorsed 6, 17%		

with advanced degrees 8, 23%
National Board Certified 2, 6%
first-year teachers 2, 6%
with 1-5 years of experience 3, 9%
with 6-14 years of experience 18, 51%
with 15 or more years of experience 12, 34%
Education Paraprofessionals
of paraprofessionals 5
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 5, 100%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals
receiving effective rating or higher
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. School based administration advertise open instructional positions through our district's Human Resources department. We as administrators, choose to only interview highly qualified, in-field applicants. Current instructional personnel maintain certification through professional development or by pursuing advanced degrees.
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 First year teachers are assigned to a mentor on the same grade level, who has received Clinical Educator training. Mentors are effective/highly effective, experienced educators who model and guide effective teaching strategies. First year and experienced teachers who are new or may be struggling will be assigned a peer evaluator by the district.
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 meets on a regular basis to review student performance and make suggestions for improvement to the core curriculum. In addition, they meet with team leaders and grade levels as needed based on data. The role of the team is to analyze the success of the implemented strategies

and to determine if an increased level of intensity or frequency is necessary. The role of the classroom teacher is to implement strategies with fidelity based on data and to collect and analyze the results of the implementation.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The function of the MTSS Team is to make data-driven decisions for students who are experiencing difficulties in academic and/or behavioral domains. The MTSS Team will develop interventions to promote improvements in a student's academic performance and/or classroom behavior and provide the teacher support to implement the interventions and provide support and resources to the teachers at Tier I, II, and III to implement these interventions. Our school based MTSS Leadership Team meets on a regular basis about students. Decisions are made after collaborating with teachers and parents to ensure scientifically research-based interventions are implemented. Progress is monitored regularly using curriculum based measurements. These measures are EZCBM at First grade and AimsWeb at Grades 2-5 on 20-day or weekly intervals. Data graphs will be reviewed with the school psychologist weekly.

Curriculum leadership team members gather information through observation, data analysis, and the development of effective instructional strategies.

Members will: Analyze data, identify problems, set goals or objectives, develop an intervention plan, and monitor interventions.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team will provide regular updates on progress of students in the MTSS process to members of the leadership team at monthly meetings and solicit input and recommendations regarding data and ways to improve the MTSS process or specific MTSS activities. The leadership team routinely will analyze and review performance data and progress towards meeting SIP goals.

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)

The data management systems currently used in Highlands County are Genesis, A3, Performance Matters, RtI:B, and AimsWeb.

Data sources for reading include: Progress Monitoring meetings with individual classroom teachers, current and past classroom grades (Pinnacle gradebook), running records, Accelerated Reader Scores, STAR reading scores, FAIR reading, FCAT, SME, , Performance Matters, and formative assessments.

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

The MTSS process is continually discussed with staff as they are supported in providing interventions to students. The classroom teacher and parent are an integral part of the MTSS meeting when discussing concerns and interventions. The Guidance Counselor and Reading Coach are available to staff and parents to provide additional assistance as needed.

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:** 3,780**Strategy Purpose(s)**

Instruction in core academic subjects

Strategy Description

After school tutoring is offered to students within the lowest quartile in reading, mathematics, and third grade retainees. Students receive forty-five minutes of reading and math instruction, after school, two times per week, for total of forty-two days of tutoring.

How is data collected and analyzed to determine the effectiveness of this strategy?

Student performance data is collected and analyzed to target areas of developmental need.

Who is responsible for monitoring implementation of this strategy?

The tutoring teachers are responsible for monitoring the implementation of strategy, as well as school administrators.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Karen Ladinsky	LiteracyCurriculumResourceTeacher
Laura Halloran	First Grade Teacher
Jamie Allen	Second Grade Teacher
Kelly Skalski	Third Grade Teacher
Kim Lethbridge	Fourth Grade Teacher
Allisa Ibrahim	Fifth Grade Teacher
Tanya Koehler	Fifth Grade Teacher
Erielle Rancourt	Fifth Grade Teacher
Richard Demeri	Principal
Jeannie	Inagawa

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The Literacy Leadership Team (LLT) exists to support forward shifts (positive change) in literacy learning and instruction at Cracker Trail Elementary. Its members represent multiple perspectives that will strengthen its impact on literacy learning and instruction across the grade levels.

During initial meetings, the team will establish ground rules for functioning efficiently and effectively, work to develop a common language, and establish a working system to efficiently and effectively support change at the school site. Team members will:

- Actively attend and participate in regularly scheduled meetings;
- Complete all assigned readings, come prepared to discuss, and be willing to share information with teachers through informal study groups;
- Help create and evaluate data collected by team members;
- Complete any required assignment in a timely manner;
- Cooperate with other team members;

Each member of the team will be well-versed in the common goals of the team; commit to refining their understanding of literacy as a process; participate in job-embedded co-learning; and learning and commit to continued professional growth.

Once established, the team will identify an initial area of need, investigate it, plan a course of action,

implement the course of action, and determine the effectiveness of the action plan. The ultimate goal of the team's efforts is to improve literacy learning and instruction.

What will be the major initiatives of the LLT this year?

The major initiatives of the LLT during the 2013-2014 year include:

- Learning to work as a collaborative team to bring about forward shifts (positive change) in literacy and instruction.
- Creating, understanding and using a literacy framework - tailored to Cracker Trail's unique student population - to guide efficient and effective instructional planning, delivery, and assessment for differentiated instruction.
- Refine the use and integration of key instructional resources - including the leveled components of the core reading program, Reading Street - in addition to supplement leveled resources and complex text.
- Focus on learning, providing, and refining targeted literacy interventions designed to move the lowest 25% students, first through fifth grade students, to at least a minimum grade-level performance standard.
- Focus on learning, providing, and refining targeted practices that will improve the performance and outcome for those students close to achieving the next highest achievement level on the Spring 2013 Reading FCAT.
- Investigate and refine the use of formative assessment tools (running records, writing samples, interviews, etcetera) in grades 1-5.
- Continue to investigate the concept and implementation of Lesson Study as a job-embedded professional development context for first through fifth grade teachers.

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student

At Cracker Trail Elementary School, every teacher contributes to the reading improvement of every student. First, teachers are provided a variety of professional learning opportunities during which they learn more about reading as a process; how to use reading resources and teaching practices in a precise and differentiated manner; how to analyze and interpret student data to determine targeted entry points for instruction; and how to make timely adjustments to instruction in order to prevent misunderstandings from taking root. Teachers have access to a full-time Reading Coach, who supports teaching and learning across a variety of contexts within the school. Second, teachers meet with the administrative team on a quarterly basis to discuss student progress and achievement. During these meetings, each child's data is analyzed and interpreted so the school's resources may be directed to any student needing additional support and/or intervention. Lastly, teachers may work in conjunction with support teachers to further enrich, reteach, or intervene in an intentional manner so that students have the opportunity to achieve to the fullest of their potential.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	65%	61%	No	69%
American Indian				
Asian				
Black/African American	42%	26%	No	48%
Hispanic	58%	51%	No	63%
White	68%	65%	No	71%
English language learners				
Students with disabilities	40%	35%	No	46%
Economically disadvantaged	58%	49%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	21%	24%
Students scoring at or above Achievement Level 4	104	28%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	248	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	79%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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	137	70%	75%
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	61%	67%	Yes	65%
American Indian				
Asian				
Black/African American	38%	55%	Yes	45%
Hispanic	52%	53%	Yes	57%
White	64%	69%	Yes	68%
English language learners				
Students with disabilities	38%	53%	Yes	45%
Economically disadvantaged	53%	54%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	197	54%	56%
Students scoring at or above Achievement Level 4	108	30%	32%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	266	73%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	222	61%	61%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	28%	30%
Students scoring at or above Achievement Level 4	28	25%	30%
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			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
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 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

2013 Actual # 2013 Actual % 2014 Target %

Students enrolling in one or more CTE courses
Students who have completed one or more CTE courses
who enroll in one or more *accelerated* courses
Completion rate (%) for CTE students enrolled in
accelerated courses
Students taking CTE industry certification exams
Passing rate (%) for students who take CTE industry
certification exams
CTE program concentrators
CTE teachers holding appropriate industry certifications

Area 8: Early Warning Systems

Elementary School Indicators

2013 Actual # 2013 Actual % 2014 Target %

Students who miss 10 percent or more of available
instructional time
Students retained, pursuant to s. 1008.25, F.S.
Students who are not proficient in reading by third
grade
Students who receive two or more behavior referrals
Students who receive one or more behavior referrals
that lead to suspension, as defined in s.1003.01(5),
F.S.

Middle School Indicators

2013 Actual # 2013 Actual % 2014 Target %

Students who miss 10 percent or more of available
instructional time
Students who fail a mathematics course
Students who fail an English Language Arts course
Students who fail two or more courses in any subject
Students who receive two or more behavior referrals
Students who receive one or more behavior referrals
that leads to suspension, as defined in s.1003.01(5),
F.S.

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

To maintain or increase the level of parental involvement with various participation opportunities throughout the year.

Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Open House			
Area 10: Additional Targets			
Description of additional targets			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Increase students' ability to write across content-area subjects, with focus, clear organization, thorough and relevant support, and command of conventions.

Goal #1:

Increase authentic student engagement through the use of cooperative structures.

Goal #1:

2013 FCAT 2.0 data shows 70%(137) of 4th grade students met high standards in writing on FCAT Writes. Our goal is to maintain or increase the percentage of students meeting high standards in writing.

Goals Detail

Goal #1:	Increase students' ability to write across content-area subjects, with focus, clear organization, thorough and relevant support, and command of conventions.

Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains • Reading - CELLA • Writing • Math • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle Learning Gains • Social Studies • Science • Science - Elementary School

Resources Available to Support the Goal	• Reading Street Core English Language Arts Program • Reading Street Writing To Sources Guide and Task Book • Write Bright Station On-line Writing Program • Professional Development opportunities in narrative, informational, opinion, and writing to sources writing tasks • Professional Development opportunities on how to score student writing tasks using new rubrics • Part-Time Writing Coach

Problem-Solving to Achieve the Goal

Barrier #1:	Implementation dip due to time needed to learn a new English Language Arts Program.

Barrier #2:	Implementation dip due to time needed to learn a new style of writing - Writing to Sources.

Plan to Monitor Progress Toward the Goal

Action:

Review of student writing samples at regular intervals will demonstrate increased teacher effectiveness and comfort-level with the new Core English Language Arts program.

Person or Persons Responsible:

Administrators, Writing Coach, Reading Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Increase in students scoring 70% and above on scored cross-curricular writing assignments.

Goal #1:	Increase authentic student engagement through the use of cooperative structures.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - Learning Gains
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains
- Social Studies
- Science
- Science - Elementary School

Resources
Available to Support the Goal

- 1. Kagan Cooperative Structures 2. Leader in Me 3. Professional Development 4. Reading Coach 5. The Teaching Channel 6. OnCourse Lesson Plan collaboration 7. Core Curriculum resources and strategies

Problem-Solving to Achieve the Goal

Barrier #3:

Targeted Barrier for Goal 1 - Implementation of new core resources.

Plan to Monitor Progress Toward the Goal

Action:

Walk throughs during examination and planning meetings to monitor teachers' depth of understanding of new resources and effective of use of time.

Person or Persons Responsible:

Administration Reading Coach

Target Dates or Schedule:

October 8 and 26, 2013 January 6, 2014

Evidence of Completion:

Observations, discussions, and lesson plans

Goal #1: 2013 FCAT 2.0 data shows 70%(137) of 4th grade students met high standards in writing on FCAT Writes. Our goal is to maintain or increase the percentage of students meeting high standards in writing.

Targets Supported • Writing

Resources Available to Support the Goal

- Allocated time in daily schedule for explicit writing instruction and small-group reinforcement
- Reading Street Core Instruction writing resources that support the writing process
- Write Bright on-line resources that specifically support narrative and informational writing styles
- Part-time Writing Coach who works with fourth grade students on narrative and expository writing process
- Professional Development, as needed, for fourth grade teachers, provided by the Writing Coach and/or Literacy/Curriculum Resource Teacher

Problem-Solving to Achieve the Goal

Barrier #3: Bringing low-performing students to a higher standard of writing.

Plan to Monitor Progress Toward the Goal

Action:

Low-progress writers' narrative and expository writing samples will be scored and analyzed, according to a rubric. Small group membership may change, based on the analysis of student progress.

Person or Persons Responsible:

Writing Coach, teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Scored writing samples, small-group membership as documented in lesson plans

Action Plan for Improvement

Goal #1:	Increase students' ability to write across content-area subjects, with focus, clear organization, thorough and relevant support, and command of conventions.
Barrier #1:	Implementation dip due to time needed to learn a new English Language Arts Program.
Strategy #1:	Provide time for teachers to examine and plan using the Reading Street Core English Language Arts program.

Action Step 1 - PD Opportunity

Action:

Utilize Reading/Language Arts Content Area Specialist's support days on campus to facilitate teacher learning of new Core English Language Arts program.

Person or Persons Responsible:

District Reading/Language Arts Content Area Specialist, School-based Administrators, School-based Reading Coach

Target Dates or Schedule:

October 8, 2013; Spring date: TBA

Evidence of Completion:

Sign-in sheets, agendas, session minutes

Facilitator:

Kim Ervin, Highlands County Reading/English Language Arts Content Area Specialist

Participants:

Classroom and ESE teachers, grades 1 - 5

Action Step 2 - PD Opportunity

Action:

School-based support and monitoring of writing instruction, school-wide, using new Core English Language Arts resources.

Person or Persons Responsible:

Administrators, Reading Coach, Writing Coach

Target Dates or Schedule:

During classroom informal visits, during instructional conferences with teachers

Evidence of Completion:

Documentation that records informal classroom visits by administrators; Reading Coach's planner that notes time and date of classroom visits

Facilitator:

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach; Richard Demeri, Principal; Jeannie Inagawa, Assistant Principal

Participants:

Classroom and ESE teachers, grades 1 - 5

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom support and monitoring visits will be reviewed and discussed during weekly Administrative Team meetings, which include the Principal, Assistant Principal, Reading Coach and Guidance Counselor.

Person or Persons Responsible:

Administrative Team members: Principal, Assistant Principal, Reading Coach, Guidance Counselor

Target Dates or Schedule:

Weekly

Evidence of Completion

Documented A-Team Meeting dates

Plan to Monitor Effectiveness of the Strategy

Action:

Teacher effectiveness and comfort-levels with the Reading Street Core English Language Arts program will increase, as noted during informal classroom observations and walk-throughs.

Person or Persons Responsible:

Administrators, Reading Coach

Target Dates or Schedule:

Teacher effectiveness and comfort-levels with Core ELA program will be discussed during each Weekly Administrative Team meeting, based on weekly classroom observations and walk-throughs.

Evidence of Completion:

Student achievement in writing across content-area subjects will improve, based on a review of student writing samples.

Goal #1:	Increase students' ability to write across content-area subjects, with focus, clear organization, thorough and relevant support, and command of conventions.
Barrier #2:	Implementation dip due to time needed to learn a new style of writing - Writing to Sources.
Strategy #1:	Provide time for teachers to understand and learn how to teach a new style of writing - Writing to Sources.

Action Step 1

Action:

Designate some Teacher Workdays and/or 2-hour Early Release days as professional development time for teachers to learn more about the instructional context of writing to sources.

Person or Persons Responsible:

Administrators, Reading Coach

Target Dates or Schedule:

Tentatively: January 6th, 2014 and February 13th, 2014

Evidence of Completion:

Sign-in sheets, agendas, notes from training

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Ensure that teachers are present for scheduled workshops, designated as learning opportunities in the area of writing to sources.

Person or Persons Responsible:

Administrators, Reading Coach

Target Dates or Schedule:

Scheduled workshop dates - tentatively January 6, 2014 and February 13, 2014

Evidence of Completion

Sign-ins, follow-up assignments

Plan to Monitor Effectiveness of the Strategy

Action:

Student achievement on Writing to Sources tasks will increase as teachers learn more about the new writing style, and become more adept using their tools and resources.

Person or Persons Responsible:

Administrators, Reading Coach, Writing Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Review of samples from each grade level of a writing-to-sources assignment, on which students score 70% or higher.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:**Person or Persons Responsible:****Target Dates or Schedule:****Evidence of Completion**

Plan to Monitor Effectiveness of the Strategy

Action:**Person or Persons Responsible:****Target Dates or Schedule:****Evidence of Completion:**

Goal #1:	Increase authentic student engagement through the use of cooperative structures.
Barrier #3:	Targeted Barrier for Goal 1 - Implementation of new core resources.
Strategy #2:	Strategy 2- Grade levels collaborate to most effectively use new core curriculum resources.

Action Step 1

Action:

Plan to Implement Strategy 1: Utilizing content area specialists' support days to provide guided assistance with new core curriculum components. -Select dates when teachers will be available to examine and plan with the new core curriculum resources.

Person or Persons Responsible:

Administration, Reading Coach, and Content Area Specialist

Target Dates or Schedule:

October 8 and 26, 2013 January 6, 2014

Evidence of Completion:

Check sign in sheets, session agendas, and minutes

Action Step 2

Action:

Plan to Implement Strategy 2: Provide additional common planning time for grade level collaboration. - Teachers will meet at least once each month to collaborate and generate effective lessons based on new core curriculum resources.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Agendas, minutes, and lesson plans

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1:	2013 FCAT 2.0 data shows 70%(137) of 4th grade students met high standards in writing on FCAT Writes. Our goal is to maintain or increase the percentage of students meeting high standards in writing.
Barrier #3:	Bringing low-performing students to a higher standard of writing.
Strategy #1:	Provide frameworks for students to use when organizing for and creating each type of writing.

Action Step 1 - PD Opportunity

Action:

Ensure that teachers have a clear understanding of narrative and expository organizational frameworks, and monitor the fidelity of implementation.

Person or Persons Responsible:

Writing Coach Literacy/Curriculum Resource Teacher

Target Dates or Schedule:

During daily writing instruction, throughout the academic year during instructional conferences.

Evidence of Completion:

Student planning pages and student essays demonstrate the use of the organizational frameworks.

Facilitator:

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach

Participants:

Fourth Grade Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Writing Coach will work with fourth grade teachers and their classes once each week, modeling the correct use of organizational frameworks, and supporting teachers with their use of the organizational frameworks with their students.

Person or Persons Responsible:

Writing Coach

Target Dates or Schedule:

Weekly for 40 minutes

Evidence of Completion

Students will use organizational frameworks for both narrative and expository writing with increasing independence, competence and confidence.

Plan to Monitor Effectiveness of the Strategy

Action:

Student writing plans (using the organizational frameworks) will be monitored for completion.

Person or Persons Responsible:

Writing Coach, 4th grade teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Student narrative and/or expository writing samples will adhere to completed plans.

Goal #1:	2013 FCAT 2.0 data shows 70%(137) of 4th grade students met high standards in writing on FCAT Writes. Our goal is to maintain or increase the percentage of students meeting high standards in writing.
Barrier #3:	Bringing low-performing students to a higher standard of writing.
Strategy #2:	Teacher think-aloud, modeling and differentiated support in small groups to increase the intensity of instruction provided to low-progress learners.

Action Step 1 - PD Opportunity

Action:

Teachers, Writing Coach and Reading Coach will provide explicit think-aloud instruction as the writing process is modeled for learners, according to needs demonstrated in writing samples.

Person or Persons Responsible:

Classroom Teachers, Writing Coach, Reading Coach

Target Dates or Schedule:

During flexible, small group time, throughout the academic year in instructional conferences.

Evidence of Completion:

Teacher lesson plans will document the frequency of small group instruction. Walk-throughs by administrators will monitor the effectiveness of small group instruction.

Facilitator:

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach

Participants:

Fourth Grade Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom observations and walk-throughs, as well as co-teaching contexts with the school Writing Coach and Reading Coach, will be used to monitor teacher think-alouds, modeling and use of small, flexible groups to increase the intensity of instruction provided to low-progress learners.

Person or Persons Responsible:

Administrators, Writing Coach, Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion

Observation of classroom writing instruction, observation of small group contexts, lesson plans noting think-alouds, modeling, and small group structures.

Plan to Monitor Effectiveness of the Strategy

Action:

Writing Coach, Reading Coach and teachers will look for increases in low-progress writers' independence, competence, and confidence when completing narrative and/or expository writing assignments.

Person or Persons Responsible:

Writing Coach, Reading Coach, teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Low-progress writers' narrative and expository assignments will show improvement in focus, organization, support, voice, and use of conventions, as scored on a rubric.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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

Title I Part A: Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

Title I Part C Migrant: Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title II: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III: Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

Title VI Part B: Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

Title X Homeless: Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education(FAPE).

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs: LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

VPK: These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

Adult Education: Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.

Violence Prevention Program: The district offers a non-violence and anti-drug program to students that incorporates field trips, community.

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: Increase students' ability to write across content-area subjects, with focus, clear organization, thorough and relevant support, and command of conventions.

Barrier #1: Implementation dip due to time needed to learn a new English Language Arts Program.

Strategy #1: Provide time for teachers to examine and plan using the Reading Street Core English Language Arts program.

Action Step #1: Utilize Reading/Language Arts Content Area Specialist's support days on campus to facilitate teacher learning of new Core English Language Arts program.

Facilitator leader

Kim Ervin, Highlands County Reading/English Language Arts Content Area Specialist

Participants

Classroom and ESE teachers, grades 1 - 5

Target dates or schedule

October 8, 2013; Spring date: TBA

Evidence of Completion and Person Responsible for Monitoring

Sign-in sheets, agendas, session minutes

(Person Responsible: District Reading/Language Arts Content Area Specialist, School-based Administrators, School-based Reading Coach)

Action Step #2: School-based support and monitoring of writing instruction, school-wide, using new Core English Language Arts resources.

Facilitator leader

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach; Richard Demeri, Principal; Jeannie Inagawa, Assistant Principal

Participants

Classroom and ESE teachers, grades 1 - 5

Target dates or schedule

During classroom informal visits, during instructional conferences with teachers

Evidence of Completion and Person Responsible for Monitoring

Documentation that records informal classroom visits by administrators; Reading Coach's planner that notes time and date of classroom visits

(Person Responsible: Administrators, Reading Coach, Writing Coach)

Goal #1: 2013 FCAT 2.0 data shows 70%(137) of 4th grade students met high standards in writing on FCAT Writes. Our goal is to maintain or increase the percentage of students meeting high standards in writing.

Barrier #3: Bringing low-performing students to a higher standard of writing.

Strategy #1: Provide frameworks for students to use when organizing for and creating each type of writing.

Action Step #1: Ensure that teachers have a clear understanding of narrative and expository organizational frameworks, and monitor the fidelity of implementation.

Facilitator leader

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach

Participants

Fourth Grade Teachers

Target dates or schedule

During daily writing instruction, throughout the academic year during instructional conferences.

Evidence of Completion and Person Responsible for Monitoring

Student planning pages and student essays demonstrate the use of the organizational frameworks.

(Person Responsible: Writing Coach
Literacy/Curriculum Resource Teacher
)

Strategy #2: Teacher think-aloud, modeling and differentiated support in small groups to increase the intensity of instruction provided to low-progress learners.

Action Step #1: Teachers, Writing Coach and Reading Coach will provide explicit think-aloud instruction as the writing process is modeled for learners, according to needs demonstrated in writing samples.

Facilitator leader

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach

Participants

Fourth Grade Teachers

Target dates or schedule

During flexible, small group time, throughout the academic year in instructional conferences.

Evidence of Completion and Person Responsible for Monitoring

Teacher lesson plans will document the frequency of small group instruction. Walk-throughs by administrators will monitor the effectiveness of small group instruction.

(Person Responsible: Classroom Teachers, Writing Coach, Reading Coach)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Fred Wild Elementary School
District: 28 - Highlands
Principal: Page D. Green
SAC Chair: Kevin Tunning
Superintendent: Mr. Wallace P Cox
School Board Approval Date: [pending]
Last Modified on: 09/30/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	3550 YOUTH CARE LN Sebring, FL 33870	3550 YOUTH CARE LN Sebring, FL 33870
Phone Number:	8634715400	
Web Address:	http://www.highlands.k12.fl.us/~fwe/	
Email Address:	greenp@highlands.k12.fl.us	

School Type:	Elementary School			
Alternative/ESE:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	88%			
Minority:	59%			
School Grade History:	<u>2012-13</u> D	<u>2011-12</u> C	<u>2010-11</u> B	<u>2009-10</u> C

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 Fred Wild Elementary School	
Principal's name Page D. Green	
School Advisory Council chair's name Kevin Tunning	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Page D Green	Principal
Kevin Tunning	Assistant Principal
Stacy Stokes	1st grade teacher
Allisa Ibrahim	LCRT
Kelley Thompson	5th grade/Guidance
Sandra Goins	4th grade teacher
Micherlle Baxter	Specials
Carolyn Cooper	ESE
Donna Reed	2nd grade teacher
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP Pending	
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 FWE SAC is comprised of 42 individuals. 38% represent the white population. 315 represent the African- American population, 31% represent the Hispanic population. The SAC is represented by 83% parents. 78.6% of our representation comes from the low socio economic (free and reduce lunch) population. 4.8 % of our SAC composition is made up of community, and business stakeholders.We currently have a SAC chair that runs each and every meeting.	
Describe the involvement of the SAC in the development of this school improvement plan Information was shared about school wide data. SAC input on how we can better serve our students was taken. The SAC will be able to view the SIP in its entirety once it is completed.	
Describe the activities of the SAC for the upcoming school year We have regularly scheduled meetings. Agenda for each meeting is followed. SAC will conduct needs assessments, analyze achievement and behavioral data and identify barriers and strengths. Assist in the development of the SIP. Reflect on progress at the generally scheduled meeting.	
Describe the projected use of school improvement funds and include the amount allocated to each project The following events, but not limited to are scheduled for the 2013-2014 school year \$18000.00	

LEADER In ME
Curriculum Mapping
Data Analysis
Vertical Alignment
Domain Specific Professional Learning Communities

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:

Page D. Green

Principal	Years as Administrator: 7	Years at Current School: 3

Credentials	Principal All Levels Masters Degree in Ed Leadership, Nova Southeastern University BA Elementary Ed. Florida Atlantic University

Performance Record	2012-2013 D 2011-2012 C 2010-2011 C

Kevin Tunning

Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials

Performance Record

Instructional Coaches

Instructional Coaches 1

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

Instructional Coach Information:

Allisa Ibrahim

Full-time / School-based	Years as Coach: 4	Years at Current School: 4

Areas	Reading/Literacy

Credentials

Performance Record

Classroom Teachers

of classroom teachers 38
receiving effective rating or higher , 0%
Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 31, 82%
certified in-field, pursuant to Section 1012.2315(2), F.S. 100, 263%
ESOL endorsed 31, 82%
reading endorsed 7, 18%
with advanced degrees 9, 24%
National Board Certified 0, 0%
first-year teachers 5, 13%
with 1-5 years of experience 10, 26%
with 6-14 years of experience 17, 45%
with 15 or more years of experience 9, 24%
Education Paraprofessionals
of paraprofessionals
Highly Qualified, as defined in 20 U.S.C. § 6319(c)
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 1
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. Screening for teachers that are highly qualified is completed at the district level. An interview committee compiled of administration, teachers and other stakeholders then hold Interviews at the school The hire process is then followed and recommendation for hire is made. Instructional staff that are not ELL endorsed are taking the necessary steps to adding the endorsement on their certificate.
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 TEACHERS ELIGIBLE FOR SUPPORT Year One Support: • All Alternative Certification Training (ACT or EPI) Program teachers receive an assigned Mentor Teacher • All Professional Educator Competency (PEC) Program teachers receive an assigned Mentor Teacher • Administrators at schools with three (3) or more ACT/EPI or PEC teachers may identify a "Lead Mentor" to serve as liaison, program support and program contact for the school's mentor teachers (will be paid the mentor teacher supplement) • All new teachers on Professional Educator Certificates with less than three years of teaching experience

who are observed as needing development in a domain area may be assigned a mentor teacher (Principal recommendation via Positive Support Approach/PSA per HCEA contract – will receive the mentor supplement)

- Teachers new to the district on Professional Educator Certificates with more than three (3) years of experience who are not in need of development, however request support, may receive support from a National Board Certified Teacher (NBCT) or school “buddy”
- All Educator Preparation Program Interns receive assigned trained Supervising Teachers

Year Two:

- ACT/EPI and PEC Program teachers may request or Principal may recommend continued support via assigned mentor (if needed development is observed), NBCT’s and/or school buddy
- Other new teachers in their second+ year in the district may request and/or Principal may recommend a “school buddy” to assist in acclimation to school or district

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 committee meets to discuss individual students that are below grade level. The committee reviews the students data to determine an intervention that can help with areas of need. Student are progress monitored weekly, biweekly, or monthly (depending on the criteria set by the MTSS committee. The students progress is then reviewed every four weeks to determine the next steps, whether to continue the intervention or change it. The reading coach provides training to the persons responsible for implementation of the intervention. The guidance counselor then monitors the fidelity of interventions that are in place. In addition, the entire core (Tier 1) is monitored three times a year.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Reading Coach is responsible for providing training on the interventions used with tier 2 and tier 3 students. The administration and guidance counselor monitor the fidelity of the programs. The teachers and or paraprofessionals are responsible for providing the interventions with fidelity. The assessment team is responsible for progress monitoring. Administration, Reading Coach, Guidance Counselor, School Psychologist and teachers are involved in the decision making process as students data is being collected.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS committee uses fidelity sheets that are signed by teachers daily to help ensure that the process recommended by the committee is being followed consistently. In addition, a MTSS committee member will complete walk throughs and observations to validate fidelity.

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)

Data sources that are used are Aimsweb, teacher informal observations, Genesis, Pinnacle and progress monitoring meetings.

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

The plan is to continue to provide professional development to teachers and para professionals in the MTSS process. Teachers meet weekly to discuss student's data and determine problem solving

solutions to issues that students may encounter with the curriculum. The MTSS committee and teachers communicate with parents on their child's progress in school.

Literacy Leadership Team (LLT)

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

Name	Title
Page D Green	Principal
Delilah Marquez	Reading Coach
Susan Ouverson	3rd Grade
Carla Rice	Media Specialist

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

Diligently monitors common core implementation. Holds meetings and problem solving steps to make sure all students are accomplishing an 80% or higher achievement rate.

What will be the major initiatives of the LLT this year?

Monitor and provide resources for teachers to organize classroom libraries
 Monitor the results of classroom, and school wide implementation of Accelerated Reader
 Provide Reading PD on effective instructional strategies, i.e. close reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

Special events such as open house nights for upcoming first graders is held every spring. This allows kindergarten parents the opportunity to meet first grade teachers. Parents and students are also able to see the academic expectations for first grade students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	57%	47%	No	61%
American Indian				
Asian				
Black/African American	48%	43%	No	53%
Hispanic	49%	43%	No	54%
White	69%	53%	No	72%
English language learners	35%	20%	No	42%
Students with disabilities	28%	8%	No	36%
Economically disadvantaged	53%	43%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	23%	25%
Students scoring at or above Achievement Level 4	69	24%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	197	59%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	50	58%	60%

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)	50	54%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	50	26%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	50	14%	16%

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	92	39%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	54%	51%	No	59%
American Indian				
Asian				
Black/African American	38%	32%	No	44%
Hispanic	58%	51%	No	62%
White	62%	59%	No	66%
English language learners	42%	40%	No	48%
Students with disabilities	33%	21%	No	39%
Economically disadvantaged	52%	46%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	27%	29%
Students scoring at or above Achievement Level 4	65	22%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		42%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	197	65%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	50	66%	68%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	25%	27%
Students scoring at or above Achievement Level 4	103	18%	20%

Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		26%
Students scoring at or above Level 7	[data excluded for privacy reasons]		26%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	6	80%	85%
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	292	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	292	4%	3%
Students who are not proficient in reading by third grade	97	56%	50%
Students who receive two or more behavior referrals	292	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	292	3%	2%
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 %

Goals Summary

Goal #1:

Use effective instructional strategies to increase student academic performance.

Goal #2:

Students routinely engage in reading and writing across content areas.

Goals Detail

Goal #1:	Use effective instructional strategies to increase student academic performance.

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
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources
Available to
Support the Goal

- School based Reading Coach District Reading (Literacy), Math, and Science Specialist Administration coaching model support
- School and District Level Professional Development on effective researched based instructional practices Professional Learning Communities: Vertical Alignment, Domain specific instructional strategies.... Core Curriculum

Problem-Solving to Achieve the Goal

Barrier #1: First year of implementation of core adopted curriculum material.

Barrier #2: Discipline impacts academic progress

Barrier #3: Parent involvement and participation

Plan to Monitor Progress Toward the Goal

Action:

Effective classroom instructional strategies implemented

Person or Persons Responsible:

Classroom teachers and administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

results of core curriculum assessment

Goal #2:	Students routinely engage in reading and writing across content areas.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- 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
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources**Available to Support the Goal**

- Core curriculum materials Reading coach District Level specialist (math, reading, science) Professional Development Administration Teacher modeling in classrooms

Problem-Solving to Achieve the Goal

Barrier #1: First year of implementation of a new core curriculum

Barrier #2: Discipline impacts academic progress.

Plan to Monitor Progress Toward the Goal

Action:

Student achievement outcomes

Person or Persons Responsible:

Teachers, Reading Coach, and Administration, MTSS committee

Target Dates or Schedule:

Weekly/quarterly

Evidence of Completion:

student assessment performance, formative and summative

Action Plan for Improvement

Goal #1: Use effective instructional strategies to increase student academic performance.

Barrier #1: First year of implementation of core adopted curriculum material.

Strategy #1: Common Planning

Action Step 1 - PD Opportunity

Action:

Meeting weekly to reflect and plan effective instructional researched based strategies to improve student achievement. Instructional Strategy DOMAIN 3 groups will also meet monthly

Person or Persons Responsible:

Grade Level 7 Domain PLC groups

Target Dates or Schedule:

Daily and Weekly/ monthly

Evidence of Completion:

documentation from daily and weekly meetings. i.e agenda ,minutes, notes, sign in sheets, email correspondence. Documentation of strategy from the Domain PLC meetings.

Facilitator:

Page D Green/Kevin Tunning

Participants:

Instructional staff

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Raw Data collected and reviewed on core weekly and unit assessment

Person or Persons Responsible:

Grade Level, Administration

Target Dates or Schedule:

Weekly

Evidence of Completion

Administration reviews grade level norms and disaggregated data from meeting.

Plan to Monitor Effectiveness of the Strategy

Action:

Instructional Strategies and assessment data

Person or Persons Responsible:

Classroom teachers Administration

Target Dates or Schedule:

weekly

Evidence of Completion:

Administration Walk through, and informal observation of instructional strategies used. Documentation in Lesson plan

Goal #1:	Use effective instructional strategies to increase student academic performance.
Barrier #2:	Discipline impacts academic progress
Strategy #1:	Implement Leader in Me program

Action Step 1 - PD Opportunity

Action:

Teachers will model and use 7 Habits language in classrooms

Person or Persons Responsible:

Classroom teachers and administration

Target Dates or Schedule:

Daily

Evidence of Completion:

The students will modify their behaviors to exhibit the 7 Habits and the qualities being taught in Leader in Me.

Facilitator:

Leader in Me coordinator

Participants:

Classroom teachers and administration

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Evidence and the display of the 7 Habits being used Classroom behavior charts

Person or Persons Responsible:

Classroom administration

Target Dates or Schedule:

Daily

Evidence of Completion

Classroom walk throughs IPDPs

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom behavior charts

Person or Persons Responsible:

Classroom teachers and administration

Target Dates or Schedule:

Daily

Evidence of Completion:

Discipline data Classroom walk throughs

Goal #1:	Use effective instructional strategies to increase student academic performance.
Barrier #3:	Parent involvement and participation
Strategy #1:	Implement the Title 1 involvement plan.

Action Step 1

Action:

Monitor attendance of Parent involvement participation

Person or Persons Responsible:

Administration, Staff, PTO members

Target Dates or Schedule:

Monthly planned parent involvement activities during and outside of the school day

Evidence of Completion:

Parent sign in documentations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	Students routinely engage in reading and writing across content areas.
Barrier #1:	First year of implementation of a new core curriculum
Strategy #1:	Organize and plan professional development around core curriculum series with imbedded common core standard expectations

Action Step 1

Action:

Professional Development: Literacy in Content area, Close Reading strategies,

Person or Persons Responsible:

Admin, Reading Coach, District Subject area specialists

Target Dates or Schedule:

Scheduled professional Development days

Evidence of Completion:

Sign in sheets, walk-throughs, student exemplar work posted in room with standard specific feedback

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Walkthroughs(informal observations)

Person or Persons Responsible:

Administration

Target Dates or Schedule:

daily/weekly

Evidence of Completion

lesson plans, student work samples, 3a evidence in classroom

Plan to Monitor Effectiveness of the Strategy

Action:

Observations in 3a

Person or Persons Responsible:

Administration, Reading coach

Target Dates or Schedule:

daily/weekly/quartlery

Evidence of Completion:

walkthroughs, Reading coaches log, Teacher relections

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

To help support our students and their families, we use the services and funds provided to us in an intentional manner to serve our student population. We provide our migrant families support through the use of a liaison during parent nights to welcome them to our school and provide a pathway of communication. These parent nights are for our whole student population and their families to promote the academic work of their students and to inform them of how they can impact their child's academic environment. To enhance our students academic achievements, a highly qualified certified retired teacher provides tutoring to those students who need the intervention. Also, our students partake in the fruits and vegetable program to help with their nourishment.

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: Use effective instructional strategies to increase student academic performance.

Barrier #1: First year of implementation of core adopted curriculum material.

Strategy #1: Common Planning

Action Step #1: Meeting weekly to reflect and plan effective instructional researched based strategies to improve student achievement. Instructional Strategy DOMAIN 3 groups will also meet monthly

Facilitator leader

Page D Green/Kevin Tunning

Participants

Instructional staff

Target dates or schedule

Daily and Weekly/ monthly

Evidence of Completion and Person Responsible for Monitoring

documentation from daily and weekly meetings. i.e agenda ,minutes, notes, sign in sheets, email correspondence. Documentation of strategy from the Domain PLC meetings.

(Person Responsible: Grade Level 7 Domain PLC groups)

Barrier #2: Discipline impacts academic progress

Strategy #1: Implement Leader in Me program

Action Step #1: Teachers will model and use 7 Habits language in classrooms

Facilitator leader

Leader in Me coordinator

Participants

Classroom teachers and administration

Target dates or schedule

Daily

Evidence of Completion and Person Responsible for Monitoring

The students will modify their behaviors to exhibit the 7 Habits and the qualities being taught in Leader in Me.

(Person Responsible: Classroom teachers and administration)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Hill Gustat Middle School
District: 28 - Highlands
Principal: Christopher S. Doty
SAC Chair: Stephanie White
Superintendent: Mr. Wallace P Cox
School Board Approval Date: [pending]
Last Modified on: 09/23/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	4700 SCHUMACHER RD Sebring, FL 33872	4700 SCHUMACHER RD Sebring, FL 33872
Phone Number:	8634715437	
Web Address:	http://www.highlands.k12.fl.us/~hgm	
Email Address:	dotyc@highlands.k12.fl.us	

School Type:	Middle School			
Alternative/ESE:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	70%			
Minority:	52%			
School Grade History:	<u>2012-13</u> C	<u>2011-12</u> B	<u>2010-11</u> A	<u>2009-10</u> A

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 Hill Gustat Middle School	
Principal's name Christopher S. Doty	
School Advisory Council chair's name Stephanie White	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Tina Starling	Literacy Curriculum Research Teacher
Patricia Portis	Math Department
Mary Pierce	Math Department
Linda Farmer	Reading Department
Cassandra Moses	Language Arts Department
Rachel Long	Science Department
Todd Hutchison	Social Studies Department
Eydee Grice	Guidance Department
Nya Scarlet-Seaser	Related Arts Department
Kim Douberley	Technology Resource Teacher
Jenn Sanchez	Assistant Principal
Chris Doty	Principal
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP Pending	
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 Stephanie White (chairperson) Penny Piccione Corine Johnson Lourdes Serralta Ira Goins Jan Lepe Stacey Donocan Tari Hornick Tracey Andres Jeff Roth Chantel Parris Isabella Lepe Erica Francis Jenn Sanchez Maria Marentes Todd Hutchison	

Cassandra Moses Trish Portis Linda Farmer Nya Scarlet Rachel Long Tina Starling
Describe the involvement of the SAC in the development of this school improvement plan Our first 2013-2014 SAC meeting did not take place prior to the required completion date for the SIP.
Describe the activities of the SAC for the upcoming school year The SAC meets monthly to discuss academic, behavioral, and assessment goals to be noted in the SIP. Data and other factors will be discussed with the SAC and decisions made with their input.
Describe the projected use of school improvement funds and include the amount allocated to each project \$0.00
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:

Christopher S. Doty		
Principal	Years as Administrator: 10	Years at Current School: 6
Credentials	B.A. Behavior Disorders M.S. Educational Leadership Principal Certification	
Performance Record	2012-2013 Grade C Reading Mastery: 55% Math Mastery: 56% Writing Mastery: 57% Science Mastery: 47% 2011-2012 Grade B Reading Mastery: 59% Math Mastery: 54% Writing Mastery: 82% Science Mastery: 43% 2010-2011 Grade A Reading Mastery: 72% Math Mastery: 73% Writing Mastery: 89% Science Mastery: 46% AYP: 95% - White subgroup did not make AYP in reading 2009-2010 Grade A Reading Mastery: 68% Math Mastery: 65% Writing Mastery: 93% Science Mastery: 43% AYP: 82% - White and ED did not make AYP in reading. White, Hispanic, And ED did not make AYP in math. 2009-2010 Grade A Reading Mastery: 68% Math Mastery: 65% Writing Mastery: 93% Science Mastery: 43% AYP: 82% - White and ED did not make AYP in reading. White, Hispanic, And ED did not make AYP in math. 2008-2009 Grade A Reading Mastery: 66% Math Mastery: 64% Writing Mastery: 97% Science Mastery: 35% AYP: 79% - Black, Hispanic, and ED subgroups did not make AYP in reading. White, black and ED subgroups did not make AYP in math. 2007-2008 Grade A Reading Mastery: 66% Math Mastery: 62% Writing Mastery: 97% Science Mastery: 35% AYP: 79% - Black, Hispanic, and ED subgroups did not make AYP in reading. White, Black, and ED did not make AYP in math.	

Jennifer Sanchez		
Asst Principal	Years as Administrator: 1	Years at Current School: 3
Credentials	B.S. Elementary Education M.S. Educational Leadership Certifications: Elementary Education k-6, English 6-12, Social Studies 6-12, Middle Grades Integrated, ESOL endorsed, Reading endorsed	
Performance Record	2010-2011 Grade A Reading Mastery: 72% Math Mastery: 73% Writing Mastery: 89% Science Mastery: 46% AYP: 95% - White subgroup did not make AYP in reading 2009-2010 Grade A Reading Mastery: 68% Math Mastery: 65% Writing Mastery: 93% Science Mastery: 43% AYP: 82% - White and ED did not make AYP in reading. White, Hispanic, And ED did not make AYP in math.	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Tina Starling		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	Bachelor's Degree - Psychology	
Performance Record	2012-2013 Grade C Reading Mastery: 55% Math Mastery: 56% Writing Mastery: 57% Science Mastery: 47% 2011-2012 Grade B Reading Mastery: 59% Math Mastery: 54% Writing Mastery: 82% Science Mastery: 43%	
Instructional Technology Resource Teacher		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers
of classroom teachers 44
receiving effective rating or higher , 0%
Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 34, 77%
certified in-field, pursuant to Section 1012.2315(2), F.S. , 0%
ESOL endorsed 20, 45%
reading endorsed 10, 23%
with advanced degrees 13, 30%
National Board Certified 2, 5%
first-year teachers 4, 9%
with 1-5 years of experience 6, 14%
with 6-14 years of experience 20, 45%
with 15 or more years of experience 14, 32%
Education Paraprofessionals
of paraprofessionals 15
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 14, 93%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 2
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. HGMS has made an effort to recruit and retain highly qualified, certified-in-field, effective teachers through several strategies. There is an open-door policy for any teacher who is interested in becoming a faculty member. We have a rigorous interviewing process that generally requires applicants to write and demonstrate what they believe to be a model lesson. This year, Principal Chris Doty attending a state-level hiring fair and was able to invite multiple teachers into the district. It is the belief of administration that teachers that feel supported by the faculty and administration are happy teachers and that teachers happy in their position are loyal employees who remain on staff for long periods of time. HGMS provides regular, targeted professional development to strengthen areas of struggle and to enhance curriculum and instruction. Finally, there is open communication between the faculty and staff so that everyone feels able to approach the appropriate person to resolve curricular and personal issues.
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

Hill-Gustat follows district guidelines for pairing mentors and mentees. Each first year teacher has been assigned to a mentor teacher with at least 5 years of teaching experience, has completed Clinical Education training, and is currently teaching the same grade level and content area that the mentee is currently assigned to. These pairs create a schedule for meeting to discuss issues such as grading, pacing, classroom management, policies, procedures, etc. All teachers are required to attend Common Morning Planning in order to work on common pacing, concerns, and grade-level assessments. Each new teacher also has an "unofficial" staff buddy, whose classroom is geographically near, to answer procedural or policy questions that may arise and require quick action.

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

HGMS has implemented a multi-tiered system of support. The MTSS team will focus meetings around one central question: How do we develop and maintain a problem-solving system that promotes student growth and achievement?

The team meets to review screening data linked with instructional decisions and review progress monitoring data at grade and class levels which identifies students who are meeting/exceeding benchmarks, those who are at moderate risk, and those who are at high-risk. Based on the data, professional development will be designed to meet the needs of staff and students.

The team will collaborate regularly, troubleshoot, share effective practices and strategies, review the process and make decisions. The team will also facilitate the process of building consensus, increase the capacity to affect the decisions made through infrastructure, and make decisions about how to implement best practices for student success.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Eydee Grice - schedule meetings, screenings, data collection, and progress monitoring. Weekly, monthly plotting of points, and graphing

Heather Simmons - director of support system. Provides district support and guidance for procedures

Tina Starling - data collection and progress monitoring

Jenn Sanchez - administrative and human resource decisions and support

Chris Doty - administrative and human resource decisions and support

Classroom teachers - implementing prescribed Tier 1, 2, and 3 strategies/interventions. Daily and weekly recorded keeping.

The team met to help develop the SIP by providing data and information of Tier 1, 2, and 3 targets; determining academic and social/emotional areas that needed to be addressed; helped to set clear expectations for rigor, relevance, and relationships at the building and classroom levels.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

HGMS uses intervention documentation worksheet observation and data collection. The team meets bi-monthly to review and assess progress. Progress is assessed using valid, reliable, and standardized probes and data tracking.

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)

Data sources and management systems include: Genesis (scheduling, test results, student demographic data), Pinnacle (current class grades), Performance Matters for math, reading, science, writing, FCAT 2.0, Math 2.0, FAIR (district-level data warehouse includes summative assessment data, progress monitoring data - historical and current for all assessed content areas for baseline, mid-year, and year-end testing), PMRN (state of Florida reading data warehouse for all current and historical reading-related data), AimsWeb (providing level-appropriate probes and tracking resources).

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

Professional development for faculty and staff is ongoing. Community and parent information sessions are scheduled for the 2013 - 2014 school year to take place during SAC meetings.

Literacy Leadership Team (LLT)

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

Name	Title
Tina Starling	Literacy Curriculum Resource Teacher
Linda Farmer	Reading Department
Cassandra Moses	Language Arts Department
Eydee Grice	Guidance Department
Kim Douberley	Technology Resource Teacher
Jenn Sanchez	Assistant Principal
Chris Doty	Principal

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The LLT meets as needed to discuss upcoming literacy events. There is a quarterly review of reading data and an examination of strategies to present at upcoming professional developments as student achievement data dictates.

What will be the major initiatives of the LLT this year?

Major initiatives include the continued school-wide implementations of the following strategies
UNRAVEL

Question Answer Relationship (QAR)

Text marking and annotation

HGMS has also implemented a cross-curricular unit plan to be implemented twice yearly. Once in the fall and once in the spring. All faculty has a role in each unit and must follow through with specific responsibilities.

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student

Every teacher contributes to the reading improvement of every student in many ways:

1. HGMS is a Florida Reading Initiative (FRI) strategy school. All teachers have been trained in using a variety of FRI strategies and are expected to include strategies in lesson plans weekly as well as demonstrated in weekly classroom instruction.
2. HGMS currently has three school-wide reading comprehension initiatives: Question-Answer-Relationship, UNRAVEL, and text marking-annotation. Each teacher has been provided with training in each strategy and posters for reminding students of the methods of doing the strategies. A

schedule has been determined for explicit instruction to be done in Language Arts classes and follow-up instruction in each content area. Again, teachers are expected to include strategies in lesson plans and to use them frequently in classes.

3. HGMS has common planning a minimum of two times weekly. The purpose of this planning time is to discuss and implement common pacing and common assessments for each content area. Teachers will measure the success of reading strategies as revealed through data from common formative and summative assessments.

4. HGMS has a cross-curricular unit for each grade in which all content areas are contributing. Each project has a specific focus on research, reading, and the writing process. Teachers from each grade level will work together collaboratively to reach common goals.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

n/a

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	67%	55%	No	70%
American Indian				
Asian	78%	82%	Yes	80%
Black/African American	52%	27%	No	57%
Hispanic	61%	52%	No	65%
White	73%	62%	No	75%
English language learners	29%	20%	No	36%
Students with disabilities	39%	17%	No	45%
Economically disadvantaged	60%	49%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	28%	29%
Students scoring at or above Achievement Level 4	202	27%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		75%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	385	52%	53%
Students in lowest 25% making learning gains (FCAT 2.0)		61%	62%

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)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		18%

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	136	80%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		76%

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	67%	56%	No	70%
American Indian				
Asian	84%	82%	No	86%
Black/African American	52%	27%	No	57%
Hispanic	61%	54%	No	65%
White	71%	64%	No	74%
English language learners	29%	20%	No	36%
Students with disabilities	35%	17%	No	42%
Economically disadvantaged	60%	49%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	189	25%	26%
Students scoring at or above Achievement Level 4	209	28%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		90%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	436	59%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		55%	56%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	45	7%	8%
Middle school performance on high school EOC and industry certifications	45	100%	100%

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		28%
Students scoring at or above Achievement Level 4	22	73%	74%
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	15	100%	100%
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	63	26%	27%
Students scoring at or above Achievement Level 4	47	19%	20%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		76%
Students scoring at or above Level 7	[data excluded for privacy reasons]		26%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		
Participation in STEM-related experiences provided for students	0		
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	275	37%	38%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%
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	91	12%	11%
Students who fail a mathematics course	9	1%	0%
Students who fail an English Language Arts course	5	0%	0%
Students who fail two or more courses in any subject	9	1%	0%
Students who receive two or more behavior referrals	133	18%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	61	8%	7%

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

During the 2013-2014 school year, 76% of parents or guardians will attend at least one scheduled event which impacts student achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Living Museum Parent Night			35%
Science Fair Parent Night			10%

Goals Summary

Goal #1:

On the 2014 science-content Florida Alternative Assessment, 76% of students will score at levels 4, 5, or 6

Goal #1:

On the 2014 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above.

Goal #1:

On the 2014 science-content Florida Alternative Assessment, 26% of students will score at or above level 7.

Goal #1:

On the 2014 administration of the FCAT Writes! assessment, 81% of 8th grade students will score at the achievement level of 4 or higher.

Goal #1:

On the Florida Alternative Assessment (FAA), 76% of students will score a level four or higher in writing.

Goal #1:

During the 2013-2014 school year, 75% of parents or guardians will attend at least one scheduled event which impacts student achievement.

Goal #1:

Average attendance for the 2013-2014 school year will be 94%.

Goal #1:

The number of suspensions (in-school and out-of-school) will decrease by 2% during the 2013-2014 school year.

Goal #1:

In grades 6-8, 53% (375 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 reading assessment.

Goal #2:

In grades 6-8, 51% of students who take the Florida Alternate Assessment will achieve a level 4, 5, or 6 in reading.

Goal #3:

On 2014 Florida Alternate Assessment, 75% of students will score at or above Level 7.

Goal #4:

Based on AMOs, in grades 6-8, 75% of Caucasian, 57% of Black, and 65% of Hispanic students will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.

Goal #5:

Based on AMOs, in grades 6-8, 36% of ELL students will make satisfactory progress on the 2014 administration of the FCAT 2.0 math assessment.

Goal #6:

Based on targeted AMOs, 45% of Students with Disabilities will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.

Goal #7:

In grades 6-8, 25% of students classified ELL will score at the proficient level on the listening/speaking portion of the 2014 CELLA assessment.

Goal #8:

In grades 6-8, 28% (197 students) of students will score a level 4 or 5 on the 2013-2014 FCAT 2.0 reading assessment.

Goal #9:

In grades 6-8, 25% of students classified ELL will score at the proficient level on the reading portion of the 2014 CELLA assessment.

Goal #10:

Reading Goal: In grades 6-8, 70% of students will score at proficiency (FCAT 2.0 level 3) on the 2013-2014 FCAT 2.0 reading assessment.

Goal #11:

In grades 6-8, 18% of students classified ELL will score at the proficient level on the writing portion of the 2014 CELLA assessment.

Goal #12:

In grades 6-8, 70% (495 students) of students will achieve proficiency (FCAT level 3) on the 2014 administration of the FCAT 2.0 mathematics assessment.

Goal #13:

On 2014 Florida Alternative Assessment (FAA), 90% of students who meet requirements to take assessment will score at a level 4, 5, or 6 on the math portion.

Goal #14:

In grades 6-8, 29% of students will achieve above proficiency (FCAT 2.0 math levels 4 and 5) on the 2014 math FCAT 2.0.

Goal #15:

On 2014 Florida Alternative Assessment (FAA), 12% of students who meet requirements to take assessment will score at a level 7 on the math portion.

Goal #16:

In grades 6-8, 70% (496 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.

Goal #17:

In grades 6-8, 56% of students in the lowest 25th percentile will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.

Goal #18:

On the 2014 Florida Alternate Assessment, 63% of students will demonstrate a learning gain.

Goal #19:

In grades 6-8, 64% of Caucasian students, 57% of Black students, and 65% of Hispanic/Latino students will make adequate yearly progress on the 2014 administration of the math FCAT 2.0.

Goal #20:

Based on targeted AMOs, 36% of students classified as ELL will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.

Goal #21:

Based on targeted AMOs, 42% of students classified as SWD will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.

Goal #22:

100% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level three or above.

Goal #23:

74% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level four or above.

Goal #24:

On the 2014 FCAT 2.0 Science assessment, 27% of students will score at achievement level three.

Goals Detail

Goal #1: On the 2014 science-content Florida Alternative Assessment, 76% of students will score at levels 4, 5, or 6

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Interactive science text, online resources, manipulatives, additional teacher-created resources.

Problem-Solving to Achieve the Goal

Barrier #1: Students have had limited exposure to scientific thinking and complex problem-solving.

Plan to Monitor Progress Toward the Goal**Action:**

Progress monitoring assessments for science; summative assessment (science FAA)

Person or Persons Responsible:

Administrative team; ESE team leader

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative science FAA data becomes available.

Evidence of Completion:

Increase in student achievement in science per FAA assessment results.

Goal #1: On the 2014 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Interactive science text, online resources, manipulatives, additional teacher-created resources.

Problem-Solving to Achieve the Goal

Barrier #1: Students lack the motivation to perform above proficient level.

Barrier #2: Students do not have a working knowledge of the Scientific Method and its application.

Barrier #3: Students have not developed skills that address the level of rigor required for reading complex science texts.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for science; summative assessment (science FCAT 2.0)

Person or Persons Responsible:

Administrative team

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative science FCAT 2.0 data becomes available.

Evidence of Completion:

Increase in student achievement in science per FCAT 2.0 assessment results.

Goal #1:	On the 2014 science-content Florida Alternative Assessment, 26% of students will score at or above level 7.

Targets Supported	• Science • Science - Middle School

Resources Available to Support the Goal	• Interactive science text, online resources, manipulatives, additional teacher-created resources.

Problem-Solving to Achieve the Goal

Barrier #1:	Students have had limited exposure to scientific thinking and complex problem-solving.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for science; summative assessment (science FAA)

Person or Persons Responsible:

Administrative team; ESE team leader

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative science FAA data becomes available.

Evidence of Completion:

Increase in student achievement in science per FAA assessment results.

Goal #1:	On the 2014 administration of the FCAT Writes! assessment, 81% of 8th grade students will score at the achievement level of 4 or higher.

Targets Supported	• Writing

Resources Available to Support the Goal	• Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marking, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress. Access to Simple Solutions and Engage NY units of study.

Problem-Solving to Achieve the Goal

- Barrier #1:** Students lack the ability to use text-based evidence as the means of providing support for a given position.
- Barrier #2:** Students lack grammar skills and the knowledge of the correct use of standard English conventions.

Plan to Monitor Progress Toward the Goal**Action:**

Progress monitoring assessments for writing; summative assessment (FCAT Writes! assessment)

Person or Persons Responsible:

Administrative team, teachers, LCRT

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative writing becomes available.

Evidence of Completion:

Increase in student achievement in writing per FCAT Writes! assessment results

Goal #1: On the Florida Alternative Assessment (FAA), 76% of students will score a level four or higher in writing.

Targets Supported • Writing

Resources Available to Support the Goal • Access to Reader's Journey, additional support including Simple Solutions, and teacher-created practice materials.

Problem-Solving to Achieve the Goal

Barrier #1: Limited levels of cognitive ability.

Plan to Monitor Progress Toward the Goal**Action:**

Assessment data from three assessment periods

Person or Persons Responsible:

Teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Beginning of year, mid-year, end-of-year, summative assessment data

Evidence of Completion:

Results of summative assessment data (spring administration of FAA 2014)

Goal #1: During the 2013-2014 school year, 75% of parents or guardians will attend at least one scheduled event which impacts student achievement.

Targets Supported • Parental Involvement

Resources Available to Support the Goal

- Pre-planned events including SAC, PTO, and Science Fair that are scheduled to take place during the 2013-2014 school year.
- School webpage that provides parents with school-related information.
- Pre-planned events including SAC, PTO, and Science Fair that are scheduled to take place during the 2013-2014 school year.
- School webpage that provides parents with school-related information.

Problem-Solving to Achieve the Goal

Barrier #1: Due to the economy and job obligations, many parents are unable to receive information of the credit requirements of middle school.

Plan to Monitor Progress Toward the Goal

Action:

Review sign-in sheets for attendance and monitor progress toward goals

Person or Persons Responsible:

Administrative team

Target Dates or Schedule:

Throughout 2013-2014 school year

Evidence of Completion:

75% parental attendance goal is met

Goal #1: Average attendance for the 2013-2014 school year will be 94%.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Connect Ed calling system to notify parents of absent children; Pinnacle attendance viewer, SARC

Problem-Solving to Achieve the Goal

Barrier #1: Parents are unaware of the detrimental effects of excessive absences.

Barrier #2: Increase in absences due to over-utilization of the district's pre-arranged absence policy.

Plan to Monitor Progress Toward the Goal

Action:

Quarterly decrease in absences for students who have missed an excessive amount of school

Person or Persons Responsible:

Guidance/Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Overall increase in student attendance

Goal #1: The number of suspensions (in-school and out-of-school) will decrease by 2% during the 2013-2014 school year.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Dean resource teacher to contact parents; discipline committee; positive behavior reinforcement activities and support.

Problem-Solving to Achieve the Goal

- Barrier #1:** Students with multiple discipline referrals compose a large portion of discipline referrals.
- Barrier #2:** Some students do not respond as well to negative consequences as they do to positive incentives.
- Barrier #3:** Students, especially those with multiple discipline referrals, may lack positive role models.

Plan to Monitor Progress Toward the Goal
Action:

Quarterly decrease in student discipline referrals

Person or Persons Responsible:

Administration, Dean of Students, Discipline Committee

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Quarterly decrease in discipline

Goal #1: In grades 6-8, 53% (375 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 reading assessment.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - Learning Gains

Resources Available to Support the Goal

- Engage NY curricular units, Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress, Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading, School-wide reading initiatives - QAR, text marking annotation/marking, UNRAVEL strategy to be used across the curriculum

Problem-Solving to Achieve the Goal

- Barrier #1:** Students lack adequate reading comprehension skills.
- Barrier #2:** Students have limited experience and lack skill in interacting with informational text.
- Barrier #3:** Students lack the ability to evaluate and comprehend complex text.
- Barrier #4:** Students do not effectively utilize strategies during reading.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for reading, math, and science.

Person or Persons Responsible:

Classroom teachers, L.A. team, Administration, LCRT

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement across content areas.

Goal #2: In grades 6-8, 51% of students who take the Florida Alternate Assessment will achieve a level 4, 5, or 6 in reading.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FAA
- Reading - Learning Gains

Resources Available to Support the Goal

- Resources include on- and off-grade level texts, RAZ Kids reading program, My Reading Coach for phonics practice.

Problem-Solving to Achieve the Goal

Barrier #1: Limited level of cognitive abilities

Plan to Monitor Progress Toward the Goal

Action:

Assessment data from three assessment periods

Person or Persons Responsible:

Teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Beginning of year, mid-year, end-of-year, summative assessment data

Evidence of Completion:

Results of summative assessment data (spring administration of FAA 2014)

Goal #3: On 2014 Florida Alternate Assessment, 75% of students will score at or above Level 7.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FAA
- Reading - Learning Gains

Resources Available to Support the Goal

- Resources include on- and off-grade level texts, RAZ Kids reading program, My Reading Coach for phonics practice.

Problem-Solving to Achieve the Goal**Barrier #1:** Limited level of cognitive abilities**Plan to Monitor Progress Toward the Goal****Action:**

Quarterly assessment data; summative end-of-year reading data

Person or Persons Responsible:

Classroom teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Following end of each assessment period

Evidence of Completion:

Improved student achievement as evidenced by assessment data

Goal #4: Based on AMOs, in grades 6-8, 75% of Caucasian, 57% of Black, and 65% of Hispanic students will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0

Resources Available to Support the Goal

- Engage NY curricular units
- Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress
- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies.
- School-wide reading initiatives - QAR, text marking annotation/marking, UNRAVEL strategy to be used across the curriculum

Problem-Solving to Achieve the Goal**Barrier #1:** Students lack adequate reading comprehension skills.**Plan to Monitor Progress Toward the Goal****Action:**

Progress monitoring assessments for reading, math, and science.

Person or Persons Responsible:

Administration, LCRT

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement across content areas.

Goal #5: Based on AMOs, in grades 6-8, 36% of ELL students will make satisfactory progress on the 2014 administration of the FCAT 2.0 math assessment.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal

- Teachers with ESOL certification, on-site ELL paraprofessional.

Problem-Solving to Achieve the Goal

Barrier #1: ELL students lack understanding of English language which leads to comprehension of math instruction delivered in English.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring (Performance Matters assessments) and summative FCAT 2.0 math assessment

Person or Persons Responsible:

Classroom teacher, math coaches, Administrative team

Target Dates or Schedule:

Per assessment period and after end-of-year assessment is provided by FLDOE

Evidence of Completion:

Improved student achievement

Goal #6: Based on targeted AMOs, 45% of Students with Disabilities will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0

Resources Available to Support the Goal

- Resources include on- and off-grade level texts, RAZ Kids reading program, My Reading Coach for phonics practice.

Problem-Solving to Achieve the Goal

Barrier #1: Students lack fundamental reading skills.

Barrier #2: Students lack stamina for reading rigorous, non-fiction passages.

Plan to Monitor Progress Toward the Goal

Action:

Quarterly assessment data; summative end-of-year reading data

Person or Persons Responsible:

Classroom teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Following end of each assessment period

Evidence of Completion:

Improved student achievement as evidenced by assessment data

Goal #7: In grades 6-8, 25% of students classified ELL will score at the proficient level on the listening/speaking portion of the 2014 CELLA assessment.

Targets Supported

- Reading
- Reading - AMO's
- Reading - CELLA

Resources Available to Support the Goal

- Teachers with ESOL certification, on-site ELL paraprofessional, assistive reading programs such as My Reading Coach, Read 180, and Rosetta Stone language instruction.

Problem-Solving to Achieve the Goal

Barrier #1: Availability of listening/speaking bilingual support for students/teachers

Plan to Monitor Progress Toward the Goal

Action:

Increasing skill in understanding spoken English and speaking English

Person or Persons Responsible:

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule:

Weekly; at end of each assessment period

Evidence of Completion:

Evidence of increased student achievement on formative and CELLA assessments

Goal #8: In grades 6-8, 28% (197 students) of students will score a level 4 or 5 on the 2013-2014 FCAT 2.0 reading assessment.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - Learning Gains

Resources Available to Support the Goal

- Engage NY Units, Cross-curricular units, complex text, novel units, higher-level questioning

Problem-Solving to Achieve the Goal

- Barrier #1:** Students do not have necessary critical thinking skills required to increase performance beyond proficient level.
- Barrier #2:** Students do not effectively incorporate comprehension strategies during reading.

Plan to Monitor Progress Toward the Goal

Action:

FAIR assessment data

Person or Persons Responsible:

Classroom teacher, L.A. team, LCRT, Administrative team

Target Dates or Schedule:

Each of the three assessment periods

Evidence of Completion:

Assessment data at end of each assessment period

Goal #9: In grades 6-8, 25% of students classified ELL will score at the proficient level on the reading portion of the 2014 CELLA assessment.

Targets Supported

- Reading
- Reading - CELLA

Resources Available to Support the Goal

- Teachers with ESOL certification, on-site ELL paraprofessional, assistive reading programs such as My Reading Coach, Read 180, and Rosetta Stone language instruction.

Problem-Solving to Achieve the Goal

Barrier #1: ELL students have difficulty comprehending instruction delivered in spoken and written English.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #10: Reading Goal: In grades 6-8, 70% of students will score at proficiency (FCAT 2.0 level 3) on the 2013-2014 FCAT 2.0 reading assessment.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - Learning Gains

Resources Available to Support the Goal

- Engage NY curricular units
- Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress
- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies.
- School-wide reading initiatives - QAR, text marking annotation/marking, UNRAVEL strategy to be used across the curriculum

Problem-Solving to Achieve the Goal

- Barrier #1:** Students lack adequate reading comprehension skills.
- Barrier #2:** Students have limited experience and lack skill in interacting with informational text.
- Barrier #3:** Students lack the ability to evaluate and comprehend complex text.

Plan to Monitor Progress Toward the Goal
Action:

Progress monitoring assessments for reading, math, and science.

Person or Persons Responsible:

Administration, LCRT

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement across content areas.

Goal #11: In grades 6-8, 18% of students classified ELL will score at the proficient level on the writing portion of the 2014 CELLA assessment.

Targets Supported • Writing

Resources Available to Support the Goal

- Teachers with ESOL certification, on-site ELL paraprofessional, assistive reading programs such as My Reading Coach, Read 180, and Rosetta Stone language instruction.

Problem-Solving to Achieve the Goal

Barrier #1: Availability of writing, bilingual support for students/teachers

Plan to Monitor Progress Toward the Goal
Action:

Increasing skill in understanding written English and writing English

Person or Persons Responsible:

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule:

Weekly; at end of each assessment period

Evidence of Completion:

Evidence of increased student achievement on formative and CELLA assessments

Goal #12: In grades 6-8, 70% (495 students) of students will achieve proficiency (FCAT level 3) on the 2014 administration of the FCAT 2.0 mathematics assessment.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0

Resources Available to Support the Goal

- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marking, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress.

Problem-Solving to Achieve the Goal

Barrier #1: Implementation of the CCSS has shown gaps in student learning.

Barrier #2: Students lack the skills to think critically to solve multi-step problems.

Barrier #3: Students lack basic, fundamental math skills.

Barrier #4: Students have not fully developed skills to determine relevant vs. irrelevant information to solve problems.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible:

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

Goal #13: On 2014 Florida Alternative Assessment (FAA), 90% of students who meet requirements to take assessment will score at a level 4, 5, or 6 on the math portion.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal

- Math text books and manipulatives. ESE paraprofessional present at all times in room.

Problem-Solving to Achieve the Goal

Barrier #1: Students require repetition of mathematical concepts to move learning from short-term to long-term memory.

Plan to Monitor Progress Toward the Goal

Action:

Assessment data from three assessment periods

Person or Persons Responsible:

Teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Beginning of year, mid-year, end-of-year, summative assessment data

Evidence of Completion:

Results of summative assessment data (spring administration of FAA 2014)

Goal #14: In grades 6-8, 29% of students will achieve above proficiency (FCAT 2.0 math levels 4 and 5) on the 2014 math FCAT 2.0.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains

Resources

Available to

Support the Goal

- Math text, online resources, manipulatives, additional teacher resources.

Problem-Solving to Achieve the Goal

Barrier #1: Students do not understand relevance of curriculum as it applies to real world situations.

Barrier #2: Students lack the motivation to perform above proficient level.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for math

Person or Persons Responsible:

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 math data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

Goal #15: On 2014 Florida Alternative Assessment (FAA), 12% of students who meet requirements to take assessment will score at a level 7 on the math portion.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FAA

**Resources
Available to
Support the Goal**

- Math texts, manipulatives, teacher-provided resources

Problem-Solving to Achieve the Goal

Barrier #1: Students require repetition of more complex mathematical concepts to move learning from short-term to long-term memory.

Plan to Monitor Progress Toward the Goal
Action:

Assessment data from three assessment periods

Person or Persons Responsible:

Teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Beginning of year, mid-year, end-of-year, summative assessment data

Evidence of Completion:

Results of summative assessment data (spring administration of FAA 2014)

Goal #16: In grades 6-8, 70% (496 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains

**Resources
Available to
Support the Goal**

- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marking, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress.

Problem-Solving to Achieve the Goal

Barrier #1: Students lack the skills to think critically to solve multi-step math problems.

Barrier #2: Implementation of CCSS in math has shown gaps in student learning.

Barrier #3: Students lack basic, fundamental math skills.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible:

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

Goal #17: In grades 6-8, 56% of students in the lowest 25th percentile will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal

- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marking, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress.

Problem-Solving to Achieve the Goal

- Barrier #1:** Implementation of the CCSS has shown gaps in student learning.
- Barrier #2:** Students lack the skills to think critically to solve multi-step problems.
- Barrier #3:** Students lack vocabulary background knowledge and adequate problem-solving skills.
- Barrier #4:** Students in classes are at varying levels of proficiency.
- Barrier #5:** Students lack basic, fundamental math skills.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible:

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

Goal #18: On the 2014 Florida Alternate Assessment, 63% of students will demonstrate a learning gain.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal

- Math text books and manipulatives. ESE paraprofessional present at all times in room.

Problem-Solving to Achieve the Goal

Barrier #1: Students require repetition of mathematical concepts to move learning from short-term to long-term memory.

Plan to Monitor Progress Toward the Goal

Action:

Assessment data from three assessment periods

Person or Persons Responsible:

Teacher, ESE department leader, Administrative team

Target Dates or Schedule:

Beginning of year, mid-year, end-of-year, summative assessment data

Evidence of Completion:

Results of summative assessment data (spring administration of FAA 2014)

Goal #19: In grades 6-8, 64% of Caucasian students, 57% of Black students, and 65% of Hispanic/Latino students will make adequate yearly progress on the 2014 administration of the math FCAT 2.0.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration

Resources Available to Support the Goal

- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marking, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress.

Problem-Solving to Achieve the Goal

Barrier #1: Students lack vocabulary background knowledge and adequate problem-solving skills.

Barrier #2: Students lack basic, fundamental math skills.

Barrier #3: Implementation of the CCSS has shown gaps in student learning.

Plan to Monitor Progress Toward the Goal
Action:

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible:

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

Goal #20: Based on targeted AMOs, 36% of students classified as ELL will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal

- Teachers with ESOL certification, on-site ELL paraprofessional, assistive reading programs such as My Reading Coach, Read 180, and Rosetta Stone language instruction in order to increase English language fluency.

Problem-Solving to Achieve the Goal

Barrier #1: ELL students have difficulty comprehending instruction delivered in spoken and written English.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible:

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

Goal #21: Based on targeted AMOs, 42% of students classified as SWD will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal

- Common morning planning to allow teachers teaching the courses to work on common pacing, common assessments, common grading policies; School-wide reading initiatives - QAR, text marking annotation/marking, math UNRAVEL strategy to be used across the curriculum; Performance Matters, PMRN, Genesis, and Pinnacle software systems for testing and monitoring students for progress.

Problem-Solving to Achieve the Goal

Barrier #1: Implementation of the CCSS has shown gaps in student learning.

Barrier #2: Students in classes are at varying levels of proficiency.

Barrier #3: Students lack basic, fundamental math skills.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for math; summative assessment (math FCAT 2.0)

Person or Persons Responsible:

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative FCAT 2.0 and EOC data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per FCAT 2.0 math assessment results.

Goal #22: 100% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level three or above.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Middle School Acceleration
- Algebra 1 EOC

Resources Available to Support the Goal

- Math text books, teacher-created resources, and manipulatives.

Problem-Solving to Achieve the Goal

- Barrier #1:** Students lack the motivation to perform above proficient level.
- Barrier #2:** Students lack vocabulary background knowledge and adequate problem-solving skills.
- Barrier #3:** Students have not developed adequate skills for reading word problems thoroughly.
- Barrier #4:** Students have not developed skills that address the level of rigor required for independent reading.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for math

Person or Persons Responsible:

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative Algebra I EOC math data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per Algebra I EOC math assessment results.

Goal #23: 74% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level four or above.

Targets Supported

- Math
- Math - Elementary and Middle School
- Math - Middle School Acceleration
- Algebra 1 EOC

Resources Available to Support the Goal

- Math text books, teacher-created resources, and manipulatives.
- Math text books, teacher-created resources, and manipulatives.

Problem-Solving to Achieve the Goal

- Barrier #3:** Students have not developed adequate skills for reading word problems thoroughly.
- Barrier #4:** Students have not developed skills that address the level of rigor required for independent reading.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for math

Person or Persons Responsible:

Administrative team, math coaches

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative Algebra I EOC math data becomes available.

Evidence of Completion:

Increase in student achievement in mathematics per Algebra I EOC math assessment results.

Goal #24:	On the 2014 FCAT 2.0 Science assessment, 27% of students will score at achievement level three.

Targets Supported

- Science
- Science - Middle School

Resources
Available to
Support the Goal

- Interactive science text, online resources, manipulatives, additional teacher-created resources.

Problem-Solving to Achieve the Goal

Barrier #1:

Students lack the skills needed to access prior knowledge of scientific information, vocabulary, terms, and concepts.

Barrier #2:

Students are not exposed to high-stakes science testing preparation in 6th and 7th grades.

Barrier #3:

The text complexity level of middle grades science content is difficult for average and lower level reading students.

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring assessments for science; summative assessment (science FCAT 2.0)

Person or Persons Responsible:

Administrative team

Target Dates or Schedule:

3 times yearly during baseline, mid-year, and year-end progress monitoring. Once yearly when summative science FCAT 2.0 data becomes available.

Evidence of Completion:

Increase in student achievement in science per FCAT 2.0 assessment results.

Action Plan for Improvement

Goal #1:	On the 2014 science-content Florida Alternative Assessment, 76% of students will score at levels 4, 5, or 6
Barrier #1:	Students have had limited exposure to scientific thinking and complex problem-solving.
Strategy #1:	Consistent, daily exposure to science Access Points content.

Action Step 1

Action:

Students will be exposed to progressive more complex scientific thinking as provided by Science Access Points.

Person or Persons Responsible:

Teachers, ESE team leader

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Administrative team; ESE team leader

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments; progress monitoring assessments

Person or Persons Responsible:

Teachers; ESE team leader

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative science assessments

Goal #1:	On the 2014 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above.
Barrier #1:	Students lack the motivation to perform above proficient level.
Strategy #1:	Increase the amount of high-interest, advanced level, and enrichment activities designed to promote high-order thinking.

Action Step 1

Action:

Students and teachers bring in content specific high-interest, high-quality, advanced-level, and enrichment activities when providing instruction.

Person or Persons Responsible:

Teachers, students

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative science assessments

Goal #1:	On the 2014 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above.
Barrier #2:	Students do not have a working knowledge of the Scientific Method and its application.
Strategy #1:	Common morning planning will allow teachers collaborate and create curriculum maps that include common pacing, common assessments, common grading policies that are aligned to both NGSSS and CCSS.

Action Step 1

Action:

Teachers will collaborate to create multiple opportunities for instruction on and practice of the steps of the Scientific Method and its application.

Person or Persons Responsible:

Science teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative science assessments

Goal #1:	On the 2014 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above.
Barrier #3:	Students have not developed skills that address the level of rigor required for reading complex science texts.
Strategy #1:	Provide frequent opportunities for students to engage in monitored and unmonitored independent reading practice.

Action Step 1

Action:

Plan for students to have uninterrupted monitored and unmonitored reading opportunities with teacher-created and self-created learning goals attached.

Person or Persons Responsible:

Teachers, students

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans, classroom observations.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative science assessments

Goal #1:	On the 2014 science-content Florida Alternative Assessment, 26% of students will score at or above level 7.
Barrier #1:	Students have had limited exposure to scientific thinking and complex problem-solving.
Strategy #1:	Students have had limited exposure to scientific thinking and complex problem-solving.

Action Step 1

Action:

Students will be exposed to progressively complex scientific thinking and enhancement activities as guided by Science Access Points.

Person or Persons Responsible:

Teachers, ESE team leader

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Administrative team; ESE team leader

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments; progress monitoring assessments

Person or Persons Responsible:

Teachers; ESE team leader

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative science assessments

Goal #1:	On the 2014 administration of the FCAT Writes! assessment, 81% of 8th grade students will score at the achievement level of 4 or higher.
Barrier #1:	Students lack the ability to use text-based evidence as the means of providing support for a given position.
Strategy #1:	Student will be provided with frequent opportunities to write to topics that require text-based evidence.

Action Step 1 - PD Opportunity

Action:

Writing instruction will include the explicit instruction on and frequent practice of writing in response to text that requires text-based evidence be provided.

Person or Persons Responsible:

Teachers, LCRT

Target Dates or Schedule:

Daily

Evidence of Completion:

Student products; lesson plans; classroom observations

Facilitator:

LCRT, administration

Participants:

All HGMS teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Attend common morning planning to monitor writing samples and data, discuss strategies, and share ideas for increasing student achievement in writing.

Person or Persons Responsible:

Language Arts teachers; LCRT

Target Dates or Schedule:

Twice Weekly

Evidence of Completion

Sign-in sheet; agenda

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, writing progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, LCRT, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #1:	On the 2014 administration of the FCAT Writes! assessment, 81% of 8th grade students will score at the achievement level of 4 or higher.
Barrier #2:	Students lack grammar skills and the knowledge of the correct use of standard English conventions.
Strategy #1:	Teachers will provide explicit instruction and practice opportunities based on Simple Solutions curriculum.

Action Step 1

Action:

All content areas will require students to use complete sentences in every response and will assess for grammatical and spelling errors.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Student samples, lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

FCAT Writes! assessment

Person or Persons Responsible:

Language Arts teachers; LCRT

Target Dates or Schedule:

Twice Weekly

Evidence of Completion

Sign-in sheet; agenda

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, writing progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, LCRT, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #1:	On the Florida Alternative Assessment (FAA), 76% of students will score a level four or higher in writing.
Barrier #1:	Limited levels of cognitive ability.
Strategy #1:	Scaffold writing instruction to increase complexity by using resources and research-based strategies.

Action Step 1

Action:

Students will be tested at the beginning of the year to gather baseline writing data on ability and then progress-monitored as the year progresses and complexity level of instruction as assignments increase.

Person or Persons Responsible:

Teacher, ESE content area leader

Target Dates or Schedule:

Weekly

Evidence of Completion:

Assessment data including classroom-level assessments and standardized assessments

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans, assessment data

Person or Persons Responsible:

ESE department leader, Administration

Target Dates or Schedule:

Weekly

Evidence of Completion

Student progress on assessment pieces

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observations, assessment data

Person or Persons Responsible:

Administration, ESE department leader

Target Dates or Schedule:

Throughout 2013-2014 school year with special emphasis at end of each of the three assessment periods

Evidence of Completion:

Progress on FAA writing assessment based on previous year's data

Goal #1:	During the 2013-2014 school year, 75% of parents or guardians will attend at least one scheduled event which impacts student achievement.
Barrier #1:	Due to the economy and job obligations, many parents are unable to receive information of the credit requirements of middle school.
Strategy #1:	Schedule events throughout the year for parents to attend that provide information about their child's academic requirements.

Action Step 1

Action:

Schedule events including orientation, Title 1 meetings, Advanced Academic meetings, high school scheduling, 6th grade orientation in the spring.

Person or Persons Responsible:

HGMS Faculty and Staff

Target Dates or Schedule:

Throughout 2013-2014 school year

Evidence of Completion:

Sign-in sheets

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Meeting attendance and support

Person or Persons Responsible:

Administration, Guidance, Instructional staff

Target Dates or Schedule:

Throughout 2013-2014 school year

Evidence of Completion

Observation, attendance, sign-in sheets

Plan to Monitor Effectiveness of the Strategy

Action:

Parental Feedback

Person or Persons Responsible:

Parents, Administrative Team

Target Dates or Schedule:

Per meeting

Evidence of Completion:

E-mails, conversations, written documentation

Goal #1:	Average attendance for the 2013-2014 school year will be 94%.
Barrier #1:	Parents are unaware of the detrimental effects of excessive absences.
Strategy #1:	Contact parents of students who have excessive absences.

Action Step 1

Action:

Contact parents of students with an excessive amount of absences to inform them of policy for student absences.

Person or Persons Responsible:

Administration, Guidance

Target Dates or Schedule:

As needed

Evidence of Completion:

Attendance and parent communication records

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Review attendance records and parent communication logs

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion

Discussion of progress with Guidance

Plan to Monitor Effectiveness of the Strategy

Action:

Review and track attendance of excessively absent students

Person or Persons Responsible:

Guidance/Administration

Target Dates or Schedule:

Throughout 2013-2014 school year

Evidence of Completion:

Students required to attend SARC meetings

Goal #1:	Average attendance for the 2013-2014 school year will be 94%.
Barrier #2:	Increase in absences due to over-utilization of the district's pre-arranged absence policy.
Strategy #1:	Guidance counselor will discuss the urgency of individual absences with the student.

Action Step 1

Action:

Guidance counselor will make parent contact regarding frequent or excessively long pre-arranged absences.

Person or Persons Responsible:

Guidance

Target Dates or Schedule:

As needed

Evidence of Completion:

Pre-arranged absence forms; parent contact log

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Contact parents of students with an excessive amount or lengthy pre-arranged absences s to inform them of policy for student absences.

Person or Persons Responsible:

Guidance/Administration

Target Dates or Schedule:

As needed

Evidence of Completion

Attendance and parent communication records

Plan to Monitor Effectiveness of the Strategy

Action:

Review and track attendance of students who have requested a pre-arranged absence

Person or Persons Responsible:

Guidance/Administration

Target Dates or Schedule:

As needed

Evidence of Completion:

Attendance records

Goal #1:	The number of suspensions (in-school and out-of-school) will decrease by 2% during the 2013-2014 school year.
Barrier #1:	Students with multiple discipline referrals compose a large portion of discipline referrals.
Strategy #1:	Discipline committee will meet to discuss data and preventative measures to decrease the number of students receiving referrals, particularly those with multiple discipline referrals.

Action Step 1

Action:

Meetings of the discipline committee to discuss data and preventative measures for limiting discipline referrals.

Person or Persons Responsible:

Discipline committee

Target Dates or Schedule:

Monthly

Evidence of Completion:

Discipline data, sign-in sheet

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Monthly review/analysis of discipline data

Person or Persons Responsible:

Administrative team

Target Dates or Schedule:

Monthly

Evidence of Completion

Data tracking on discipline

Plan to Monitor Effectiveness of the Strategy

Action:

Monitor discipline for decreases

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Discipline records

Goal #1:	The number of suspensions (in-school and out-of-school) will decrease by 2% during the 2013-2014 school year.
Barrier #2:	Some students do not respond as well to negative consequences as they do to positive incentives.
Strategy #1:	Compare discipline data throughout the year.

Action Step 1

Action:

Meetings of the discipline committee to discuss data and positive/negative behavior reinforcements

Person or Persons Responsible:

Discipline committee

Target Dates or Schedule:

Monthly

Evidence of Completion:

Discipline data, sign-in sheet

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Monthly review/analysis of discipline data

Person or Persons Responsible:

Administrative team; Dean of Students; Discipline committee

Target Dates or Schedule:

Monthly

Evidence of Completion

Data tracking on discipline

Plan to Monitor Effectiveness of the Strategy

Action:

Monitor discipline for decreases

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Discipline records

Goal #1:	The number of suspensions (in-school and out-of-school) will decrease by 2% during the 2013-2014 school year.
Barrier #3:	Students, especially those with multiple discipline referrals, may lack positive role models.
Strategy #1:	Monitor individual discipline reports.

Action Step 1

Action:

Meet to monitor the discipline reports of students with multiple discipline referrals

Person or Persons Responsible:

Dean of Students; Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

School-wide discipline report

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Monthly review/analysis of discipline data

Person or Persons Responsible:

Administrative team; Dean of Students; Discipline committee

Target Dates or Schedule:

Monthly

Evidence of Completion

Data tracking on discipline

Plan to Monitor Effectiveness of the Strategy

Action:

Monitor discipline for decreases

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Discipline records

Goal #1:	In grades 6-8, 53% (375 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 reading assessment.
Barrier #1:	Students lack adequate reading comprehension skills.
Strategy #1:	Provide new professional development on QAR, UNRAVEL, text-marking and annotation.

Action Step 1

Action:

QAR, UNRAVEL, text-marking/annotation

Person or Persons Responsible:

Administration, instructional coach, teachers, students

Target Dates or Schedule:

Daily

Evidence of Completion:

Classroom observations, student work, monitor lesson plans, increased student achievement.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

QAR, UNRAVEL, text marking and annotation

Person or Persons Responsible:

Administration/LCRT

Target Dates or Schedule:

Weekly

Evidence of Completion

Evidence in lesson plans, observed in classroom visits, seen in student work.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessment, FAIR assessment

Person or Persons Responsible:

Teachers, L.A. Team, LCRT, Administrative team

Target Dates or Schedule:

Monthly, quarterly

Evidence of Completion:

Improvement in assessment scores

Goal #1:	In grades 6-8, 53% (375 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 reading assessment.
Barrier #1:	Students lack adequate reading comprehension skills.
Strategy #2:	Continue to use QAR, UNRAVEL, and text-marking/annotation across content areas.

Action Step 1

Action:

Students will consistently use QAR, UNRAVEL, and text-marking/annotation across content areas

Person or Persons Responsible:

Classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans, classroom observations

Person or Persons Responsible:

LCRT, Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Plan completion; instruction matches plans

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments; progress monitoring assessments (FAIR)

Person or Persons Responsible:

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule:

Weekly; at end of each assessment period

Evidence of Completion:

Evidence of increased student achievement on formative and summative assessments

Goal #1:	In grades 6-8, 53% (375 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 reading assessment.
Barrier #2:	Students have limited experience and lack skill in interacting with informational text.
Strategy #1:	Teachers will bring in additional text-based resources, such as articles, to support instruction.

Action Step 1

Action:

Student interaction with content-related elated article of higher-level complexity

Person or Persons Responsible:

Classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Student interaction with content-related elated article of higher-level complexity

Person or Persons Responsible:

Classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Effectiveness of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

LCRT, Adminstrative team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans completion. Instruction that matches plans.

Goal #1:	In grades 6-8, 53% (375 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 reading assessment.
Barrier #3:	Students lack the ability to evaluate and comprehend complex text.
Strategy #1:	Students will be provided with and receive explicit instruction regarding the evaluation and comprehension of complex text through the close read strategy.

Action Step 1

Action:

Instruction in close reading strategy

Person or Persons Responsible:

Classroom teacher

Target Dates or Schedule:

Quarterly through Engage NY Units

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

LCRT, Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans, fidelity of instruction

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments; progress monitoring assessments (FAIR)

Person or Persons Responsible:

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule:

Weekly; at end of each assessment period

Evidence of Completion:

Evidence of increased student achievement on formative and summative assessments

Goal #2:	In grades 6-8, 51% of students who take the Florida Alternate Assessment will achieve a level 4, 5, or 6 in reading.
Barrier #1:	Limited level of cognitive abilities
Strategy #1:	Scaffold instruction to increase complexity by using technology and research-based strategies.

Action Step 1

Action:

Students will be tested at the beginning of the year to gather baseline data on ability and then progress monitored as the year progresses.

Person or Persons Responsible:

Teacher, ESE content area leader

Target Dates or Schedule:

Weekly

Evidence of Completion:

Assessment data including classroom-level assessments and standardized assessments

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans, assessment data

Person or Persons Responsible:

ESE department leader, Administration

Target Dates or Schedule:

Weekly

Evidence of Completion

Student progress on assessment pieces

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observations, assessment data

Person or Persons Responsible:

Administration, ESE department leader

Target Dates or Schedule:

Throughout 2013-2014 school year with special emphasis at end of each of the three assessment periods

Evidence of Completion:

Completed lesson plans; instruction that matches planning

Goal #3:	On 2014 Florida Alternate Assessment, 75% of students will score at or above Level 7.
Barrier #1:	Limited level of cognitive abilities
Strategy #1:	Scaffold instruction to increase complexity by using technology and research-based strategies, including texts of increasing complexity.

Action Step 1

Action:

Students will be tested at the beginning of the year to gather baseline data on ability and then progress monitored as the year progresses.

Person or Persons Responsible:

Teacher, ESE content area leader, Administration

Target Dates or Schedule:

Throughout 2013-2014 school year

Evidence of Completion:

Assessment data including classroom-level assessments and standardized assessments

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Monitor lesson plans; make certain that plans and classroom instruction match by observation

Person or Persons Responsible:

ESE team leader, Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plan completion/observation

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observation and assessment

Person or Persons Responsible:

Classroom teacher, ESE team leader, administrative team

Target Dates or Schedule:

Following formative and summative assessments

Evidence of Completion:

Assessment data

Goal #4:	Based on AMOs, in grades 6-8, 75% of Caucasian, 57% of Black, and 65% of Hispanic students will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.
Barrier #1:	Students lack adequate reading comprehension skills.
Strategy #1:	Provide new professional development on QAR, UNRAVEL, text-marking and annotation.

Action Step 1

Action:

QAR, UNRAVEL, text-marking/annotation

Person or Persons Responsible:

Administration, instructional coach, teachers, students

Target Dates or Schedule:

Weekly

Evidence of Completion:

Classroom observations, student work, monitor lesson plans, increased student achievement.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

QAR, UNRAVEL, text marking and annotation

Person or Persons Responsible:

Administration/LCRT

Target Dates or Schedule:

Weekly

Evidence of Completion

Evidence in lesson plans, observed in classroom visits, seen in student work.

Plan to Monitor Effectiveness of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Administration, Instructional Coaches

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observed progress in student achievement

Goal #4:	Based on AMOs, in grades 6-8, 75% of Caucasian, 57% of Black, and 65% of Hispanic students will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.
Barrier #1:	Students lack adequate reading comprehension skills.
Strategy #2:	Continue to use QAR, UNRAVEL, and text-marking/annotation across content areas.

Action Step 1

Action:

Explicit, repeated, school-wide instruction of QAR, UNRAVEL, and text-marking/annotation

Person or Persons Responsible:

All HGMS teachers

Target Dates or Schedule:

First three weeks of school for all Language Arts teachers. Staggered implementation in other content areas as determined by faculty in pre-week meetings.

Evidence of Completion:

Classroom observation by administration/LCRT

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom observation

Person or Persons Responsible:

Administrative team, LCRT

Target Dates or Schedule:

Heavy observations weeks 1-3, follow-up observations throughout year

Evidence of Completion

Processes are regularly and consistently utilized in all classrooms

Plan to Monitor Effectiveness of the Strategy

Action:

FAIR (progress monitoring) assessments 3-times yearly

Person or Persons Responsible:

L.A. team, LCRT, administrative team

Target Dates or Schedule:

At end of each assessment period

Evidence of Completion:

FAIR data

Goal #5:	Based on AMOs, in grades 6-8, 36% of ELL students will make satisfactory progress on the 2014 administration of the FCAT 2.0 math assessment.
Barrier #1:	ELL students lack understanding of English language which leads to comprehension of math instruction delivered in English.
Strategy #1:	My Reading Coach reading instruction, Read 180 reading curriculum, Rosetta Stone English language learning program, and intervention by ELL paraprofessional will be utilized to increase student fluency in English.

Action Step 1

Action:

Students will practice English language learning in language arts classes and apply knowledge in math class.

Person or Persons Responsible:

Students, classroom teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Observation

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom observations

Person or Persons Responsible:

Classroom teachers, math coaches, administrative team

Target Dates or Schedule:

daily

Evidence of Completion

Improved progress in math comprehension

Plan to Monitor Effectiveness of the Strategy

Action:

Unit tests, progress monitoring assessments

Person or Persons Responsible:

Classroom teacher, math coaches, Administrative team

Target Dates or Schedule:

per unit, per assesment period

Evidence of Completion:

Improvement in student math achievement on formative/summative assessments

Goal #6:	Based on targeted AMOs, 45% of Students with Disabilities will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.
Barrier #1:	Students lack fundamental reading skills.
Strategy #1:	Address specific weaknesses in phonemic awareness, phonics, vocabulary, and fluency.

Action Step 1

Action:

Use research-based reading programs including My Reading Coach, and Read 180

Person or Persons Responsible:

Classroom teachers, LCRT

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Monitor lesson plans; make certain that plans and classroom instruction match by observation

Person or Persons Responsible:

ESE team leader, LCRT, Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plan completion/observation

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments; progress monitoring assessments (FAIR)

Person or Persons Responsible:

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule:

Weekly; at end of each assessment period

Evidence of Completion:

Evidence of increased student achievement on formative and summative assessments

Goal #6:	Based on targeted AMOs, 45% of Students with Disabilities will make satisfactory progress on the 2014 administration of the FCAT 2.0 reading assessment.
Barrier #2:	Students lack stamina for reading rigorous, non-fiction passages.
Strategy #1:	Gradually increase stamina through increasing classroom text length and complexity.

Action Step 1

Action:

Continue to introduce text that is of increase length and complexity

Person or Persons Responsible:

Classroom teacher

Target Dates or Schedule:

As needed based on growth

Evidence of Completion:

Lesson plans; classroom observation

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans, assessment data

Person or Persons Responsible:

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Student progress on assessment pieces which include text of increasing length and complexity

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observations, assessment data

Person or Persons Responsible:

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule:

Throughout 2013-2014 school year with special emphasis at end of each of the three assessment periods

Evidence of Completion:

Assessment data at end of each assessment period

Goal #7:	In grades 6-8, 25% of students classified ELL will score at the proficient level on the listening/speaking portion of the 2014 CELLA assessment.
Barrier #1:	Availability of listening/speaking bilingual support for students/teachers
Strategy #1:	Hire ELL paraprofessional to serve only at HGMS instead of a split position with another middle school to provide weekly classroom support.

Action Step 1

Action:

ELL paraprofessional provides weekly check-ins/interventions as needed to students and faculty

Person or Persons Responsible:

ELL paraprofessional

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom observations; conversations with ELL paraprofessional

Person or Persons Responsible:

Administrative team, classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion

Monitor student progress

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observation of students speaking/listening in English

Person or Persons Responsible:

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observed increase in speaking/listening abilities of ELL student

Goal #8:	In grades 6-8, 28% (197 students) of students will score a level 4 or 5 on the 2013-2014 FCAT 2.0 reading assessment.
Barrier #1:	Students do not have necessary critical thinking skills required to increase performance beyond proficient level.
Strategy #1:	Students will be exposed to a variety of high-level texts and practice higher-level and critical thinking skills through a carefully scaffolded, research-based process.

Action Step 1

Action:

Students will work through three Engage NY Units that are scaffolded to increase critical thinking skills

Person or Persons Responsible:

Language Arts department, individual teachers, LCRT

Target Dates or Schedule:

One each during the first 3 grading quarters of the year

Evidence of Completion:

Unit-based assessment, progress monitoring data (FAIR)

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Monitor lesson plans; make certain that plans and classroom instruction match by observation

Person or Persons Responsible:

LCRT, Administrative team

Target Dates or Schedule:

Throughout presentation of units

Evidence of Completion

Lesson plan completion/observation

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observation and assessment, FAIR, FCAT

Person or Persons Responsible:

Classroom teacher, LCRT, administrative team

Target Dates or Schedule:

Throughout unit presentations

Evidence of Completion:

Formative (FAIR, classroom assessment), and summative (FCAT 2.0) data

Goal #8:	In grades 6-8, 28% (197 students) of students will score a level 4 or 5 on the 2013-2014 FCAT 2.0 reading assessment.
Barrier #2:	Students do not effectively incorporate comprehension strategies during reading.
Strategy #1:	Explicit, repeated, cross-curricular instruction in QAR, UNRAVEL, and text-marking/annotation

Action Step 1

Action:

Explicit, repeated, school-wide instruction of QAR, UNRAVEL, and text-marking/annotation

Person or Persons Responsible:

All HGMS teachers

Target Dates or Schedule:

First three weeks of school for all Language Arts teachers. Staggered implementation in other content areas as determined by faculty in pre-week meetings.

Evidence of Completion:

Classroom observation by administration/LCRT

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom observation

Person or Persons Responsible:

Administrative team, LCRT

Target Dates or Schedule:

Heavy observations weeks 1-3, follow-up observations throughout year

Evidence of Completion

Processes are regularly and consistently utilized in all classrooms

Plan to Monitor Effectiveness of the Strategy

Action:

FAIR (progress monitoring) assessments 3-times yearly

Person or Persons Responsible:

L.A. team, LCRT, administrative team

Target Dates or Schedule:

At end of each assessment period

Evidence of Completion:

FAIR data

Goal #9:	In grades 6-8, 25% of students classified ELL will score at the proficient level on the reading portion of the 2014 CELLA assessment.
Barrier #1:	ELL students have difficulty comprehending instruction delivered in spoken and written English.
Strategy #1:	Hire ELL paraprofessional to serve only at HGMS instead of a split position with another middle school to provide weekly classroom support.

Action Step 1

Action:

ELL paraprofessional provides weekly check-ins/interventions as needed to students and faculty

Person or Persons Responsible:

ELL paraprofessional

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom observations; conversations with ELL paraprofessional

Person or Persons Responsible:

Administrative team, classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion

Monitoring of student progress

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observation of students speaking/listening in English

Person or Persons Responsible:

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observed increase in speaking/listening abilities of ELL student

Goal #10:	Reading Goal: In grades 6-8, 70% of students will score at proficiency (FCAT 2.0 level 3) on the 2013-2014 FCAT 2.0 reading assessment.
Barrier #1:	Students lack adequate reading comprehension skills.
Strategy #1:	Provide new professional development on QAR, UNRAVEL, text-marking and annotation.

Action Step 1 - PD Opportunity

Action:

QAR, UNRAVEL, text-marking/annotation

Person or Persons Responsible:

Administration, instructional coach, teachers, students

Target Dates or Schedule:

Daily

Evidence of Completion:

Classroom observations, student work, monitor lesson plans, increased student achievement.

Facilitator:

LCRT

Participants:

Selected teachers who have not attended these PDs in the past; teachers who would like a "refresher" course.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

QAR, UNRAVEL, text marking and annotation

Person or Persons Responsible:

Administration/LCRT

Target Dates or Schedule:

Weekly

Evidence of Completion

Evidence in lesson plans, observed in classroom visits, seen in student work.

Plan to Monitor Effectiveness of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Administration, Instructional Coaches

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observed progress in student achievement

Goal #10:	Reading Goal: In grades 6-8, 70% of students will score at proficiency (FCAT 2.0 level 3) on the 2013-2014 FCAT 2.0 reading assessment.
Barrier #1:	Students lack adequate reading comprehension skills.
Strategy #2:	Continue to use QAR, UNRAVEL, and text-marking/annotation across content areas.

Action Step 1

Action:

Explicit, repeated, school-wide instruction of QAR, UNRAVEL, and text-marking/annotation

Person or Persons Responsible:

All HGMS teachers

Target Dates or Schedule:

First three weeks of school for all Language Arts teachers. Staggered implementation in other content areas as determined by faculty in pre-week meetings.

Evidence of Completion:

Classroom observation by administration/LCRT

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom observation

Person or Persons Responsible:

Administrative team, LCRT

Target Dates or Schedule:

Heavy observations weeks 1-3, follow-up observations throughout year

Evidence of Completion

Processes are regularly and consistently utilized in all classrooms

Plan to Monitor Effectiveness of the Strategy

Action:

FAIR (progress monitoring) assessments 3-times yearly

Person or Persons Responsible:

L.A. team, LCRT, administrative team

Target Dates or Schedule:

At end of each assessment period

Evidence of Completion:

FAIR data

Goal #10:	Reading Goal: In grades 6-8, 70% of students will score at proficiency (FCAT 2.0 level 3) on the 2013-2014 FCAT 2.0 reading assessment.
Barrier #2:	Students have limited experience and lack skill in interacting with informational text.
Strategy #1:	Teachers will bring in additional text-based resources, such as articles, to support instruction.

Action Step 1

Action:

Student interaction with content-related elated article of higher-level complexity

Person or Persons Responsible:

Classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

LCRT, Adminstrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, FAIR

Person or Persons Responsible:

Classroom teachers, LCRT, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #10:	Reading Goal: In grades 6-8, 70% of students will score at proficiency (FCAT 2.0 level 3) on the 2013-2014 FCAT 2.0 reading assessment.
Barrier #3:	Students lack the ability to evaluate and comprehend complex text.
Strategy #1:	Students will be provided with and receive explicit instruction regarding the evaluation and comprehension of complex text through the close read strategy.

Action Step 1

Action:

Instruction in close reading strategy

Person or Persons Responsible:

Classroom teacher

Target Dates or Schedule:

Quarterly through Engage NY Units

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

LCRT, Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans, fidelity of instruction

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments; progress monitoring assessments (FAIR)

Person or Persons Responsible:

Teachers, L.A. team, LCRT, Administrative team

Target Dates or Schedule:

Weekly; at end of each assessment period

Evidence of Completion:

Evidence of increased student achievement on formative and summative assessments

Goal #11:	In grades 6-8, 18% of students classified ELL will score at the proficient level on the writing portion of the 2014 CELLA assessment.
Barrier #1:	Availability of writing, bilingual support for students/teachers
Strategy #1:	Hire ELL paraprofessional to serve only at HGMS instead of a split position with another middle school to provide weekly classroom support.

Action Step 1

Action:

ELL paraprofessional provides weekly check-ins/interventions as needed to students and faculty

Person or Persons Responsible:

ELL paraprofessional

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom observations; conversations with ELL paraprofessional

Person or Persons Responsible:

Administrative team, classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion

Monitor student progress through progressive student writing samples

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observation and writing samples of students writing in English

Person or Persons Responsible:

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observed increase in writing abilities of ELL students

Goal #12:	In grades 6-8, 70% (495 students) of students will achieve proficiency (FCAT level 3) on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #1:	Implementation of the CCSS has shown gaps in student learning.
Strategy #1:	Meet twice weekly for common planning to monitor data, discuss strategies, share ideas.

Action Step 1

Action:

Attend common morning planning to monitor data, discuss strategies, and share ideas

Person or Persons Responsible:

All math teachers and math coaches

Target Dates or Schedule:

Every Tuesday (entire math department) and Thursday (specific grade levels)

Evidence of Completion:

Sign-in sheet and agenda

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #12:	In grades 6-8, 70% (495 students) of students will achieve proficiency (FCAT level 3) on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #2:	Students lack the skills to think critically to solve multi-step problems.
Strategy #1:	Provide multiple opportunities to learn and use investigative strategies such as pattern recognition, constructing tables, working backwards, and logical reasoning.

Action Step 1

Action:

Provide explicit instruction and multiple opportunities in skills including pattern recognition, constructing tables, working backwards, and logical reasoning.

Person or Persons Responsible:

Math teachers and coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #12:	In grades 6-8, 70% (495 students) of students will achieve proficiency (FCAT level 3) on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #3:	Students lack basic, fundamental math skills.
Strategy #1:	Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1 - PD Opportunity

Action:

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible:

Math teachers and math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Facilitator:

Math Coaches

Participants:

Math teachers; other content-area teachers as needed

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #12:	In grades 6-8, 70% (495 students) of students will achieve proficiency (FCAT level 3) on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #4:	Students have not fully developed skills to determine relevant vs. irrelevant information to solve problems.
Strategy #1:	Utilize math UNRAVEL strategy and incorporate Marzano's approach for building academic vocabulary into instruction.

Action Step 1

Action:

Explicitly teach math UNRAVEL strategy and academic vocabulary learning strategies, then integrate into instruction

Person or Persons Responsible:

Classroom teachers and math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #13:	On 2014 Florida Alternative Assessment (FAA), 90% of students who meet requirements to take assessment will score at a level 4, 5, or 6 on the math portion.
Barrier #1:	Students require repetition of mathematical concepts to move learning from short-term to long-term memory.
Strategy #1:	Model instruction having hands-on examples using manipulatives and technology to develop understanding of mathematical concepts.

Action Step 1

Action:

Provide daily explicit instruction using hands-on activities, including manipulatives.

Person or Persons Responsible:

Classroom teacher; math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans, assessment data

Person or Persons Responsible:

ESE department leader, Administration

Target Dates or Schedule:

Weekly

Evidence of Completion

Student progress on assessment pieces

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observations, assessment data

Person or Persons Responsible:

Administration, ESE department leader

Target Dates or Schedule:

Weekly

Evidence of Completion:

Completed lesson plans; instruction that matches planning

Goal #14:	In grades 6-8, 29% of students will achieve above proficiency (FCAT 2.0 math levels 4 and 5) on the 2014 math FCAT 2.0.
Barrier #1:	Students do not understand relevance of curriculum as it applies to real world situations.
Strategy #1:	Include "real world" problems and experiences in the curriculum.

Action Step 1

Action:

Provide students with and have students create problems based on the curriculum that have real-world relevance and applications.

Person or Persons Responsible:

Classroom teachers, students, math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Classroom teachers, Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans. Student-created products and samples.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observation and assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #14:	In grades 6-8, 29% of students will achieve above proficiency (FCAT 2.0 math levels 4 and 5) on the 2014 math FCAT 2.0.
Barrier #2:	Students lack the motivation to perform above proficient level.
Strategy #1:	Increase the amount of high-interest, advanced level, and enrichment activities designed to promote high-order thinking.

Action Step 1

Action:

Students and teachers bring in content specific high-interest, high-quality, advanced-level, and enrichment activities when providing instruction.

Person or Persons Responsible:

Teachers, students, coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #15:	On 2014 Florida Alternative Assessment (FAA), 12% of students who meet requirements to take assessment will score at a level 7 on the math portion.
Barrier #1:	Students require repetition of more complex mathematical concepts to move learning from short-term to long-term memory.
Strategy #1:	Provide small group learning opportunities and use of hands-on manipulatives and technology to promote increased learning.

Action Step 1

Action:

In differentiated small groups, develop understanding of math concepts through the of manipulatives, hands-on problem solving, and technology.

Person or Persons Responsible:

Teachers, students, paraprofessional

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans, assessment data

Person or Persons Responsible:

ESE department leader, Administration

Target Dates or Schedule:

Weekly

Evidence of Completion

Student progress on assessment pieces

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observations, assessment data

Person or Persons Responsible:

Administration, ESE department leader

Target Dates or Schedule:

Weekly

Evidence of Completion:

Completed lesson plans; instruction that matches planning

Goal #16:	In grades 6-8, 70% (496 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #1:	Students lack the skills to think critically to solve multi-step math problems.
Strategy #1:	Provide multiple opportunities to learn and use investigative strategies such as pattern recognition, constructing tables, working backwards, and logical reasoning.

Action Step 1

Action:

Provide explicit instruction and multiple opportunities in skills including pattern recognition, constructing tables, working backwards, and logical reasoning.

Person or Persons Responsible:

Math teachers and coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #16:	In grades 6-8, 70% (496 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #2:	Implementation of CCSS in math has shown gaps in student learning.
Strategy #1:	Meet twice weekly for common planning to monitor data, discuss strategies, share ideas.

Action Step 1

Action:

Attend common morning planning to monitor data, discuss strategies, and share ideas

Person or Persons Responsible:

All math teachers and math coaches

Target Dates or Schedule:

Every Tuesday (entire math department) and Thursday (specific grade levels)

Evidence of Completion:

Sign-in sheet, agenda

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #16:	In grades 6-8, 70% (496 students) of students will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #3:	Students lack basic, fundamental math skills.
Strategy #1:	Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1

Action:

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible:

Math teachers and math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Lesson plans; classroom observations

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans; classroom observations

Goal #17:	In grades 6-8, 56% of students in the lowest 25th percentile will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #1:	Implementation of the CCSS has shown gaps in student learning.
Strategy #1:	Meet twice weekly for common planning to monitor data, discuss strategies, share ideas.

Action Step 1

Action:

Attend common morning planning to monitor data, discuss strategies, and share ideas

Person or Persons Responsible:

All math teachers and math coaches

Target Dates or Schedule:

Every Tuesday (entire math department) and Thursday (specific grade levels)

Evidence of Completion:

Sign-in sheet and agenda

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #17:	In grades 6-8, 56% of students in the lowest 25th percentile will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #2:	Students lack the skills to think critically to solve multi-step problems.
Strategy #1:	Provide multiple opportunities to learn and use investigative strategies such as pattern recognition, constructing tables, working backwards, and logical reasoning.

Action Step 1

Action:

Provide explicit instruction and multiple opportunities in skills including pattern recognition, constructing tables, working backwards, and logical reasoning.

Person or Persons Responsible:

Math teachers and coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #17:	In grades 6-8, 56% of students in the lowest 25th percentile will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #3:	Students lack vocabulary background knowledge and adequate problem-solving skills.
Strategy #1:	Utilize math UNRAVEL strategy and incorporate Marzano's approach for building academic vocabulary into instruction.

Action Step 1

Action:

Explicitly teach math UNRAVEL strategy and academic vocabulary learning strategies, then integrate into instruction

Person or Persons Responsible:

Classroom teachers and math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #17:	In grades 6-8, 56% of students in the lowest 25th percentile will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #4:	Students in classes are at varying levels of proficiency.
Strategy #1:	Utilize collaborative small groups for remediation of specific skills.

Action Step 1

Action:

Provide remediation and enhancement through the use of homogeneous and heterogeneous small groups.

Person or Persons Responsible:

Teachers, math coaches

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #17:	In grades 6-8, 56% of students in the lowest 25th percentile will make learning gains on the 2014 administration of the FCAT 2.0 mathematics assessment.
Barrier #5:	Students lack basic, fundamental math skills.
Strategy #1:	Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1

Action:

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible:

Math teachers and math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #18:	On the 2014 Florida Alternate Assessment, 63% of students will demonstrate a learning gain.
Barrier #1:	Students require repetition of mathematical concepts to move learning from short-term to long-term memory.
Strategy #1:	Model instruction having hands-on examples using manipulatives and technology to develop understanding of mathematical concepts.

Action Step 1

Action:

Provide daily explicit instruction using hands-on activities, including manipulatives.

Person or Persons Responsible:

Classroom teacher; math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans, assessment data

Person or Persons Responsible:

ESE department leader, Administration

Target Dates or Schedule:

Weekly

Evidence of Completion

Student progress on assessment pieces

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observations, assessment data

Person or Persons Responsible:

Administration, ESE department leader

Target Dates or Schedule:

Weekly

Evidence of Completion:

Completed lesson plans; instruction that matches planning

Goal #19:	In grades 6-8, 64% of Caucasian students, 57% of Black students, and 65% of Hispanic/Latino students will make adequate yearly progress on the 2014 administration of the math FCAT 2.0.
Barrier #1:	Students lack vocabulary background knowledge and adequate problem-solving skills.
Strategy #1:	Utilize math UNRAVEL strategy and incorporate Marzano's approach for building academic vocabulary into instruction.

Action Step 1

Action:

Explicitly teach math UNRAVEL strategy and academic vocabulary learning strategies, then integrate into instruction

Person or Persons Responsible:

Classroom teachers and math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #19:	In grades 6-8, 64% of Caucasian students, 57% of Black students, and 65% of Hispanic/Latino students will make adequate yearly progress on the 2014 administration of the math FCAT 2.0.
Barrier #2:	Students lack basic, fundamental math skills.
Strategy #1:	Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1

Action:

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible:

Math teachers and math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #19:	In grades 6-8, 64% of Caucasian students, 57% of Black students, and 65% of Hispanic/Latino students will make adequate yearly progress on the 2014 administration of the math FCAT 2.0.
Barrier #3:	Implementation of the CCSS has shown gaps in student learning.
Strategy #1:	Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1

Action:

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible:

Math teachers and math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #20:	Based on targeted AMOs, 36% of students classified as ELL will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.
Barrier #1:	ELL students have difficulty comprehending instruction delivered in spoken and written English.
Strategy #1:	Hire ELL paraprofessional to serve only at HGMS instead of a split position with another middle school to provide weekly classroom support.

Action Step 1

Action:

ELL paraprofessional provides weekly check-ins/interventions as needed to students and faculty

Person or Persons Responsible:

ELL paraprofessional

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom observations; conversations with ELL paraprofessional

Person or Persons Responsible:

Administrative team, classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion

Monitoring of student progress

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observation of students speaking/listening in English

Person or Persons Responsible:

Classroom teacher, ELL paraprofessional, LCRT, Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Observed increase in speaking/listening abilities of ELL student

Goal #21:	Based on targeted AMOs, 42% of students classified as SWD will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.
Barrier #1:	Implementation of the CCSS has shown gaps in student learning.
Strategy #1:	Meet twice weekly for common planning to monitor data, discuss strategies, share ideas.

Action Step 1

Action:

Attend common morning planning to monitor data, discuss strategies, and share ideas

Person or Persons Responsible:

All math teachers and math coaches

Target Dates or Schedule:

Every Tuesday (entire math department) and Thursday (specific grade levels)

Evidence of Completion:

Sign-in sheet and agenda

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #21:	Based on targeted AMOs, 42% of students classified as SWD will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.
Barrier #2:	Students in classes are at varying levels of proficiency.
Strategy #1:	Utilize collaborative small groups for remediation of specific skills.

Action Step 1

Action:

Provide remediation and enhancement through the use of homogeneous and heterogeneous small groups.

Person or Persons Responsible:

Teachers, math coaches

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #21:	Based on targeted AMOs, 42% of students classified as SWD will make satisfactory progress on the 2014 administration of the mathematics FCAT 2.0.
Barrier #3:	Students lack basic, fundamental math skills.
Strategy #1:	Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step 1

Action:

Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Person or Persons Responsible:

Math teachers and math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #22:	100% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level three or above.
Barrier #1:	Students lack the motivation to perform above proficient level.
Strategy #1:	Increase the amount of high-interest, advanced level, and enrichment activities designed to promote high-order thinking.

Action Step 1

Action:

Students and teachers bring in content specific high-interest, high-quality, advanced-level, and enrichment activities when providing instruction.

Person or Persons Responsible:

Teachers, students, coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #22:	100% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level three or above.
Barrier #2:	Students lack vocabulary background knowledge and adequate problem-solving skills.
Strategy #1:	Utilize math UNRAVEL strategy and incorporate Marzano's approach for building academic vocabulary into instruction.

Action Step 1

Action:

Explicitly teach math UNRAVEL strategy and academic vocabulary learning strategies, then integrate into instruction

Person or Persons Responsible:

Classroom teachers and math coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #22:	100% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level three or above.
Barrier #3:	Students have not developed adequate skills for reading word problems thoroughly.
Strategy #1:	Provide multiple opportunities to learn and use investigative strategies such as pattern recognition, constructing tables, working backwards, and logical reasoning.

Action Step 1

Action:

Provide explicit instruction and multiple opportunities in skills including pattern recognition, constructing tables, working backwards, and logical reasoning.

Person or Persons Responsible:

Math teachers and coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #22:	100% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level three or above.
Barrier #4:	Students have not developed skills that address the level of rigor required for independent reading.
Strategy #1:	Provide frequent opportunities for students to engage in monitored and unmonitored independent reading practice of math content.

Action Step 1 - PD Opportunity

Action:

Plan for students to have uninterrupted monitored and unmonitored reading opportunities with teacher-created and self-created learning goals attached.

Person or Persons Responsible:

Teachers, students, and math coaches

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans, classroom observations.

Facilitator:

Math coaches

Participants:

Math teachers; other content-area teachers as needed

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #23:	74% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level four or above.
Barrier #3:	Students have not developed adequate skills for reading word problems thoroughly.
Strategy #1:	Provide multiple opportunities to learn and use investigative strategies such as pattern recognition, constructing tables, working backwards, and logical reasoning.

Action Step 1

Action:

Provide explicit instruction and multiple opportunities in skills including pattern recognition, constructing tables, working backwards, and logical reasoning.

Person or Persons Responsible:

Math teachers and coaches

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #23:	74% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level four or above.
Barrier #4:	Students have not developed skills that address the level of rigor required for independent reading.
Strategy #1:	Provide frequent opportunities for students to engage in monitored and unmonitored independent reading practice.

Action Step 1

Action:

Plan for students to have uninterrupted monitored and unmonitored reading opportunities with teacher-created and self-created learning goals attached.

Person or Persons Responsible:

Teachers, students, and math coaches

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans, classroom observations.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Math coaches; administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, math coaches, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

Goal #24:	On the 2014 FCAT 2.0 Science assessment, 27% of students will score at achievement level three.
Barrier #1:	Students lack the skills needed to access prior knowledge of scientific information, vocabulary, terms, and concepts.
Strategy #1:	Common morning planning will allow teachers collaborate and create curriculum maps that include common pacing, common assessments, common grading policies that are aligned to both NGSSS and CCSS.

Action Step 1

Action:

Teachers will create a common curriculum map for each grade level.

Person or Persons Responsible:

Science teachers

Target Dates or Schedule:

Weekly during CMP every Tuesday and Thursday

Evidence of Completion:

Curriculum map, evidence of map use in lesson plans

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative science assessments

Goal #24:	On the 2014 FCAT 2.0 Science assessment, 27% of students will score at achievement level three.
Barrier #2:	Students are not exposed to high-stakes science testing preparation in 6th and 7th grades.
Strategy #1:	Help prepare 6th and 7th grade science students by providing them with practice questions and assessments that reflect the science benchmarks.

Action Step 1 - PD Opportunity

Action:

Incorporate benchmark questions and assessments into lesson plans with regularity.

Person or Persons Responsible:

Teachers, curriculum leaders

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans; classroom observations

Facilitator:

Science Team Leader

Participants:

Science teachers; other content-area teachers as needed

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans; classroom observations

Person or Persons Responsible:

Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, curriculum leadership, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments.

Goal #24:	On the 2014 FCAT 2.0 Science assessment, 27% of students will score at achievement level three.
Barrier #3:	The text complexity level of middle grades science content is difficult for average and lower level reading students.
Strategy #1:	Students will consistently use QAR, UNRAVEL, and text-marking/annotation in the science-content classroom.

Action Step 1

Action:

Demonstrate and consistently practice comprehending text using QAR, UNRAVEL, and text-marking/annotation.

Person or Persons Responsible:

Science teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans, classroom observations

Person or Persons Responsible:

LCRT, Administrative team

Target Dates or Schedule:

Weekly

Evidence of Completion

Plan completion; instruction matches plans

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom assessments, unit tests, Performance Matters math progress monitoring assessment data

Person or Persons Responsible:

Classroom teachers, Administrative team

Target Dates or Schedule:

Weekly and at end of each assessment period

Evidence of Completion:

Student improvement on formative and summative assessments

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

Title I, Part C - Migrant: Provides services to migrant students (Pre-K through 12th grade) and their families. The primary goal of the Migrant Program is to improve academic performance of migrant students, and provide health and guidance services to them. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D - Provides services to children who are delinquent or neglected

Title II, Part A - Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title II Part D - Enhancing Education Through Technology (EETT) supports technology professional development

Title III - Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies and parent involvement/education.

Title X - Homeless - Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social service referrals) for students identified as homeless, under the McKinney-Vento Act, which eliminates barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) - SAI finds will provide summer school for level one readers

Violence Prevention Programs - The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling. Provides prevention services to students at the district alternative school. Also provides learning opportunities for school guidance counselors to acquire training to assist students with drug-free and violence-free lifestyles.

Nutrition Programs - HGMS participates in the federal free/reduced lunch program and the Free Breakfast for All program.

Career and Technical Education - Proposals are submitted annually to enhance selected vocational programs for regular, disadvantaged, and disabled students in grades 7-12. Title VI provides funding for the district Career Academy, professional development for teachers, and activities to increase student achievement.

Job Training - A partnership with Junior Achievement will provide students with a job-skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Title IV - provides prevention services to students at the district alternative school. Also provides learning opportunities for school guidance counselors to acquire training to assist students with drug-free and violence-free lifestyles.

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: On the 2014 administration of the FCAT Writes! assessment, 81% of 8th grade students will score at the achievement level of 4 or higher.

Barrier #1: Students lack the ability to use text-based evidence as the means of providing support for a given position.

Strategy #1: Student will be provided with frequent opportunities to write to topics that require text-based evidence.

Action Step #1: Writing instruction will include the explicit instruction on and frequent practice of writing in response to text that requires text-based evidence be provided.

Facilitator leader

LCRT, administration

Participants

All HGMS teachers

Target dates or schedule

Daily

Evidence of Completion and Person Responsible for Monitoring

Student products; lesson plans; classroom observations

(Person Responsible: Teachers, LCRT)

Goal #10: Reading Goal: In grades 6-8, 70% of students will score at proficiency (FCAT 2.0 level 3) on the 2013-2014 FCAT 2.0 reading assessment.

Barrier #1: Students lack adequate reading comprehension skills.

Strategy #1: Provide new professional development on QAR, UNRAVEL, text-marking and annotation.

Action Step #1: QAR, UNRAVEL, text-marking/annotation

Facilitator leader

LCRT

Participants

Selected teachers who have not attended these PDs in the past; teachers who would like a "refresher" course.

Target dates or schedule

Daily

Evidence of Completion and Person Responsible for Monitoring

Classroom observations, student work, monitor lesson plans, increased student achievement.

(Person Responsible: Administration, instructional coach, teachers, students)

Goal #12: In grades 6-8, 70% (495 students) of students will achieve proficiency (FCAT level 3) on the 2014 administration of the FCAT 2.0 mathematics assessment.

Barrier #3: Students lack basic, fundamental math skills.

Strategy #1: Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Action Step #1: Incorporate proven strategies into lessons that strengthen basic skills such as graphic organizers, note-taking, vocabulary building, cooperative learning, and the use of cooperative learning, manipulatives, and hands-on learning.

Facilitator leader

Math Coaches

Participants

Math teachers; other content-area teachers as needed

Target dates or schedule

Daily

Evidence of Completion and Person Responsible for Monitoring

Lesson plans, classroom observations

(Person Responsible: Math teachers and math coaches)

Goal #22: 100% of students who take the 2014 Algebra I End-of-Course (EOC) assessment will score at achievement level three or above.

Barrier #4: Students have not developed skills that address the level of rigor required for independent reading.

Strategy #1: Provide frequent opportunities for students to engage in monitored and unmonitored independent reading practice of math content.

Action Step #1: Plan for students to have uninterrupted monitored and unmonitored reading opportunities with teacher-created and self-created learning goals attached.

Facilitator leader

Math coaches

Participants

Math teachers; other content-area teachers as needed

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Lesson plans, classroom observations.

(Person Responsible: Teachers, students, and math coaches)

Goal #24: On the 2014 FCAT 2.0 Science assessment, 27% of students will score at achievement level three.

Barrier #2: Students are not exposed to high-stakes science testing preparation in 6th and 7th grades.

Strategy #1: Help prepare 6th and 7th grade science students by providing them with practice questions and assessments that reflect the science benchmarks.

Action Step #1: Incorporate benchmark questions and assessments into lesson plans with regularity.

Facilitator leader

Science Team Leader

Participants

Science teachers; other content-area teachers as needed

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Lesson plans; classroom observations

(Person Responsible: Teachers, curriculum leaders)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: The Kindergarten Learning Center
District: 28 - Highlands
Principal: Seth Lambert
SAC Chair: Sarah Brooker
Superintendent: Mr. Wallace P Cox
School Board Approval Date: [pending]
Last Modified on: 09/30/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	3560 US HIGHWAY 27 S Sebring, FL 33870	3560 US HIGHWAY 27 S Sebring, FL 33870
Phone Number:	8633145281	
Web Address:	http://www.highlands.k12.fl.us/~klc/	
Email Address:	lamberts@highlands.k12.fl.us	

School Type:	Elementary School
Alternative/ESE:	No
Charter:	No
Title I:	No
Free/Reduced Lunch:	%
Minority:	%
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 The Kindergarten Learning Center	
Principal's name Seth Lambert	
School Advisory Council chair's name Sarah Brooker	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Darla Thorne	Reading Coach
Jill Compton	ESE Resource
Sarah Brooker	Dean Resource
Pam Lieske	Guidance Resource
Linda Freeland	Team Leader
Brenda Shinholser	Team Leader
Kate Toy	Team Leader
Leslie Platt	Team Leader
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP Pending	
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	
Sarah Brooker- Chairperson Kirsten Chambers- Vice Chair Darla Thorne- Secretary Misty White- ESE representative Martin Evans- general member Reinaldo Morales- general member Kieu Lam- general member Billy Perez- general member Brenda Shinholser- Teacher Linda Freeland- Teacher Justina Martin- Teacher	
Describe the involvement of the SAC in the development of this school improvement plan	
During our initial meeting School Improvement goals were presented to the committee. The background was given on the selection of goals and their input was solicited on any changes.	
Describe the activities of the SAC for the upcoming school year	
SAC will assist in reviewing and revising school policies and procedures. They will also volunteer to assist in parent nights given at the school.	

Describe the projected use of school improvement funds and include the amount allocated to each project There are no SAC funds available		
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 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Administrator Information: Seth Lambert		
Principal	Years as Administrator: 7	Years at Current School: 0
Credentials	Bachelors Social Science Education Master of Educational Leadership	
Performance Record	Mr. Lambert served four years as Assistant Principal at Avon Park High School. During this time Avon Park High earned a D grade each of these years. During the 2010-2011 school year Mr. Lambert worked at Dundee Ridge Middle School which earned a B grade that year. He went back to Avon Park High for the 2011-2012 school year. Avon Park High also earned a D that school year. The 2012-2013 school year Avon Park High earned a C grade.	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information: Darla Thorne		
Full-time / School-based	Years as Coach: 7	Years at Current School: 7
Areas	Reading/Literacy	
Credentials		
Performance Record	Mrs. Thorne served as a classroom teacher at Cracker Trail Elementary from 2002-2007. Cracker Trail earned an A grade each year except the 2004-2005 school year where they earned a B. Mrs. Thorne has been the Reading Coach at the Kindergarten Learning Center since 2007, the school has meet the school improvement goal each year.	
Classroom Teachers		
# of classroom teachers 21		

receiving effective rating or higher , 0%
Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 16, 76%
certified in-field, pursuant to Section 1012.2315(2), F.S. 21, 100%
ESOL endorsed 15, 71%
reading endorsed 5, 24%
with advanced degrees 3, 14%
National Board Certified 0, 0%
first-year teachers 1, 5%
with 1-5 years of experience 9, 43%
with 6-14 years of experience 5, 24%
with 15 or more years of experience 5, 24%
Education Paraprofessionals
of paraprofessionals 4
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 4, 100%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals
receiving effective rating or higher
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. Our district actively participates in job fairs within the state. All jobs are posted on the district website and applicants can apply online. Principal is responsible for hiring certified teachers.
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 All new teachers to the school are given a peer buddy. This will be an experienced teacher who can help them with tasks that may not be the same at all schools. Currently we have one teacher who is new to the profession. She has been assigned an on site peer mentor to work with her through the Professional Educators Program. In addition, she has been given a peer evaluator from the district office. This person will observe classroom teaching and provide constructive feedback to the teacher.
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

Through classroom observation and progress monitoring, students are identified as needing additional assistance. These students are then pulled out of their regular classroom for additional remediation in a small group setting. This pull out occurs daily for 20 minutes. Students requiring Tier 3 services receive an additional 20 minutes, three times weekly. Aimsweb is our online data collection resource to monitor progress of students.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The MTSS Team is comprised of Seth Lambert, Administration; Jill Compton, ESE Teacher; Pam Lieske, Guidance Resource Teacher; Darla Thorne, Reading Coach; Phil Walter, Psychologist; Joan Winger, Speech Language Pathologist; General Education Teachers; and Parents.

Seth Lambert, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based RtI plans and activities. Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Jill Compton, Exceptional Student Education (ESE) Teacher: identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Darla Thorne, Literacy/Curriculum Resource Teacher (Reading coach): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Pam Lieske, Guidance Resource Teacher: Provides guidance on kindergarten reading plan; facilitates and supports data collection activities; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; offers data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Phil Walter, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

Joan Winger, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions,

school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team focus: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a month to engage in the following activities:

Review 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 for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The MTSS Leadership Team's goal is to insure that 80% of students are successful behaviorally and academically with the curriculum/standards.

The MTSS Leadership Team meets with the School Advisory Council (SAC) and principal to help develop the SIP. The team provides current data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; help to set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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)

The Kindergarten Learning Center actively participates with the A-3 system used by the Highlands County School system. This system is accessed by teachers, support personnel and administration.

The A-3 system provides several purposes:

- *archived academic data of our students (example: previous FAIR, PAST, and Phonics, etc.)

- *archived attendance and discipline referral information

- *current progress monitoring data (academic data, attendance and discipline)

- *documentation of students who require additional interventions via PMP (Progress Monitoring Plan) or more intense monitoring and intervention (SOS referral system)

KLC also uses: Pinnacle grade book, PMRN, Harcourt assessments, grade level indicators, and Genesis student management system.

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

KLC, within its school building, through consensus development, will consistently promote a shared vision of one system (MTSS) to meet the needs of all students.

KLC, within its school building, through infrastructure development, will identify needs through program evaluations, leadership/teaming, data-based problem solving and family community/engagement.

KLC, within its school building and through assistance of the district level team will support MTSS, through technical knowledge and assessment data.

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: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

Strategy Description

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Seth Lambert	Principal
Darla Thorne	Reading Coach
Sarah Brooker	Resource Dean
Jill Compton	ESE Resource
Linda Freeland	Teacher
Pam Lieske	Guidance Resource
Brenda Shinholser	Teacher
Kate Toy	Teacher
Leslie Platt	Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The LLT meets at least one time a month (although meetings are scheduled as needed) to address the language arts curriculum at the Kindergarten Learning Center. Mrs. Thorne serves as our school's Reading Coach and guides the process of reviewing data as it relates to our school as well as comparatively to district results. Ms. Compton supplements the team as our MTSS Team leader. Other members provide professional input

What will be the major initiatives of the LLT this year?

This year the main focus of the LLT will be providing teachers with training to implement high-yield activities for their students during small group instruction. This training will be ongoing throughout the school year presented directly to the entire school faculty and/or within PLCs. There will also be professional development on higher order questioning strategies

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student

All teachers have an uninterrupted 90 minutes of Reading instruction daily. In addition to this time all teachers integrate reading in their Science, Math, and Social Studies Curriculum. During our weekly team and whole staff meetings teachers share and discuss effective strategies and interesting resources that may be used to encourage the students to be active readers.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

The staff at the Kindergarten Learning Center is involved with the early childhood centers in the Sebring Community. Counselors and Teachers meet with the staff and parents at these centers to provide information regarding expectations as students enter school for the first time. Each spring, early childhood centers schedule visitations for the studnets who will be enrolling in the Kindergarten Center. Parents are invited to come to these visitations and are given information on the enrollment procedures. Enrollment can also be done at any time during the summer.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)			

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)	[data excluded for privacy reasons]		20%
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]		5%
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]		5%

Postsecondary Readiness				
2012 Actual # 2012 Actual % 2014 Target %				
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.				
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 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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
2013 Actual # 2013 Actual % 2014 Target %				
Students scoring at Achievement Level 3 Students scoring at or above Achievement Level 4				
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				
Learning Gains				
2013 Actual # 2013 Actual % 2014 Target %				
Learning Gains Students in lowest 25% making learning gains (FCAT 2.0 and EOC)				

Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
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			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
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 5: Science, Technology, Engineering, and Mathematics (STEM)			

All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) Participation in STEM-related experiences provided for students			
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses Students taking CTE industry certification exams Passing rate (%) for students who take CTE industry certification exams CTE program concentrators CTE teachers holding appropriate industry certifications			
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time Students retained, pursuant to s. 1008.25, F.S. Students who are not proficient in reading by third grade Students who receive two or more behavior referrals Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time Students who fail a mathematics course Students who fail an English Language Arts course Students who fail two or more courses in any subject Students who receive two or more behavior referrals Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
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

During the 2013-2014 school year 99% of Kindergarten Learning Center parents will participate in some form of parent conference or activity with their child's teacher.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
99%	360	99%	99%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in reading on their end of the year report card for the 2013-2014 school year.

Goal #2:

Based on the end of the year report card data, 85% of Kindergarten students will achieve on grade level in math on their end of year report card for the 2013-2014 school year.

Goal #3:

Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in writing on their end of year report card for the 2013-2014 school year.

Goal #4:

Based on the end of year report card data, 95% of kindergarten students will achieve a satisfactory grade in science on their end of year report card for the 2013-2014 year.

Goals Detail

Goal #1: Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in reading on their end of the year report card for the 2013-2014 school year.

Targets Supported

- Reading
- Reading - Learning Gains
- Reading - CELLA
- Writing

Resources Available to Support the Goal

- Scott Forsman Reading Street curriculum set. Reading Coach District Content Area Specialist

Problem-Solving to Achieve the Goal

Barrier #2: Attendance -High tardy and absenteeism

Barrier #3: Implementation of newly adopted Common Core Standards

Barrier #4: Implementation of new Reading Curriculum

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Administration, Data Operator, Dean

Target Dates or Schedule:

Bi Monthly

Evidence of Completion:

Meeting notices will be sent using NCR forms, one will be kept on file at school.

Goal #2: Based on the end of the year report card data, 85% of Kindergarten students will achieve on grade level in math on their end of year report card for the 2013-2014 school year.

Targets Supported • Math - Elementary and Middle School
• Math - Elementary and Middle FCAT 2.0

Resources Available to Support the Goal • District Math Specialist Harcourt Math curriculum

Problem-Solving to Achieve the Goal

Barrier #1: Students attending a structured school environment for the first time.

Barrier #2: Implementation of new math curriculum.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Principal Reading Coach

Target Dates or Schedule:

Progress Monitoring periods during school year

Evidence of Completion:

Math grade level indicators, textbook chapter assessments, informal and formal classroom observations

Goal #3: Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in writing on their end of year report card for the 2013-2014 school year.

Targets Supported • Writing

Resources Available to Support the Goal • Scott Foresman Reading Street Writing materials Reading Coach District Reading Specialist

Problem-Solving to Achieve the Goal

Barrier #2: High percentage of students entering school for the first time.

Barrier #3: Implementation of new reading curriculum

Plan to Monitor Progress Toward the Goal

Action:

Kindergarten grade level indicators

Person or Persons Responsible:

Administration, Reading Coach

Target Dates or Schedule:

At the end of each nine week grading period.

Evidence of Completion:

Student progress and report card grades

Goal #4: Based on the end of year report card data, 95% of kindergarten students will achieve a satisfactory grade in science on their end of year report card for the 2013-2014 year.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- District Science Specialist

Problem-Solving to Achieve the Goal

Barrier #1: Students attending a structure school setting for the first time.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Goal #1: Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in reading on their end of the year report card for the 2013-2014 school year.

Barrier #2: Attendance -High tardy and absenteeism

Strategy #1: Hold bi monthly attendance meetings with parents of truant students.

Action Step 1 - PD Opportunity

Action:
SARC meetings

Person or Persons Responsible:
Data Operator and Dean

Target Dates or Schedule:
Bi monthly

Evidence of Completion:
All meeting notifications will be sent to parents on NCR forms. Attendance contracts will be used as needed. Follow up meetings will be scheduled if necessary.

Facilitator:
Marcia Davis

Participants:
Sarah Brooker Danielle Jackson

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Attendance will be monitored daily and parents notified of when their child is absent using personal contacts and an automated system.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Start of each nine week grading period.

Evidence of Completion

Average daily attendance report.

Plan to Monitor Effectiveness of the Strategy

Action:

Genesis reports will be used to compare attendance from previous years and monitor students attendance improvement.

Person or Persons Responsible:

Data operator, Dean of Students

Target Dates or Schedule:

Every two weeks

Evidence of Completion:

Genesis reports

Goal #1:	Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in reading on their end of the year report card for the 2013-2014 school year.
Barrier #3:	Implementation of newly adopted Common Core Standards
Strategy #1:	Team meetings to plan teaching strategies that will best address the rigor of the standards. Continue to review and update atlas curriculum maps during school year.

Action Step 1 - PD Opportunity

Action:

District content area specialist and reading coach will provide training and support throughout year to assist teachers in implementation of the standards.

Person or Persons Responsible:

District content specialist and Reading Coach

Target Dates or Schedule:

Preweek planning October 2013 January 2014

Evidence of Completion:

Classroom observation Student work samples Atlas curriculum maps

Facilitator:

Darla Thorne/ Kim Ervin/ Jennifer Westergom

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Principal will observe classrooms to ensure that each common core standard is being taught using engaging strategies and rigorous work completed by the students.

Person or Persons Responsible:

Principal and Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion

Informal Observation forms

Plan to Monitor Effectiveness of the Strategy

Action:

Students will be progress monitored using Unit Benchmark test

Person or Persons Responsible:

Reading Coach

Target Dates or Schedule:

Mid point and end of each nine week grading period

Evidence of Completion:

Student results will be recorded into grading system.

Goal #1:	Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in reading on their end of the year report card for the 2013-2014 school year.
Barrier #4:	Implementation of new Reading Curriculum
Strategy #1:	Provide teachers with multiple opportunities to plan and familiarize themselves with the resources associated with the curriculum. Teacher will also attend trainings given by the company the Reading curriculum was purchased from. District Reading Specialist will come to our campus throughout the year and provide training to teachers in using the reading curriculum.

Action Step 1 - PD Opportunity

Action:

All teachers will attend professional development at the school to help them become more familiar with the reading curriculum.

Person or Persons Responsible:

All Teachers

Target Dates or Schedule:

Pre-week 2013. Throughout the school year during our weekly curriculum mapping meeting.

Evidence of Completion:

Lesson plan review and classroom observations

Facilitator:

Darla Thorne Kim Ervin

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans will be submitted using the Atlas online lesson plan developer.

Person or Persons Responsible:

Administration/ Reading Coach

Target Dates or Schedule:

Daily

Evidence of Completion

Classroom observation while teachers are using resources.

Plan to Monitor Effectiveness of the Strategy

Action:
Person or Persons Responsible:
Target Dates or Schedule:
Evidence of Completion:

Goal #2:	Based on the end of the year rept card data, 85% of Kindergarten students will achieve on grade level in math on their end of year report card for the 2013-2014 school year.
Barrier #2:	Implementation of new math curriculum.
Strategy #1:	District math specialist will provide on site trainings of instructional strategies and best practices three times during the school year.

Action Step 1 - PD Opportunity

Action:

Teachers will be provided sub teachers to attend on site trainings three times per year that will provide them with assistance on using the new math curriculum and strategies to use within the classroom.

Person or Persons Responsible:

District Math Specialist

Target Dates or Schedule:

During each grading period of the 2013-2014 school year

Evidence of Completion:

Classroom observations

Facilitator:

Jennifer Westergom

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Principal will attend these trainings when possible. Classroom observations will be completed following the training sessions to see the strategies put into practice.

Person or Persons Responsible:

Principal

Target Dates or Schedule:

Weekly classroom observations

Evidence of Completion

Informal observation forms

Plan to Monitor Effectiveness of the Strategy

Action:

Students will complete a beginning of the year benchmark test end of the year benchmark assessment that will provide data to the teachers on each student progress. These scores will be recorded in performance matters.

Person or Persons Responsible:

Principal Reading Coach

Target Dates or Schedule:

September 2013 June 2014

Evidence of Completion:

Student scores on assessments

Goal #3:	Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in writing on their end of year report card for the 2013-2014 school year.
Barrier #3:	Implementation of new reading curriculum
Strategy #1:	Continued professional development for teachers on incorporating writing into all subject areas that is aligned to common core.

Action Step 1

Action:

teachers will attend weekly Atlas Curriculum map meetings where strategies to teach writing across the curriculum will be taught. Each teacher will also attend content specialist trainings that will provide strategies to teach writing while addressing the common core standards.

Person or Persons Responsible:

Administration, Reading Coach

Target Dates or Schedule:

Weekly throughout year.

Evidence of Completion:

Student writing samples and academic reports. Observations

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Teachers will post student writing samples in classroom. They will also create a portfolio for each student and include samples of their work.

Person or Persons Responsible:

Administration, Reading Coach

Target Dates or Schedule:

Weekly during the year.

Evidence of Completion

Academic reports and student writing samples

Plan to Monitor Effectiveness of the Strategy

Action:

Student work samples.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Teachers will collect data weekly and place samples in room or in each students folder.

Evidence of Completion:

Student writing samples

Goal #4:	Based on the end of year report card data, 95% of kindergarten students will achieve a satisfactory grade in science on their end of year report card for the 2013-2014 year.
Barrier #1:	Students attending a structure school setting for the first time.
Strategy #1:	Educate parents on kindergarten academic expectations at parent conferences and family involvement events.

Action Step 1 - PD Opportunity

Action:

Family Involvement Night, Report card meetings after each grading period, Spring academic showcase night

Person or Persons Responsible:

Teachers and Administration

Target Dates or Schedule:

September 2013 October 2013 January 2014 March 2014 April 2014

Evidence of Completion:

Parent sign in sheets from each event.

Facilitator:

Cathy Hartesy

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Sign in sheets a from family involvement nights. Sign in sheets from parent conferences.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Evidence of Completion

Academic data, Observations, exit surveys,

Plan to Monitor Effectiveness of the Strategy

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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

Will provide funds to all district elementary schools and one middle school, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. Monies also provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This grant is also the funding source for implementing the requirements of NCLB.

Title I, Part C- Migrant

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

ELL

The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FCAT standards, graduation requirements and post secondary career opportunities.

Title I Part C, Migrant

Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I Part A

Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

Title II

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III

Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

SAI

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs

LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

Adult Education

Adult Education programs are provided at South Florida State College. Numerous vocational programs,

college level courses, and community interest workshops are available.

Title VI

Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

VPK

These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

Homeless

Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education(FAPE).

Migrant Parent Advisory

The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.

Exceptional Students Education

This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.

IDEA

Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.

District Parent Advisory for Advance Academics

This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.

District School Advisory Council

This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern.

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: Based on end of the year report card data, 85% of kindergarten students will achieve on grade level status in reading on their end of the year report card for the 2013-2014 school year.

Barrier #2: Attendance -High tardy and absenteeism

Strategy #1: Hold bi monthly attendance meetings with parents of truant students.

Action Step #1: SARC meetings

Facilitator leader

Marcia Davis

Participants

Sarah Brooker Danielle Jackson

Target dates or schedule

Bi monthly

Evidence of Completion and Person Responsible for Monitoring

All meeting notifications will be sent to parents on NCR forms. Attendance contracts will be used as needed. Follow up meetings will be scheduled if necessary.

(Person Responsible: Data Operator and Dean)

Barrier #3: Implementation of newly adopted Common Core Standards

Strategy #1: Team meetings to plan teaching strategies that will best address the rigor of the standards. Continue to review and update atlas curriculum maps during school year.

Action Step #1: District content area specialist and reading coach will provide training and support throughout year to assist teachers in implementation of the standards.

Facilitator leader

Darla Thorne/ Kim Ervin/ Jennifer Westergom

Participants

Teachers

Target dates or schedule

Preweek planning October 2013 January 2014

Evidence of Completion and Person Responsible for Monitoring

Classroom observation

Student work samples

Atlas curriculum maps

(Person Responsible: District content specialist and Reading Coach)

Barrier #4: Implementation of new Reading Curriculum

Strategy #1: Provide teachers with multiple opportunities to plan and familiarize themselves with the resources associated with the curriculum. Teacher will also attend trainings given by the company the Reading curriculum was purchased from. District Reading Specialist will come to our campus throughout the year and provide training to teachers in using the reading curriculum.

Action Step #1: All teachers will attend professional development at the school to help them become more familiar with the reading curriculum.

Facilitator leader

Darla Thorne Kim Ervin

Participants

All Teachers

Target dates or schedule

Pre-week 2013. Throughout the school year during our weekly curriculum mapping meeting.

Evidence of Completion and Person Responsible for Monitoring

Lesson plan review and classroom observations

(Person Responsible: All Teachers)

Goal #2: Based on the end of the year rept card data, 85% of Kindergarten students will achieve on grade level in math on their end of year report card for the 2013-2014 school year.

Barrier #2: Implementation of new math curriculum.

Strategy #1: District math specialist will provide on site trainings of instructional strategies and best practices three times during the school year.

Action Step #1: Teachers will be provided sub teachers to attend on site trainings three times per year that will provide them with assistance on using the new math curriculum and strategies to use within the classroom.

Facilitator leader

Jennifer Westergom

Participants

Teachers

Target dates or schedule

During each grading period of the 2013-2014 school year

Evidence of Completion and Person Responsible for Monitoring

Classroom observations

(Person Responsible: District Math Specialist)

Goal #4: Based on the end of year report card data, 95% of kindergarten students will achieve a satisfactory grade in science on their end of year report card for the 2013-2014 year.

Barrier #1: Students attending a structure school setting for the first time.

Strategy #1: Educate parents on kindergarten academic expectations at parent conferences and family involvement events.

Action Step #1: Family Involvement Night, Report card meetings after each grading period, Spring academic showcase night

Facilitator leader

Cathy Hartesy

Participants

Teachers

Target dates or schedule

September 2013 October 2013 January 2014 March 2014 April 2014

Evidence of Completion and Person Responsible for Monitoring

Parent sign in sheets from each event.

(Person Responsible: Teachers and Administration)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Lake Country Elementary School
District: 28 - Highlands
Principal: Carla Ball
SAC Chair: Linda Veley
Superintendent: Mr. Wallace P Cox
School Board Approval Date: [pending]
Last Modified on: 09/27/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	516 COUNTY ROAD 29 Lake Placid, FL 33852	516 COUNTY ROAD 29 Lake Placid, FL 33852
Phone Number:	8636995050	
Web Address:	http://www.highlands.k12.fl.us/~lce/	
Email Address:	ballc@highlands.k12.fl.us	

School Type:	Elementary School			
Alternative/ESE:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	83%			
Minority:	62%			
School Grade History:	<u>2012-13</u> B	<u>2011-12</u> A	<u>2010-11</u> D	<u>2009-10</u> C

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 Lake Country Elementary School	
Principal's name Carla Ball	
School Advisory Council chair's name Linda Veley	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Carla Ball	Principal
Erica Ashley	Assistant Principal
Ashley Culverhouse	LCRT
Wendy Walker	Teacher Kindergarten
Jennifer Wirick	Teacher 1st Grade
Elvia Barajas	Teacher 2nd Grade
Gitona Rogers	Teacher 3rd Grade
Whitney McGee	Teacher 4th Grade
Linda Veley	Teacher 5th Grade
Donna Nitz	Teacher
Annamarie Grimes	Guidance Counselor
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP Pending	
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	
Carla Ball, Administration	
Erica Ashley, Administration	
Linda Veley, Teacher (Chair)	
Maria Manjarres, Teacher	
Elvia Barajas, Teacher	
Leticia Washington. Teacher,	
Brenda Welch, Teacher	
Yadira Barajas, Non-Instructional	
Lourdes Celaya, Non-Instructional	
Virginia Fuentes, Non-Instructional	
Jean Gaslein, Parent	
LaJoy Callahan, Parent	
Lisa Beal, Parent	
Vanessa Diaz, Parent	
Araceli Avila, Parent	
Shawn Cruse, Parent	
Reese Martin, Parent	

Sylvia Swaford, Parent
 Suzanne Saccente, Parent
 Mia Saccente, Student
 Isabella Saccente, Student
 55% of our SAC is not employed by the district ~ 45% are Parents and 10% are Students
 The racial composition of our SAC is ~ 45% White, 10% Black, and 40% Hispanic

Describe the involvement of the SAC in the development of this school improvement plan

The School Advisory Council (SAC) plays an active role in the development and evaluation of the school improvement plan and assist with the annual school budget. The SAC reviews relevant data, identifies areas for improvement, develops improvement strategies, and monitors the implementation of the strategies. This is an on-going process. Data is constantly being analyzed and adjustments made to ensure the strategies we are implementing are positively impacting student achievement. Funds are allocated to provide resources for the implementation of research based strategies.

Describe the activities of the SAC for the upcoming school year

- A. Conduct needs assessments, analyze results, and identify needs.
- B. Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as, goals of the school, indicators of school and student progress, and strategies and evaluation procedures to measure student performance.
- C. Monitor students' and the school's progress in attaining goals and evaluate the appropriateness of the indicators of student progress and strategies and evaluation procedures which are selected to measure student performance.
- D. Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.
- E. Provide advisory input on the use of school funds.

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

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:

Carla Ball		
Principal	Years as Administrator: 8	Years at Current School: 0
Credentials	B.S.- Business Management; M.Ed.– Educational Leadership; Ed.S.- Curriculum and Instruction Certification: Elementary Education (1-6) ESOL Endorsement Reading Endorsement School Principal (All Levels)	
Performance Record	Memorial Elementary ~ Assistant Principal 2012-2013 ~ F 2011-2012 ~ D 2010-2011 ~ C 2009-2010 ~ B 2008-2009 ~ C Ben Hill Griffin Jr. Elementary ~ Assistant Principal 2007-2008 ~ C Alturas Elementary ~ Assistant Principal 2006-2007 ~ A 2005-2006 ~ B	
Erica Ashley		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	B.S.- Education M.Ed.– Educational Leadership. Elementary Education (1-6) ESOL Endorsement School Principal (All Levels)	
Performance Record	Lake Country Elementary 2013-2014 ~ B 2012-2013 ~ A	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Ashley Culverhouse		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Elementary Ed. K-6 ESOL Endorsed National Board Elementary Generalist 22	
Performance Record	Cracker Trail Elementary ~ Classroom Teacher 2013-2014 ~ A Memorial Elementary ~ Classroom Teacher 2012-2013 ~ D 2011-2010 ~ C 2010-2009 ~ B 2009-2010 ~ C	

Classroom Teachers
of classroom teachers 36
receiving effective rating or higher 36, 100%
Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 30, 83%
certified in-field, pursuant to Section 1012.2315(2), F.S. 36, 100%
ESOL endorsed 27, 75%
reading endorsed 6, 17%
with advanced degrees 5, 14%
National Board Certified 3, 8%
first-year teachers 5, 14%
with 1-5 years of experience 5, 14%
with 6-14 years of experience 8, 22%
with 15 or more years of experience 18, 50%
Education Paraprofessionals
of paraprofessionals 8
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 8, 100%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 2
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. Lake Country Elementary utilizes the Human Resources Recruitment and Professional Development (HRRPD) department at the district office. This department posts all vacancies on the website, as well as attending college/university recruitment fairs throughout the state. The Teach-In Florida.com and Teacher-Teacher.com websites are also used to locate potential applicants who will meet the criteria to be highly qualified. An interview team consisting of the administration, literacy/curriculum resource teacher, grade level appropriate teacher leader and other staff members, as needed, interviews each applicant who meets the criteria to be interviewed and considered for the vacancy. References are checked via the telephone. The HRRPD department performs the critical duty of screening interested applicants for verification of professional preparation and certification. This department is crucial to hiring highly qualified teachers. New teachers are assigned grade level/job-alike mentors to assist and support the transition to Lake Country Elementary. Under the guidance and direction of the Curriculum Leadership team members, each grade level/department meets weekly to plan together, share successes, and problem solve. In addition to the support provided by the team leader and administration, first year teachers are assigned a Peer Evaluator. Using Charlotte Danielson's Frameworks for Teaching model, teachers are trained on the content of the 4 Domains, the Rubrics and the Evidence to be observed. Peer Evaluators also serve to coach new teachers on areas of need.
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

Lake Country Elementary provides mentoring for beginning teachers and teachers in need of improvement in a variety of methods. Highlands County School District Human Resources, Recruitment and Professional Development department is instrumental in verifying certification, highly qualified, and other requirements that determine the teachers who are in need of the Professional Education Competence (PEC) program. Once those teachers who are determined to be eligible for this support program is identified, a qualified mentor/peer teacher is chosen. The criteria for selection of the mentor/peer teacher is: an experienced teacher who has the necessary skills and competencies to provide support for the beginning teacher; must be at the same grade level or subject level; be Clinical Educator trained; participate in a peer teacher training; and attend a workshop relating to the Peer-Mentor Teacher Program Notebook. Each beginning teacher who is eligible for the PEC program has a support team that meets quarterly to provide support and resources for the development of the beginning teacher.

Another strategy that is used at Lake Country Elementary to mentor beginning and/or teachers in need of improvement is through those teachers who are Nationally Board Certified. The NBCT teachers are identified and called upon for mentoring/support on an "as needed" basis.

Each Curriculum Leadership Team member also has the responsibility to mentor and support those beginning and/or teachers in need of improvement who are on their grade level team.

The Literacy/Curriculum Resource Teacher also provides guidance and support for beginning and/or teachers in need of improvement.

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

Lake Country Elementary utilizes the 4-step problem-solving model to implement and monitor the MTSS and SIP structures:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

The MTSS Leadership Team meets on a monthly basis and reviews student data at least four times per year. The MTSS Leadership team also shares graphic visuals of student data with whole staff and individual teachers. The team also monitors and provides support to teachers making instructional changes in the classroom. Through these small group meetings, the team also provides support through problem solving, resources, and mentoring.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The MTSS leadership team roles include:

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the 4-step problem solving process, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation, and communicates with parents regarding school-based RtI plans and activities. The principal also communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier

1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1. The principal schedules "Data Days" throughout the year to ensure that instruction/interventions are informed by student data, facilitates the development of instructional schedules based upon student needs, ensures that instructional/intervention support is provided to all staff, and creates frequent opportunities to celebrate and communicate success.

Assistant Principal: Develops, leads and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaboration with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coach and Intervention Resource Teacher: Assists with whole-school screening programs that provide early intervening services for children considered to be "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Guidance Counselor: Supports data collection activities, assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional support and documentation; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

The MTSS leadership team will meet every second and third week of each month to engage in the following activities:

Review universal screening data and link it to instructional practices to ensure a healthy core curriculum and plan for targeted supplemental interventions.

Review and analyze progress monitoring data, including school-wide and content-wide trends at grade levels and classroom levels, to identify students who are meeting or exceeding benchmarks as well as students who are at moderate to high risk for not meeting benchmarks.

On the second and third week of each month, the team will meet to use the problem-solving method to analyze data and develop researched-based interventions for students struggling with core instruction. Roles for implementation, monitoring and data management will be assigned during this process. Team members will also monitor the fidelity of the intervention through direct observation, and analyze the success or lack of success of the intervention based on appropriate assessments. General education teachers will be included in the process and coverage provided for classrooms to ensure their full participation. The general education teachers will also attend RtI data meetings on the third week of each month at 2:30 in grade-level groups. During this time, the team members will discuss the data collected the week prior, assist in creating new strategies, assess previous strategies, and update PMPs on the A3 system.

In order to build consensus with all stakeholders, other school teams, parents and paraprofessionals will be included in the process whenever possible. Professional development on the RtI process will

be done throughout the year, and staff will be asked to assess the success of the implementation as well as their own skills through discussion and surveys.

Professional development activities and resources for teachers and staff will include areas such as data analysis and data collection.

Throughout the year, the MTSS team will continue to collaborate with the Curriculum Leadership Team, Vertical Articulation Team, as well as grade level teams to ensure a fully coordinated and implemented RtI process. Because members of the MTSS Leadership Team are also members of other school teams, efforts to address identified issues will be streamlined and the RtI process implemented within all school groups and PLCs.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team at Lake Country Elementary monitor's the fidelity of the MTSS process and SIP by providing professional development and support (technical assistance/coaching), data support (data sources and technology), leadership support (policies, expectations and evaluation) and program evaluation (on-going data collection to ensure integrity of implementation and support).

Assessment tools have been developed in Florida to assess levels of implementation and educator perceptions of the fidelity of the MTSS system. These tools include the Self-Assessment of Problem-Solving Implementation (SAPSI), the Benchmarks of Quality (BOQ), the PBS Implementation Checklist (PIC), and the Benchmarks of Advanced Tiers (BAT).

When looking at the 4-step problem solving process the fidelity of Tier 1 is assessed through the use of walkthroughs by principals and peers and/or direct observation of the critical elements of the instructional process. Tools such as the Benchmarks of Quality and PBS Implementation Checklist allow for measurement of the fidelity of Tier 1 behavior supports and instruction. In Tiers 2 and 3, fidelity is assessed through regular meetings to determine student response to the intervention, barriers to the delivery of the intervention, and technical assistance to deliver the intervention as intended.

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)

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment in Instruction and Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Florida Kindergarten Readiness Screener (FLKRS), AIMSweb

Progress Monitoring- PMRN, Curriculum Based Measurement (CBM), Performance Matters, AIMSweb, Easycbm

Midyear: FAIR, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT

Frequency of Data Days: monthly for data analysis

Data Management Systems: A3 Academic Achievement, Performance Matters, AIMSweb, Easycbm

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

MTSS will be supported school wide, through constant and consistent dialog as well as professional development throughout the year. The school will use a team approach for decision-making and planning for student academic success. Teachers will be encouraged by the MTSS leadership team to meet individually or in groups to facilitate problem-solving when the need arises This includes the school-wide MTSS, the RTI process, and all data management systems.

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:

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Carla Ball	Principal
Erica Ashley	Assistant Principal
Ashley Culverhouse	LCRT
Wendy Walker	Teacher, 1st Grade
Elvia Barajas	Teacher, 2nd Grade
Gitona Rogers	Teacher, 3rd Grade
Whitney McGee	Teacher, 4th Grade
Linda Veley	Teacher, 5th Grade
Brenda Welch	Teacher, ESE

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The function of Lake Country Elementary's Literacy Leadership Team (LLT) is to build a culture of academic rigor through ongoing professional learning for teachers. The LLT will meet monthly to assess the school's literacy needs, establish goals and priorities for literacy, and develop a professional development agenda to meet the established goals. The Literacy Leadership Team also serve as liaisons to the rest of the staff, bringing messages and information to grade-level teams, as well as to other school committees, such as parent groups. The primary goal is to increase literacy learning and student achievement for all students.

What will be the major initiatives of the LLT this year?

The major initiatives of the Literacy Leadership Team for the 2013-2014 school year are to:

- Support the full implementation of the Common Core State Standards for K-2
- Support the blended implementation of the NGSSS and the Common Core State Standards in 3rd-5th
- Lead and support PLC's and study groups
- Analyze data to determine the effectiveness of literacy instruction
- Redesign instruction to meet student learning and intervention needs
- Monitor and support the implementation of the new core reading program ~ Reading Street.
- Support or participate in classroom demonstrations and modeling of research based literacy

standards.

- Mentor and support new teachers and teachers identified as in need of improvement

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

To ensure a smooth transition into kindergarten, teachers and administrators from Lake Country Elementary communicate often with the community's early childhood programs. Expectations are communicated back and forth across both levels. Information about the Kindergarten Common Core State Standards is provided to the preschools so they are aware of where students need to be academically when they make the transition. In May, parent meetings are held at the preschools when elementary staff can attend and answer any questions parents have. Each preschool is also invited to bring their 4 year old students to spend a morning in the Kindergarten classrooms in May. Open House is held the week before school starts in August where students can meet their teachers and become comfortable with their surroundings. At the start of the school year, The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. At Lake Country Elementary we have also established "Dream Teams" where we partner up our kindergarten classrooms with intermediate classrooms to form a mentoring relationship.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	53%		No	57%
American Indian				
Asian				
Black/African American	43%		No	49%
Hispanic	46%		No	51%
White	63%		No	66%
English language learners	37%		No	43%
Students with disabilities	31%		No	38%
Economically disadvantaged	48%		No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	46%	56%
Students scoring at or above Achievement Level 4	56	20%	25%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	168	60%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	46	65%	75%

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	44%	57%
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]		29%
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]		36%

Postsecondary Readiness

2012 Actual # 2012 Actual % 2014 Target %

On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.

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

54 57% 70%

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	48%		No	54%
American Indian				
Asian				
Black/African American	32%		No	39%
Hispanic	48%		No	54%
White	52%		No	57%
English language learners	37%		No	43%
Students with disabilities	28%		No	35%
Economically disadvantaged	45%		No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

2013 Actual # 2013 Actual % 2014 Target %

Students scoring at Achievement Level 3

143 51% 61%

Students scoring at or above Achievement Level 4

59 21% 25%

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

Learning Gains

2013 Actual # 2013 Actual % 2014 Target %

Learning Gains

55 67% 70%

Students in lowest 25% making learning gains (FCAT 2.0 and EOC)

30 71% 72%

Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	33%	51%
Students scoring at or above Achievement Level 4	26	33%	51%
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			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
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 5: Science, Technology, Engineering, and Mathematics (STEM)			

All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	19		19
Participation in STEM-related experiences provided for students	594	100%	100%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	44	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	44	7%	5%
Students who are not proficient in reading by third grade	47	51%	40%
Students who receive two or more behavior referrals	6	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
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

By June 2013, 95% of parents will have participated in their child's' education as determined by attendance at parent meetings, workshops and quarterly parent/ teacher conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our target is to have 95% of parents participating in their child's education.	563	93%	95%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

(50%) 66 out 133 ELL students will be proficient in reading based on the 2013-14 CELLA test. Our goal is to increase our ELL students' comprehension of text through the Rosetta Stone program.

Goal #2:

The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading

Goal #3:

Increase students' writing skills through the Write Bright curriculum and Writing to Sources.

Goal #4:

The percentage of grade 4 & 5 students making Learning Gains in reading on the 2013 FCAT will increase from 60% (112/187) in 2013 to 62% (113/189) in 2014. Increase students ownership of learning through data notebooks and feedback from classroom teacher

Goal #5:

In grades 3-5, 64% of students will achieve mastery (Level 3) on the 2013 administration of the FCAT Mathematics Test. Our goal is to increase students' math problem solving abilities.

Goal #6:

In grades 4-5, 71% of students will demonstrate learning gains on the 2014 administration of the FCAT Mathematics Test. Our goal is to increase students concrete understanding of the Math standards.

Goal #7:

The percentage of students achieving FCAT Level 3 in reading will increase from 46% in 2013 to 56% in 2014. This will achieve 25% (10%) per year of the achievement gap from 45% to 85% by 2017. Increase students' comprehension of rigorous text.

Goal #8:

The percentage of students scoring level 3 or higher on the 2014 FCAT Science Test will increase from 38% (33/88) to 51% (45/88). We will increase students' understanding of the scientific method through science investigations and hands on experiments.

Goal #9:

Every early release day will be designated for school-wide STEM activities and projects.

Goals Detail

Goal #1: (50%) 66 out 133 ELL students will be proficient in reading based on the 2013-14 CELLA test. Our goal is to increase our ELL students' comprehension of text through the Rosetta Stone program.

Targets Supported • Reading - CELLA

Resources Available to Support the Goal • Rosetta Stone

Problem-Solving to Achieve the Goal

Barrier #1: Our ELL students do not have the background knowledge and vocabulary necessary to comprehend many levels of text.

Plan to Monitor Progress Toward the Goal

Action:

Rosetta Stone reports will be collected to monitor student growth in the program.

Person or Persons Responsible:

Administrators and ESOL para

Target Dates or Schedule:

Monthly

Evidence of Completion:

Rosetta Stone report

Goal #2: The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading

Targets Supported • Reading - FCAT2.0

Resources Available to Support the Goal • Pearson Reading Street Curriculum Pearson Science Leveled Readers Close Reading lessons Higher Order Questioning Professional Development Kagan Cooperative Structures

Problem-Solving to Achieve the Goal

Barrier #1: Students who score below level 4 or 5 do not receive sufficient acceleration interventions specific to higher order questioning and responding.

Barrier #2: Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts.

Plan to Monitor Progress Toward the Goal

Action:

We will monitoring the increase in Reading levels through Successmaker, STAR, and FAIR data.

Person or Persons Responsible:

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data provided in Successmaker, STAR, and FAIR data.

Goal #3: Increase students' writing skills through the Write Bright curriculum and Writing to Sources.

Targets Supported • Writing

Resources Available to Support the Goal • Write Bright Curriculum Pearson Reading Street- Writing to Sources section

Problem-Solving to Achieve the Goal

Barrier #1: Implementing consistent, effective writing strategies in the classroom across the grade levels.

Plan to Monitor Progress Toward the Goal

Action:

We will monitor progress based on the percentage of students who are on and off grade level in writing based on the district adopted Grade Level Writing indicators.

Person or Persons Responsible:

Administrators and Progress Monitoring Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

88% of students will be on grade level in Writing based on the Writing Grade Level Indicators.

Goal #4: The percentage of grade 4 & 5 students making Learning Gains in reading on the 2013 FCAT will increase from 60% (112/187) in 2013 to 62% (113/189) in 2014. Increase students ownership of learning through data notebooks and feedback from classroom teacher

Targets Supported

- Reading - FCAT2.0
- Reading - Learning Gains

Resources Available to Support the Goal

- Kagan Cooperative Structures Pearson Reading Street Curriculum

Problem-Solving to Achieve the Goal

Barrier #1: Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.

Plan to Monitor Progress Toward the Goal

Action:

Based on the evidence collected during Progress Monitoring meetings, administration will make necessary adjustments in order to ensure the use of Student Data Notebooks.

Person or Persons Responsible:

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress Monitoring meetings

Goal #5: In grades 3-5, 64% of students will achieve mastery (Level 3) on the 2013 administration of the FCAT Mathematics Test. Our goal is to increase students' math problem solving abilities.

Targets Supported • Math - Elementary and Middle FCAT 2.0

Resources Available to Support the Goal

- Go Math Singapore Math Strategies Supplemental- Connect Ed program Successmaker

Problem-Solving to Achieve the Goal

Barrier #1: Lack of concrete understanding of math concepts and perseverance through problem solving.

Plan to Monitor Progress Toward the Goal

Action:

Administration will review Pinnacle grades, Successmaker Math data, and % of students meeting grade level indicators.

Person or Persons Responsible:

Administrators and Progress Monitoring Team

Target Dates or Schedule:

Monthly/Quarterly

Evidence of Completion:

Obtaining the amount of students currently on grade level in Math.

Goal #6: In grades 4-5, 71% of students will demonstrate learning gains on the 2014 administration of the FCAT Mathematics Test. Our goal is to increase students concrete understanding of the Math standards.

Targets Supported • Math - Elementary and Middle Learning Gains

Resources

Available to Support the Goal

- Go Math Singapore Math strategies Manipulatives

Problem-Solving to Achieve the Goal

Barrier #1: The lack of students' concrete understanding of math concepts.

Plan to Monitor Progress Toward the Goal

Action:

Data will be shared during CLTs meeting- Successmaker and Class Average on Chapter tests.

Person or Persons Responsible:

Administration and CLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Team meeting notes

Goal #7: The percentage of students achieving FCAT Level 3 in reading will increase from 46% in 2013 to 56% in 2014. This will achieve 25% (10%) per year of the achievement gap from 45% to 85% by 2017. Increase students' comprehension of rigorous text.

Targets Supported • Reading - FCAT2.0

Resources Available to Support the Goal

- Master Schedule- Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.
- Pearson Reading Street Series- Students will receive specific, rigorous, direct instruction through Close Reading lessons with high complexity text through the implementation of the new Common Core Reading series- Reading Street with the focus of 50% Fiction and 50% Non-Fiction.
- Pearson Reading Street Series- Teachers will increase academic vocabulary through academic vocabulary, Greek and Latin roots study, content area vocabulary, and new Common Core Reading series phonics/vocabulary instruction.
- Rosetta Stone program for our ELL student population
- Successmaker Computer Program- Our subgroups who have scored a Level 1 or 2 will receive Successmaker twice a day.
- Professional Development with Pearson Reading Street Representative

Problem-Solving to Achieve the Goal

- Barrier #1:** Instruction in reading is systematic and explicit. However, students have not developed stamina to demonstrate proficiency on reading assessments.
- Barrier #2:** Instruction in reading is systematic and explicit. However, students have not been consistently exposed to complex text in their grade level.
- Barrier #3:** Instruction in reading is systematic and explicit. However, students have not developed knowledge of vocabulary needed for the content area.

Plan to Monitor Progress Toward the Goal
Action:

FAIR comprehension cluster, SME data, and STAR Reading report will be analyzed to determine the growth of students in Reading.

Person or Persons Responsible:

Administrators, Reading coach, and Progress Monitoring Team

Target Dates or Schedule:

Every nine weeks during Progress Monitoring Meetings and quarterly data meeting days.

Evidence of Completion:

FAIR assessments for AP1, AP2, and AP3, SME data, and STAR Reading report.

Goal #8: The percentage of students scoring level 3 or higher on the 2014 FCAT Science Test will increase from 38% (33/88) to 51% (45/88). We will increase students' understanding of the scientific method through science investigations and hands on experiments.

Targets Supported • Science - Elementary School

Resources Available to Support the Goal

- Pearson Science and STEM Curriculum Science Level Readers Science Connection Materials and PD

Problem-Solving to Achieve the Goal

Barrier #1: Students do not have an in depth understanding of the scientific method.

Plan to Monitor Progress Toward the Goal

Action:

Teachers will provide the Progress Monitoring team data on the students' chapter test scores.

Person or Persons Responsible:

Administration, Progress Monitoring Team, and Classroom Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

70% of students will pass the Science Chapter tests.

Goal #9:	Every early release day will be designated for school-wide STEM activities and projects.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Pearson Interactive Science Curriculum Science Connection Committee Meeting Share Out

Problem-Solving to Achieve the Goal

Barrier #1: Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technology, Engineering, and Math.

Plan to Monitor Progress Toward the Goal

Action:

During Progress Monitoring meetings, we will monitor progress towards our goal through sharing of lesson plans and students' Reading, Writing, Math, and Science grade level indicators.

Person or Persons Responsible:

Administration and Progress Monitoring Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Grade level indicators- % on grade level in all subject areas

Action Plan for Improvement

Goal #1:	(50%) 66 out 133 ELL students will be proficient in reading based on the 2013-14 CELLA test. Our goal is to increase our ELL students' comprehension of text through the Rosetta Stone program.
Barrier #1:	Our ELL students do not have the background knowledge and vocabulary necessary to comprehend many levels of text.
Strategy #1:	Our ELL students who scored lower on CELLA will complete the Rosetta Stone program each morning for 30 minutes.

Action Step 1

Action:

ELL students will be identified and Rosetta Stone licenses will be issued to students. A Rosetta Stone Schedule will be set in place to begin the 2nd week of school.

Person or Persons Responsible:

Administrators and ESOL para

Target Dates or Schedule:

August 2013

Evidence of Completion:

Rosetta Stone licenses and schedule

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Administration and our ESOL para will take attendance daily to make sure students are coming to complete the 30 minutes of Rosetta Stone.

Person or Persons Responsible:

Administrators and ESOL Para

Target Dates or Schedule:

Daily

Evidence of Completion

Attendance log and activity log from Rosetta Stone Program

Plan to Monitor Effectiveness of the Strategy

Action:

During Progress Monitoring, we will see if students are making learning gains in Reading as well as in the Rosetta Stone program.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress Monitoring data collection

Goal #2:	The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading
Barrier #1:	Students who score below level 4 or 5 do not receive sufficient acceleration interventions specific to higher order questioning and responding.
Strategy #1:	Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.

Action Step 1 - PD Opportunity

Action:

Monitored Independent Reading will take place everyday in the Acceleration schedule. Students will be reading books based on their AR levels and taking quizzes on a weekly basis.

Person or Persons Responsible:

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

Target Dates or Schedule:

Monitored Independent Reading will take place everyday in the Acceleration schedule.

Evidence of Completion:

Improvement in STAR Reading Test levels and points earned in AR.

Facilitator:

Ashley Culverhouse- Reading Coach

Participants:

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Administrators and Reading Coach will observe teachers' higher order questioning and student responses. Feedback will be given after observation.

Person or Persons Responsible:

Administrators and Reading Coach

Target Dates or Schedule:

Weekly walk throughs and classroom observation

Evidence of Completion

Effective ratings in Domain 3: Questioning and Discussion Techniques

Plan to Monitor Effectiveness of the Strategy

Action:

Teachers will be provided with specific feedback on their questioning techniques and student engagement piece on a monthly basis.

Person or Persons Responsible:

Administrators and Reading Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Informal and Formal Observation results

Goal #2:	The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading
Barrier #2:	Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts.
Strategy #1:	Close Reading lessons will be implemented through the Pearson Reading Street curriculum. Teachers will use Kagan Cooperative Structure strategies to increase student engagement and interest in the higher level text.

Action Step 1 - Budget Item - PD Opportunity

Action:

Close Reading lessons will be planned each week to ensure exposure to higher level text and Kagan Cooperative Structures will be included in plans to create higher student engagement.

Person or Persons Responsible:

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans will indicate Close Reading lessons, differentiation, and Kagan Cooperative structures.

Facilitator:

Kagan Cooperative Structures representative.

Participants:

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Lesson plans will be checked weekly to ensure Close Reading lessons and Kagan Cooperative structures are in place. Classroom observations by administrators will be made on a weekly basis. Team planning will occur weekly where fidelity can be assessed.

Person or Persons Responsible:

Administrators, Reading Coach, and Curriculum Leadership team

Target Dates or Schedule:

Weekly

Evidence of Completion

Informal and Formal Observations by Administration, Lesson plans, and collaborative planning.

Plan to Monitor Effectiveness of the Strategy

Action:

Curriculum Leadership Team will meet monthly to determine the effectiveness of the Kagan Cooperative Structures and Close Reading Lessons.

Person or Persons Responsible:

Administrators, Reading Coach, and Curriculum Leadership team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Team Meeting discussion, feedback, minutes from the meeting.

Goal #3:	Increase students' writing skills through the Write Bright curriculum and Writing to Sources.
Barrier #1:	Implementing consistent, effective writing strategies in the classroom across the grade levels.
Strategy #1:	PLCs – Teachers in grades 3-5 will implement balanced practice in argument/opinion, informative/explanatory, and narrative writing. Complete writing tasks in response to multiple text and cite text-based evidence. Connect weekly writing tasks to unit writing projects.

Action Step 1 - PD Opportunity

Action:

Professional Learning Communities will collaborate and plan writing lessons using the Reading Street curriculum and Write Bright Station.

Person or Persons Responsible:

Administrators and Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans and classroom observations by Administration.

Facilitator:

Erica Ashley- Write Bright Pearson Reading Street Representative

Participants:

Administrators and Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

We will monitor fidelity through participation in PLCs each week. Administration, CLTs, and Reading Coach will be able to provide feedback and observe teams planning.

Person or Persons Responsible:

Administration, CLTs, and Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion

Team Meeting Notes and Lesson Plans

Plan to Monitor Effectiveness of the Strategy

Action:

During Progress Monitoring meetings, we will use the percentage of students who met the grade level indicators to determine effectiveness.

Person or Persons Responsible:

Administrators, CLTs, and Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Writing Grade Level Indicators- % of on and off grade level

Goal #4:	The percentage of grade 4 & 5 students making Learning Gains in reading on the 2013 FCAT will increase from 60% (112/187) in 2013 to 62% (113/189) in 2014. Increase students ownership of learning through data notebooks and feedback from classroom teacher
Barrier #1:	Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.
Strategy #1:	Teachers will implement Visible Learning strategies in the Reading instruction through students setting personal Reading goals, recording their achievement in data notebooks, and frequent conferencing/feedback sessions.

Action Step 1

Action:

Teachers will implement data notebooks in their classroom. Data will be entered by students each week based on their classroom assessments.

Person or Persons Responsible:

Administrators and Classroom Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Student Data Notebooks

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Administration will meet with grades 3-5 students individual to have student data notebook chats.

Person or Persons Responsible:

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion

Data Notebooks and Student Data Chats completed by Administration.

Plan to Monitor Effectiveness of the Strategy

Action:

During Progress Monitoring meetings classroom data will be shared and student data notebooks will be viewed.

Person or Persons Responsible:

Administration, Progress Monitoring Team, and Classroom Teacher

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data for Progress Monitoring, Data Notebooks, and Student Data Chats completed by Administration.

Goal #5:

In grades 3-5, 64% of students will achieve mastery (Level 3) on the 2013 administration of the FCAT Mathematics Test. Our goal is to increase students' math problem solving abilities.

Barrier #1:

Lack of concrete understanding of math concepts and perseverance through problem solving.

Strategy #1:

We will continue to use the Singapore Math strategies of introducing Math concepts through concrete, pictorial, and abstract problem solving.

Action Step 1 - PD Opportunity

Action:

During Team Meetings, Administration and Team Leaders will plan Math lessons using the Singapore Math strategies.

Person or Persons Responsible:

Administration and CLTs

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans and Classroom Observations

Facilitator:

Erica Ashley- Singapore Math Strategies

Participants:

Administration and CLTs

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Team Meeting notes and lesson plans will be checked every week for indication of Singapore Math strategies implementation.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Weekly

Evidence of Completion

Team Meeting notes, Informal Observations, and Lesson Plans checked weekly

Plan to Monitor Effectiveness of the Strategy

Action:

Teachers will share the number of students who met the Math Grade Level Indicators adopted by the District.

Person or Persons Responsible:

Administration and Progress Monitoring Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

64% of students will meet the Math Grade Level Indicators.

Goal #6:

In grades 4-5, 71% of students will demonstrate learning gains on the 2014 administration of the FCAT Mathematics Test. Our goal is to increase students concrete understanding of the Math standards.

Barrier #1:

The lack of students' concrete understanding of math concepts.

Strategy #1:

Teachers will incorporate hands-on activities in every Math lesson.

Action Step 1

Action:

During Team Planning, teachers will create hands-on Math activities that promote exploration and concrete understanding of the Math standard.

Person or Persons Responsible:

Administrators, CLT, and Classroom Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans and classroom observation by Administration.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Administration and CLTs will monitor the fidelity of implementation through discussion and collaboration during team planning.

Person or Persons Responsible:

Administration and CLTs

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson Plans and Classroom Observation

Plan to Monitor Effectiveness of the Strategy

Action:

During Progress Monitoring, we will monitor effectiveness through the percentage of students who are meeting the Math Grade Level indicators and making learning gains in Successmaker Math.

Person or Persons Responsible:

Administration and Progress Monitoring Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

71% of students will be on grade level in Math and making learning gains in Successmaker.

Goal #7:	The percentage of students achieving FCAT Level 3 in reading will increase from 46% in 2013 to 56% in 2014. This will achieve 25% (10%) per year of the achievement gap from 45% to 85% by 2017. Increase students' comprehension of rigorous text.
Barrier #1:	Instruction in reading is systematic and explicit. However, students have not developed stamina to demonstrate proficiency on reading assessments.
Strategy #1:	Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.

Action Step 1 - PD Opportunity

Action:

Literacy Leadership Team reviews FAIR OPM in comprehension to determine the percent of students scoring medium or high within specific cluster areas every nine weeks.

Person or Persons Responsible:

Administrators, reading coaches, curriculum leader team members, and classroom teachers

Target Dates or Schedule:

Progress Monitoring Team reviews FAIR OPM in comprehension to determine the percent of students scoring medium or high within specific cluster areas every nine weeks.

Evidence of Completion:

The evidence of completion will be the percent of students scoring medium or high within the comprehension cluster in FAIR. This will be determined every nine weeks during Progress Monitoring Meetings.

Facilitator:

Reading Coach

Participants:

Administrators, reading coaches, curriculum leader team members, and classroom teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

FAIR comprehension cluster, Successmaker data, and STAR Reading level will be analyzed to determine the growth of students in Reading.

Person or Persons Responsible:

Administrators, Reading coach, MTSS team, Curriculum leader team members.

Target Dates or Schedule:

Every nine weeks for progress monitoring.

Evidence of Completion

Data from FAIR AP1, AP2, and AP3, Successmaker, and STAR Reading

Plan to Monitor Effectiveness of the Strategy

Action:

FAIR comprehension cluster, SME data, and STAR Reading report will be analyzed to determine the growth of students in Reading.

Person or Persons Responsible:

Administrators, Reading coach, and Progress Monitoring Team

Target Dates or Schedule:

Every nine weeks during Progress Monitoring Meetings and quarterly data meeting days.

Evidence of Completion:

FAIR assessments for AP1, AP2, and AP3, SME data, and STAR reading report

Goal #7:	The percentage of students achieving FCAT Level 3 in reading will increase from 46% in 2013 to 56% in 2014. This will achieve 25% (10%) per year of the achievement gap from 45% to 85% by 2017. Increase students' comprehension of rigorous text.
Barrier #2:	Instruction in reading is systematic and explicit. However, students have not been consistently exposed to complex text in their grade level.
Strategy #1:	Classroom teachers will assess student responses to high complexity text through the weekly tests given in the Scott Foresman Reading Street series

Action Step 1 - PD Opportunity

Action:

Classroom teachers will assess student responses to high complexity text through the weekly tests given in the Scott Foresman Reading Street series

Person or Persons Responsible:

Administrators, Reading Coach, and Curriculum Leadership Team

Target Dates or Schedule:

This will be done every week during team planning.

Evidence of Completion:

Data Notebook entries and Pinnacle grade book.

Facilitator:

Pearson Reading Street Representative and Reading Coach

Participants:

Administrators, Reading Coach, and Curriculum Leadership Team

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Administrator, Reading Coach, and MTSS team will participate in team meetings and planning.

Person or Persons Responsible:

Administrators, Reading Coach, MTSS team, and Classroom Teachers

Target Dates or Schedule:

During Progress Monitoring Meetings and Data Team Days (quarterly) and weekly during team planning.

Evidence of Completion

Student Data Notebooks and Pinnacle Grade book

Plan to Monitor Effectiveness of the Strategy

Action:

During progress monitoring meetings, we will evaluate student learning and growth through the average weekly test score.

Person or Persons Responsible:

Administrators and Progress Monitoring Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress Monitoring Data

Goal #7:	The percentage of students achieving FCAT Level 3 in reading will increase from 46% in 2013 to 56% in 2014. This will achieve 25% (10%) per year of the achievement gap from 45% to 85% by 2017. Increase students' comprehension of rigorous text.
Barrier #3:	Instruction in reading is systematic and explicit. However, students have not developed knowledge of vocabulary needed for the content area.
Strategy #1:	Teachers will increase academic vocabulary through BEAR Word Sorts, academic vocabulary, Greek and Latin roots study, content area vocabulary, and new Common Core Reading series phonics/vocabulary instruction.

Action Step 1

Action:

Teachers will increase academic vocabulary through BEAR Word Sorts, academic vocabulary, Greek and Latin roots study, content area vocabulary, and new Common Core Reading series phonics/vocabulary instruction/

Person or Persons Responsible:

Administrators, Reading Coach, MTSS team, and Curriculum Leadership Team

Target Dates or Schedule:

Quarterly during Progress Monitoring Meetings and weekly team meetings.

Evidence of Completion:

Team Meeting notes, Lesson plans, and Pinnacle Grade book.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Teachers will increase academic vocabulary through BEAR Word Sorts, Greek and Latin roots study, content area vocabulary, and new Common Core Reading series phonics/vocabulary instruction.

Person or Persons Responsible:

Administrators, Reading Coach, MTSS team, and Classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion

Weekly tests, Pinnacle Grade Book

Plan to Monitor Effectiveness of the Strategy

Action:

We will discuss and evaluate the implementation of the new Reading Street series and review data provided through the weekly tests.

Person or Persons Responsible:

Administrators, Curriculum Leadership Team, and Reading Coach

Target Dates or Schedule:

Curriculum Leadership Team meetings- monthly.

Evidence of Completion:

70% or higher on Weekly Reading Tests and Spelling tests

Goal #8:	The percentage of students scoring level 3 or higher on the 2014 FCAT Science Test will increase from 38% (33/88) to 51% (45/88). We will increase students' understanding of the scientific method through science investigations and hands on experiments.
Barrier #1:	Students do not have an in depth understanding of the scientific method.
Strategy #1:	Teachers will incorporate hands on science investigations tied to our NGSSS Science Standards on a weekly basis.

Action Step 1

Action:

Team meetings will occur weekly to plan hands on science investigations.

Person or Persons Responsible:

Administrators, CLTs, and Classroom Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans, Team Meeting notes, and Classroom Observations by Administration

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

During Curriculum Leadership Team Meetings, we will assess the implementation of the hands-on science investigations through discussion of best practices.

Person or Persons Responsible:

Administrators and CLTs

Target Dates or Schedule:

Monthly

Evidence of Completion

Team Meeting notes

Plan to Monitor Effectiveness of the Strategy

Action:

Teachers will gather data based on the Chapter Science tests. Their goal is to have 70% of students pass the Chapter Science tests.

Person or Persons Responsible:

Administration and Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data provided by teachers

Goal #9:	Every early release day will be designated for school-wide STEM activities and projects.
Barrier #1:	Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technology, Engineering, and Math.
Strategy #1:	Incorporate Active Learning Strategies- -Engage in higher-order thinking tasks as analysis, synthesis and evaluation; -Study ideas, solve problems and apply what they have learned; -Construct hypotheses and make decisions; -Provide meaning and organization to experiences; -Work collaboratively with others; -Connect real-life work between school and what will take place in the rest of their lives -Address cultural influences and individual learning styles

Action Step 1 - Budget Item

Action:

Conduct STEM activities on every Early Release Day

Person or Persons Responsible:

Administration, Science Connection Committee, and Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Completion of STEM activities on every Early Release Day

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

During the Curriculum Leadership Team meeting, we will discuss the implementation of the STEM days and revisit any areas we need to reevaluate.

Person or Persons Responsible:

Administration, CLT, and Science Connection Committee

Target Dates or Schedule:

Monthly

Evidence of Completion

Team Meeting notes

Plan to Monitor Effectiveness of the Strategy

Action:

We will monitor effectiveness through teacher feedback from STEM lessons.

Person or Persons Responsible:

Administration and CLTS

Target Dates or Schedule:

Monthly

Evidence of Completion:

Feedback from Teachers

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

Title I, Part A

Will provide funds to all district schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB.

Title I, Part C- Migrant

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D

Provides services to children who are delinquent or neglected.

Title II, Part A

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III

Supports activities to assist students become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education.

Title VI, Part B

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring.

Title X- Homeless

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Violence Prevention Programs

The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs

District food service department participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations.

Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

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 #2: The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading

Barrier #1: Students who score below level 4 or 5 do not receive sufficient acceleration interventions specific to higher order questioning and responding.

Strategy #1: Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.

Action Step #1: Monitored Independent Reading will take place everyday in the Acceleration schedule. Students will be reading books based on their AR levels and taking quizzes on a weekly basis.

Facilitator leader

Ashley Culverhouse- Reading Coach

Participants

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

Target dates or schedule

Monitored Independent Reading will take place everyday in the Acceleration schedule.

Evidence of Completion and Person Responsible for Monitoring

Improvement in STAR Reading Test levels and points earned in AR.

(Person Responsible: Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers)

Barrier #2: Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts.

Strategy #1: Close Reading lessons will be implemented through the Pearson Reading Street curriculum. Teachers will use Kagan Cooperative Structure strategies to increase student engagement and interest in the higher level text.

Action Step #1: Close Reading lessons will be planned each week to ensure exposure to higher level text and Kagan Cooperative Structures will be included in plans to create higher student engagement.

Facilitator leader

Kagan Cooperative Structures representative.

Participants

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Lesson plans will indicate Close Reading lessons, differentiation, and Kagan Cooperative structures.

(Person Responsible: Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers)

Goal #3: Increase students' writing skills through the Write Bright curriculum and Writing to Sources.

Barrier #1: Implementing consistent, effective writing strategies in the classroom across the grade levels.

Strategy #1: PLCs – Teachers in grades 3-5 will implement balanced practice in argument/opinion, informative/explanatory, and narrative writing. Complete writing tasks in response to multiple text and cite text-based evidence. Connect weekly writing tasks to unit writing projects.

Action Step #1: Professional Learning Communities will collaborate and plan writing lessons using the Reading Street curriculum and Write Bright Station.

Facilitator leader

Erica Ashley- Write Bright Pearson Reading Street Representative

Participants

Administrators and Teachers

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Lesson plans and classroom observations by Administration.

(Person Responsible: Administrators and Teachers)

Goal #5: In grades 3-5, 64% of students will achieve mastery (Level 3) on the 2013 administration of the FCAT Mathematics Test. Our goal is to increase students' math problem solving abilities.

Barrier #1: Lack of concrete understanding of math concepts and perseverance through problem solving.

Strategy #1: We will continue to use the Singapore Math strategies of introducing Math concepts through concrete, pictorial, and abstract problem solving.

Action Step #1: During Team Meetings, Administration and Team Leaders will plan Math lessons using the Singapore Math strategies.

Facilitator leader

Erica Ashley- Singapore Math Strategies

Participants

Administration and CLTs

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Lesson plans and Classroom Observations

(Person Responsible: Administration and CLTs)

Goal #7: The percentage of students achieving FCAT Level 3 in reading will increase from 46% in 2013 to 56% in 2014. This will achieve 25% (10%) per year of the achievement gap from 45% to 85% by 2017. Increase students' comprehension of rigorous text.

Barrier #1: Instruction in reading is systematic and explicit. However, students have not developed stamina to demonstrate proficiency on reading assessments.

Strategy #1: Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.

Action Step #1: Literacy Leadership Team reviews FAIR OPM in comprehension to determine the percent of students scoring medium or high within specific cluster areas every nine weeks.

Facilitator leader

Reading Coach

Participants

Administrators, reading coaches, curriculum leader team members, and classroom teachers

Target dates or schedule

Progress Monitoring Team reviews FAIR OPM in comprehension to determine the percent of students scoring medium or high within specific cluster areas every nine weeks.

Evidence of Completion and Person Responsible for Monitoring

The evidence of completion will be the percent of students scoring medium or high within the comprehension cluster in FAIR. This will be determined every nine weeks during Progress Monitoring Meetings.

(Person Responsible: Administrators, reading coaches, curriculum leader team members, and classroom teachers)

Barrier #2: Instruction in reading is systematic and explicit. However, students have not been consistently exposed to complex text in their grade level.

Strategy #1: Classroom teachers will assess student responses to high complexity text through the weekly tests given in the Scott Foresman Reading Street series

Action Step #1: Classroom teachers will assess student responses to high complexity text through the weekly tests given in the Scott Foresman Reading Street series

Facilitator leader

Pearson Reading Street Representative and Reading Coach

Participants

Administrators, Reading Coach, and Curriculum Leadership Team

Target dates or schedule

This will be done every week during team planning.

Evidence of Completion and Person Responsible for Monitoring

Data Notebook entries and Pinnacle grade book.

(Person Responsible: Administrators, Reading Coach, and Curriculum Leadership Team)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

Goal #2: The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading

Barrier #2: Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts.

Strategy #1: Close Reading lessons will be implemented through the Pearson Reading Street curriculum. Teachers will use Kagan Cooperative Structure strategies to increase student engagement and interest in the higher level text.

Action Step #1: Close Reading lessons will be planned each week to ensure exposure to higher level text and Kagan Cooperative Structures will be included in plans to create higher student engagement.

Resource Type Professional Development

Resource Professional Development in Kagan Cooperative Structures for new teachers

Funding Source Title I

Amount Needed \$756

Goal #9: Every early release day will be designated for school-wide STEM activities and projects.

Barrier #1: Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technology, Engineering, and Math.

Strategy #1: Incorporate Active Learning Strategies- -Engage in higher-order thinking tasks as analysis, synthesis and evaluation; -Study ideas, solve problems and apply what they have learned; -Construct hypotheses and make decisions; -Provide meaning and organization to experiences; -Work collaboratively with others; -Connect real-life work between school and what will take place in the rest of their lives -Address cultural influences and individual learning styles

Action Step #1: Conduct STEM activities on every Early Release Day

Resource Type Evidence-Based Materials

Resource Research based science materials to support early release STEM day activities

Funding Source Title I

Amount Needed \$250

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Lake Placid Elementary School
District: 28 - Highlands
Principal: Carey L. Conner
SAC Chair: Kym Smoak
Superintendent: Mr. Wallace P Cox
School Board Approval Date: [pending]
Last Modified on: 10/01/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	101 GREEN DRAGON DR Lake Placid, FL 33852	101 GREEN DRAGON DR Lake Placid, FL 33852
Phone Number:	8636995070	
Web Address:	http://www.highlands.k12.fl.us/~lpe/	
Email Address:	connerc@highlands.k12.fl.us	

School Type:	Elementary School			
Alternative/ESE:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	78%			
Minority:	59%			
School Grade History:	<u>2012-13</u> B	<u>2011-12</u> A	<u>2010-11</u> A	<u>2009-10</u> A

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 Lake Placid Elementary School	
Principal's name Carey L. Conner	
School Advisory Council chair's name Kym Smoak	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Andrea Summers	Assistant Principal
Vicki Million	Guidance Counselor/ESE Team Leader
Jennifer Simmons	LCRT K-2
Heather Hollan	Kindergarten Team Leader
Jennifer Raimondi	First Grade Team Leader
Marcy Irwin	Second Grade Team Leader
Amy McClellan	Third Grade Team Leader
Melinda Whitney	Fourth Grade Team Leader
Naisha Henderson	Fifth Grade Team Leader
Laura Sherley	LCRT 3-5
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP Pending	
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 The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The position titles include a Chairman, Co-Chairman, and Secretary.	
Describe the involvement of the SAC in the development of this school improvement plan Along with the Curriculum Leadership Team the SAC members assist with the development, monitoring, and evaluation of the school improvement plan. Each team member is assigned to a specific content area or other area in which goals are developed to provide support and assistance.	
Describe the activities of the SAC for the upcoming school year In addition to assisting with the development and monitoring of the school improvement plan, the SAC will be involved in preparing and approving the school's budget. Each month SAC members are informed of school events, policies, parent involvement, and student achievement. Any legislative or district policy that affect our school are also discussed with the Council.	
Describe the projected use of school improvement funds and include the amount allocated to each project	

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:

Carey L. Conner

Principal

Years as Administrator: 5

Years at Current School: 11

Credentials

B.S. Elementary Education; M.A. Educational Leadership
Certifications: Educational Leadership/School Principal, Specific
Learning Disabilities, Reading/ESOL Endorsed

Performance Record

2012-2013 B; no AYP
2011-2012 A; no AYP
2010-2011 A; no AYP
2009-2010 A; AYP met
2008-2009 A; no AYP

Andrea Summers

Asst Principal

Years as Administrator: 1

Years at Current School: 13

Credentials

B.S. Accounting and Finance, Florida Southern College
M.S. Educational Leadership, University of South Florida
Certifications: Elementary Education; Exceptional Student Education;
Business Education; Educational Leadership; ESOL Endorsement;
Reading Endorsement
National Board Certified Teacher

Performance Record

2012-2013 B; no AYP
2011-2012 A; no AYP
2010-2011 A; no AYP
2009-2010 A; AYP
2008-2009 A; no AYP

Instructional Coaches

Instructional Coaches 2

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

Instructional Coach Information:

Jennifer Simmons		
Full-time / School-based	Years as Coach: 0	Years at Current School: 11
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BS Health Care Admin BS Elementary Education Certifications: Elementary Education, Primary Education Reading Endorsed, Gifted Endorsed	
Performance Record		
Laura Sherley		
Full-time / School-based	Years as Coach: 0	Years at Current School:
Areas	Reading/Literacy, RtI/MTSS	
Credentials	B.A. Elementary Education M.A. Educational Leadership Certifications: Elementary Education, ESOL Reading Endorsed	
Performance Record		
Classroom Teachers		
# of classroom teachers 52		
# receiving effective rating or higher , 0%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 43, 83%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. , 0%		
# ESOL endorsed 34, 65%		
# reading endorsed 12, 23%		
# with advanced degrees 8, 15%		
# National Board Certified 7, 13%		
# first-year teachers 2, 4%		
# with 1-5 years of experience 13, 25%		
# with 6-14 years of experience 17, 33%		
# with 15 or more years of experience 20, 38%		
Education Paraprofessionals		
# of paraprofessionals		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c)		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals		
# receiving effective rating or higher		
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.

Lake Placid Elementary recruits highly qualified teachers through the efforts of the Human Resources Department. On the job posting website, the department indicates whether or not a teacher candidate is highly qualified. Whenever teachers are interviewed, highly qualified teachers are selected whenever possible.

Additionally, LPE encourages internships from local colleges and universities so that potential teacher candidates are trained under the school's highly qualified teachers through their internship. As positions become available, we hope to hire previous successful interns.

New teachers that are hired at LPE receive monthly training provided by the Literacy Curriculum Reading Teachers and the administration to support the implementation of best practices. Each grade level team meets weekly to plan instruction, analyze data, and share best practices.

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

When a first year teacher is hired at Lake Placid Elementary, they are immediately assigned a mentor that has received Clinical Educator training or Mentor Training. These assignments are typically based on grade level. Though we have a few new teachers to LPE this year, they are experienced teachers. They will receive the necessary support from their grade level rather than being assigned a mentor.

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

Members of the RtI team will meet to review the previous year's data to identify students in each tier so the current teacher could be notified of the students receiving Tier 2 & 3 interventions. The RtI team will meet weekly with the school psychologist and individual classroom teachers. The purpose of these meetings is to review student performance, success of intervention, and make further instructional decisions. The RtI team members will work with grade level teams to assist them in analyzing grade level and class data in order to determine the effectiveness of core instruction.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The Leadership Team met to analyze school wide and grade-level data to identify student achievement and behavior trends. The Core RtI team members analyzed disaggregated data in order to identify trends and groups in need of intervention. Data review plans, supports, and instructional focus calendars are being generated as a result of these meetings. Data-based decision making rules and procedures were developed. Processes to ensure intervention fidelity continue to be developed. The school improvement plan will be shared with all major stakeholders including the School Advisory Council (SAC), parents, and teachers..

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

MTSS/SIP will be supported through on-going professional development, weekly meetings for teachers with students in need of interventions, grade level data analysis and quarterly progress monitoring.

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)

Data Sources:

Reading: FAIR (PMRN), FCAT, Core Assessments Math: FCAT, Performance Matters, Core Assessments

Science: Performance Matters, Core Assessments Behavior/Attendance: Genesis (school database)

Writing: LPE Writes, Classroom samples

Weekly RtI meetings are held to discuss students receiving Tier 3 interventions with the RtI team and the school psychologist. During these meetings classroom data and individual student data is analyzed and discussed. Individual probing data is shared and interventions are monitored for effectiveness.

At each quarterly Progress Monitoring meeting, assessment data is thoroughly reviewed using data from FAIR, Pinnacle Gradebook, Performance Matters Math and Science, LPE Writes, PAST/Phonics, classroom assessments, AIMS web, and Genesis.

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

Staff will receive refresher training in October to review the MTSS, and documenting interventions. The Guidance Counselor will provide training in A3, developing Progress Monitoring Plans, and updating PMPs. The RtI team members will meet with grade level groups to discuss specific interventions, tracking tools, and to analyze data.

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: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

Strategy Description

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Carey Conner	Principal
Andrea Summers	Assistant Principal
Heather Hollan	Kindergarten Teacher

Jennifer Raimondi	First Grade Teacher
Marcy Irwin	Second Grade Teacher
Melinda Whitney	Fourth Grade Teacher
Naisha Henderson	Fifth Grade Teacher
Jennifer Simmons	Literacy Curriculum/Reading Coach K-2
Laura Sherley	Literacy Curriculum Reading Coach 3-5
Amy McClellan	Third Grade Teacher
Describe how the school-based LLT functions (e.g., meeting processes, roles, functions) The LLT met initially to analyze 2012-13 data and determine progress toward previous years' SIP goals. New goals were established based on previous performance, and goals were shared with the Leadership Team and faculty. The LLT will meet monthly to analyze multiple sources of data, identify and discuss successful reading interventions, share reading resources, research based practices. Each grade level representative will report back the information to their grade level.	
What will be the major initiatives of the LLT this year? The goal of the LLT for the 2013-14 school year is to support the school wide implementation of the CCSS , plan staff development for training teachers in the shift from writing complete essays to writing to sources, share ways to integrate complex text, and to provide time for grade levels to meet to become familiar with our new Reading Street curriculum.	
Every Teacher Contributes to Reading Instruction	
Describe how the school ensures every teacher contributes to the reading improvement of every student	
Preschool Transition	
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable Lake Placid Elementary invites all pre-schools in the area to visit the school in May before Kindergarten registration. The following activities are provided for the students: school/bus safety, kindergarten class activities, and a tour of the school provided by our fifth grade ambassadors. Registration packets are given to the daycares in attendance and include a supply list, academic standards, and tips for parents to prepare their children for kindergarten. Pre-registration is held in May for two days, with one day extending into evening hours. The Data Operator communicates with parents prior to registration the required documents required to officially register a student. Parent Orientation Night is provided the Thursday before the start of school to enable students to come see their new classroom and to meet their new teacher.	
College and Career Readiness	
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?	

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	63%	54%	No	67%
American Indian				
Asian				
Black/African American	33%	33%	Yes	40%
Hispanic	58%	46%	No	63%
White	72%	65%	No	75%
English language learners	44%	11%	No	50%
Students with disabilities	38%	28%	No	44%
Economically disadvantaged	54%	46%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	22%	
Students scoring at or above Achievement Level 4	101	30%	

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	
Students in lowest 25% making learning gains (FCAT 2.0)		81%	

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	54	45%	
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	66%	62%	No	69%
American Indian				
Asian				
Black/African American	48%	33%	No	53%
Hispanic	58%	61%	Yes	63%
White	73%	68%	No	76%
English language learners	52%	78%	Yes	57%
Students with disabilities	35%	28%	No	42%
Economically disadvantaged	58%	58%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	31%	
Students scoring at or above Achievement Level 4	99	30%	

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		50%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		35%	

Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	27%	
Students scoring at or above Achievement Level 4	27	25%	
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			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
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 5: Science, Technology, Engineering, and Mathematics (STEM)			

All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		8
Participation in STEM-related experiences provided for students	99	12%	100%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	3	3%	2%
Students who are not proficient in reading by third grade	57	50%	40%
Students who receive two or more behavior referrals	12	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
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 Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

The percent of students in grades 3-5 meeting proficiency in reading on the FCAT 2.0 will increase from 54% to 63%

Goal #1:

The percent of students making learning gains in math on the FCAT 2.0 in grades 4 & 5 will increase from 50% to 60%.

Goal #1:

The percent of students meeting high standards on the FCAT 2.0 Writing Assessment will increase from 45% to 50%.

Goal #1:

The percent of students meeting high standards in Science will increase from 53% to 55% on the FCAT 2.0 Science Assessment.

Goal #1:

The number of students with excessive absences (10 or more) will decrease from 32% to 30%.

Goal #1:

The number of students receiving 2 or more discipline referrals will decrease from 1.5% to 1%.

Goals Detail

Goal #1:	The percent of students in grades 3-5 meeting proficiency in reading on the FCAT 2.0 will increase from 54% to 63%

Targets Supported

- Reading - AMO's
- Reading - FCAT2.0

Resources Available to Support the Goal

- Reading Street Strategic Intervention Lessons, My Sidewalks Intensive Intervention Materials

Problem-Solving to Achieve the Goal

Barrier #1: Students are unable to read grade level text.

Plan to Monitor Progress Toward the Goal

Action:

Progress Monitoring Meetings

Person or Persons Responsible:

Administration, Classroom Teachers, LCRTs

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress Monitoring Log

Goal #1:	The percent of students making learning gains in math on the FCAT 2.0 in grades 4 & 5 will increase from 50% to 60%.

Targets Supported

- Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal

- Go Math Intervention Materials

Problem-Solving to Achieve the Goal

Barrier #1: Students lack prerequisite skills to solve complex and mulit-step problems.

Plan to Monitor Progress Toward the Goal

Action:
Progress Monitoring

Person or Persons Responsible:
Administration, Classroom Teacher, LCRTs

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Progress Monitoring Log

Goal #1: The percent of students meeting high standards on the FCAT 2.0 Writing Assessment will increase from 45% to 50%.

Targets Supported • Writing

Resources Available to Support the Goal

- Reading Street Writing Lessons

Problem-Solving to Achieve the Goal

Barrier #1: Students lack the prerequisite skills to compose an essay that meets the scoring demands of the FCAT 2.0 Writing Assessment.

Plan to Monitor Progress Toward the Goal

Action:
Progress Monitoring

Person or Persons Responsible:
Administration, Classroom Teachers, LCRTs

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Progress Monitoring Log

Goal #1: The percent of students meeting high standards in Science will increase from 53% to 55% on the FCAT 2.0 Science Assessment.

Targets Supported • Science - Elementary School

Resources Available to Support the Goal

- Core Science Text

Problem-Solving to Achieve the Goal

Barrier #1: Students are unable to retain previously taught Science standards from third and fourth grade.

Plan to Monitor Progress Toward the Goal**Action:**

Progress Monitoring of Performance Matters Science Assessment

Person or Persons Responsible:

Administration, Classroom Teachers

Target Dates or Schedule:

3 times per year

Evidence of Completion:

Progress Monitoring Log

Goal #1: The number of students with excessive absences (10 or more) will decrease from 32% to 30%.

Targets Supported • EWS - Elementary School

Resources Available to Support the Goal • Connect Ed Automated Telephone Calling System

Problem-Solving to Achieve the Goal

Barrier #1: Parents inconsistently follow the district attendance policy.

Plan to Monitor Progress Toward the Goal**Action:**

Review of SARC Meeting Notes

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Goal #1: The number of students receiving 2 or more discipline referrals will decrease from 1.5% to 1%.

Targets Supported • EWS - Elementary School

Resources Available to Support the Goal • Leader In Me Training

Problem-Solving to Achieve the Goal

Barrier #1: Students do not enter school with appropriate social/emotional skills.

Plan to Monitor Progress Toward the Goal

Action:

Progress Monitoring

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress Monitoring Log

Action Plan for Improvement

Goal #1:

The percent of students in grades 3-5 meeting proficiency in reading on the FCAT 2.0 will increase from 54% to 63%

Barrier #1:

Students are unable to read grade level text.

Strategy #1:

Identified students will receive systematic, explicit instruction in the areas necessary to improve overall reading.

Action Step 1 - Budget Item

Action:

Provide Tier 2 and Tier 3 interventions

Person or Persons Responsible:

Classroom teachers, trained remediation paraprofessionals, and Literacy Curriculum Resource Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Rtl tracking documentation, AIMS Web probing data

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom Walk-Throughs

Person or Persons Responsible:

Administration, LCRTs

Target Dates or Schedule:

Monthly

Evidence of Completion

Walk-through Forms

Plan to Monitor Effectiveness of the Strategy

Action:

Data Analysis of AIMS Web Probing Data, Weekly and Unit Assessments

Person or Persons Responsible:

MTSS Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

MTSS Meeting Notes

Goal #1:	The percent of students making learning gains in math on the FCAT 2.0 in grades 4 & 5 will increase from 50% to 60%.
Barrier #1:	Students lack prerequisite skills to solve complex and mulit-step problems.
Strategy #1:	Students identified as lacking prerequisite skills will receive targeted instruction, focusing on the areas of deficiency.

Action Step 1

Action:

Provide small group targeted instruction

Person or Persons Responsible:

Classroom teacher, trained grade level paraprofessional

Target Dates or Schedule:

Daily

Evidence of Completion:

MTSSS Tracking Sheets

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom Walk-Throughs

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion

Walk-through Forms

Plan to Monitor Effectiveness of the Strategy

Action:

Data Analysis of Performance Matters, Timed Drills, and Chapter Tests

Person or Persons Responsible:

Administration, Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Math PLC Log

Goal #1:

The percent of students meeting high standards on the FCAT 2.0 Writing Assessment will increase from 45% to 50%.

Barrier #1:

Students lack the prerequisite skills to compose an essay that meets the scoring demands of the FCAT 2.0 Writing Assessment.

Strategy #1:

Teachers will increase the amount of time spent instructing writing.

Action Step 1

Action:

60 Minute Writing Block

Person or Persons Responsible:

Classroom Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson Plans, Classroom Walk-throughs

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom Walk-throughs

Person or Persons Responsible:

Administration, LCRTs

Target Dates or Schedule:

Monthly

Evidence of Completion

Walk-through Forms

Plan to Monitor Effectiveness of the Strategy

Action:

Analysis of Writing Samples

Person or Persons Responsible:

Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Grade level meeting notes

Goal #1:	The percent of students meeting high standards in Science will increase from 53% to 55% on the FCAT 2.0 Science Assessment.
Barrier #1:	Students are unable to retain previously taught Science standards from third and fourth grade.
Strategy #1:	Fifth grade teachers will identify areas of deficiency and remediate.

Action Step 1 - Budget Item - PD Opportunity

Action:

Analyze Performance Matters Baseline Data

Person or Persons Responsible:

Classroom Teachers

Target Dates or Schedule:

September

Evidence of Completion:

Grade Level Meeting Notes

Facilitator:

Cathy Hardesty, District Science Curriculum Resource Teacher

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom Walk-Throughs

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion

Walk-through Forms

Plan to Monitor Effectiveness of the Strategy

Action:

Data Analysis

Person or Persons Responsible:

Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Grade level meeting notes

Goal #1:	The number of students with excessive absences (10 or more) will decrease from 32% to 30%.
Barrier #1:	Parents inconsistently follow the district attendance policy.
Strategy #1:	Conduct monthly Student Attendance Review Committee Meetings.

Action Step 1

Action:

Identify students that with excessive absences

Person or Persons Responsible:

Data Operator

Target Dates or Schedule:

Monthly

Evidence of Completion:

Gensis Reports

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

SARC Meetings

Person or Persons Responsible:

Assistant Principal, Guidance Counselor, Data Operator

Target Dates or Schedule:

Monthly

Evidence of Completion

SARC Meeting Notes

Plan to Monitor Effectiveness of the Strategy

Action:

Review of Attendance Data

Person or Persons Responsible:

Administration, Data Operator

Target Dates or Schedule:

Monthly

Evidence of Completion:

Attendance Record

Goal #1:	The number of students receiving 2 or more discipline referrals will decrease from 1.5% to 1%.
Barrier #1:	Students do not enter school with appropriate social/emotional skills.
Strategy #1:	Students will be taught the 7 Habits of Highly Effective Kids.

Action Step 1 - Budget Item - PD Opportunity

Action:

School Wide Implementation of Leader in Me (7 Habits)

Person or Persons Responsible:

Administration, Classroom Teachers, Staff

Target Dates or Schedule:

November 2013

Evidence of Completion:

Lesson Plans

Facilitator:

Paula Farnsworth

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom Walk-Throughs

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion

Classroom Walk-through forms

Plan to Monitor Effectiveness of the Strategy

Action:

Review of Discipline Data

Person or Persons Responsible:

Administration, Lighthouse Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Lighthouse Team Meeting Notes

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

Title I, Part A: Provides funds to all district elementary schools and one middle school in a school-wide project format, to target academic assistance to all students, professional development for teachers, and parent involvement activities. Monies also provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.

Title I, Part C- Migrant: Provides services to migrant students (Pre-K-12th grade) and their families. The primary goal of the Migrant Program is to improve academic performance of migrant students, and provide health/guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full-time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D: Provides services to children who are delinquent or neglected.

Title II: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III: Supports activities to assist students in becoming proficient in English, supports teacher professional development in ELL strategies, and parent involvement/education.

Title X Homeless: Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide Summer Reading Camp for students that score a Level 1 on FCAT.

Violence Prevention Program: The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs: District Food Service Department provides services in summer for breakfast and lunch for all schools and the community.

Career and Technical Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring.

Job Training: A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

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: The percent of students meeting high standards in Science will increase from 53% to 55% on the FCAT 2.0 Science Assessment.

Barrier #1: Students are unable to retain previously taught Science standards from third and fourth grade.

Strategy #1: Fifth grade teachers will identify areas of deficiency and remediate.

Action Step #1: Analyze Performance Matters Baseline Data

Facilitator leader

Cathy Hardesty, District Science Curriculum Resource Teacher

Participants

Classroom Teachers

Target dates or schedule

September

Evidence of Completion and Person Responsible for Monitoring

Grade Level Meeting Notes

(Person Responsible: Classroom Teachers)

Goal #1: The number of students receiving 2 or more discipline referrals will decrease from 1.5% to 1%.

Barrier #1: Students do not enter school with appropriate social/emotional skills.

Strategy #1: Students will be taught the 7 Habits of Highly Effective Kids.

Action Step #1: School Wide Implementation of Leader in Me (7 Habits)

Facilitator leader

Paula Farnsworth

Participants

Faculty

Target dates or schedule

November 2013

Evidence of Completion and Person Responsible for Monitoring

Lesson Plans

(Person Responsible: Administration, Classroom Teachers, Staff)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

Goal #1: The percent of students in grades 3-5 meeting proficiency in reading on the FCAT 2.0 will increase from 54% to 63%

Barrier #1: Students are unable to read grade level text.

Strategy #1: Identified students will receive systematic, explicit instruction in the areas necessary to improve overall reading.

Action Step #1: Provide Tier 2 and Tier 3 interventions

Resource Type	Evidence-Based Materials
Resource	My Sidewalks Intensive Intervention Kit
Funding Source	
Amount Needed	\$1,000

Goal #1: The percent of students meeting high standards in Science will increase from 53% to 55% on the FCAT 2.0 Science Assessment.

Barrier #1: Students are unable to retain previously taught Science standards from third and fourth grade.

Strategy #1: Fifth grade teachers will identify areas of deficiency and remediate.

Action Step #1: Analyze Performance Matters Baseline Data

Resource Type	Evidence-Based Materials
Resource	
Funding Source	
Amount Needed	

Goal #1: The number of students receiving 2 or more discipline referrals will decrease from 1.5% to 1%.

Barrier #1: Students do not enter school with appropriate social/emotional skills.

Strategy #1: Students will be taught the 7 Habits of Highly Effective Kids.

Action Step #1: School Wide Implementation of Leader in Me (7 Habits)

Resource Type	Professional Development
Resource	Vision Training, Implementation Training
Funding Source	Title 1
Amount Needed	\$5,000

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Lake Placid High School
District: 28 - Highlands
Principal: Toni Stivender
SAC Chair: Mrs. Nancy Dye
Superintendent: Mr. Wallace P Cox
School Board Approval Date: [pending]
Last Modified on: 10/01/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	202 GREEN DRAGON DR Lake Placid, FL 33852	202 GREEN DRAGON DR Lake Placid, FL 33852
Phone Number:	8636995010	
Web Address:	http://www.highlands.k12.fl.us/~lph/	
Email Address:	stivendt@highlands.k12.fl.us	

School Type:	High School			
Alternative/ESE:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	67%			
Minority:	50%			
School Grade History:	<u>2012-13</u> PENDING	<u>2011-12</u> B	<u>2010-11</u> B	<u>2009-10</u> D

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 Lake Placid High School	
Principal's name Toni Stivender	
School Advisory Council chair's name Mrs. Nancy Dye	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Toni Stivender	Principal
Valerie James	Assistant Principal
Willie Hills	Dean
Joan Daum	Guidance
Darcia Munro	ESE
Hilary Hathaway	Vocational
Martha Lewis	Reading Coach
Susan Harris	Technology
Vann Peeples	Math
Jennifer Gough	Social Studies
David Irwin	Science
Melissa Sohn	English
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP Pending	
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 Members of the Curriculum Leadership Team- positions are school board employees, parents, students and community members. Our demographics are as follows: White- 51%; Black- 17%; Hispanic/Other- 34% %Employees- 48%; %Parents- 28%; %Free/Reduced- 7%; %Business/Community- 15%; %Students- 24% *Some employees are also counted as parents.	
Describe the involvement of the SAC in the development of this school improvement plan The SAC reviews the parts of the SIP and is asked for input. At the end of the first three nine weeks the progress monitoring instrument we use to monitor the SIP will be reviewed with the SAC.	
Describe the activities of the SAC for the upcoming school year	

Six meetings have been planned for the SAC committee at this time. One member of the SAC committee along with the Principal will attend the District SAC meetings and will be responsible for relaying information back to the school level.

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

Not Applicable

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

N/A

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:

Toni Stivender

Principal	Years as Administrator: 13	Years at Current School: 2

Credentials	Bachelor's in education- Florida State University-1971 Master's in Educational Leadership and Administration- University of South Florida-1994

Performance Record	10/11 11/12 12/13 School Grade: B B ? % meeting high standard in reading: 42 48 45 % meeting high standard in Math: 71 67 52 % meeting high standard in Writing: 81 80 50 % meeting high standard in Science: 43 NA 69 % making reading learning gains: 48 62 56 % making math learning gains: 74 67 63 lowest 25% making read gains: 40 70 55 lowest 25% making math gains: 58 69 54 LPH has not made AYP in any year

Valerie James

Asst Principal	Years as Administrator: 7	Years at Current School: 5

Credentials	1979 - BS - Education Northern Illinois University 1995 - MA - Educational Leadership All Levels

Performance Record	Refer to data listed in above section of Principal

Instructional Coaches

Instructional Coaches

Receiving Effective rating or higher

Instructional Coach Information:		
Martha Lewis		
Full-time / School-based	Years as Coach: 14	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Bachelor's - English 6-12 and Reading Endorsed	
Performance Record	Same as the Principal since we have been at the same school since 1999/2000	
Classroom Teachers		
# of classroom teachers 51		
# receiving effective rating or higher 50, 98%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 48, 94%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 48, 94%		
# ESOL endorsed 48, 94%		
# reading endorsed 5, 10%		
# with advanced degrees 24, 47%		
# National Board Certified 4, 8%		
# first-year teachers 1, 2%		
# with 1-5 years of experience 6, 12%		
# with 6-14 years of experience 24, 47%		
# with 15 or more years of experience 21, 41%		
Education Paraprofessionals		
# of paraprofessionals 5		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 5, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 2		
# 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. The Administration at Lake Placid High School utilizes the district website to advertise staff openings, hires highly qualified teachers when possible, and actively participates in the ACT and Beginning Teacher Mentoring programs. Throughout the year, all instructional staff members participate in workshops, professional development, or classes to enhance skills or become certified in their field. New teachers are provided by the district with a Peer Evaluator for the first year as well as the support given within the school. The monitoring of the certification status of the teachers to obtain all highly qualified teachers is done by the administration in conjunction with the district office.		

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

New teachers or teachers in need of improvement are recommended to have a Peer Mentor the district supports. Administration works very closely completing several formal and informal observations per year. In addition to a Peer Mentor the new staff members are assigned to a veteran teacher on staff. Teachers are paired up with a veteran teacher in the same content area if possible. The new teacher is familiarized with the school culture, grading procedures, discipline procedures, where items are located, how to obtain forms, supplies, and numerous other daily needs of a teacher on a school campus. At the beginning of the year new teachers are given inservice in attendance procedures, technology, or any other need a specific person may have to be successful. The Administration, "Dragon Buddies", and the Curriculum Leadership Team share the responsibility of assisting the new teachers to our campus.

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

Administration, Curriculum Leadership Teachers, and district office personnel met in the summer to review data in grades, test results, attendance, and discipline from the 12/13 school year. We broke this down by subgroups and subject area. This helped us to complete the master schedule to meet the needs of the students by the classes we offered. With new classes being offered we then had to allocate funds to support the classes. This affected students specifically in Tier 2 and some in Tier 3.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The Curriculum Leadership Team are each assigned a section of the SIP to review the data on from the previous year and then develop the goals and strategies for the next school year. The member of the team then takes their part back to the other members of their department for agreement among the other teachers. We are presently working on a different rubric and plan of action for the MTSS plan with the help of the district social worker assigned to our school.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

At the end of each nine weeks we review by sections the SIP plan to monitor the progress of the goals we have set for the year. To do this we will utilize the monitoring system described in question 4 below.

We will monitor the MTSS in the same manner tweaking the plan as needed.

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)

The primary source of information to be used is our Performance Matters System. It houses our students most recent test results, progress monitoring information as well as other relevant data. Teachers will be trained to use this information in data chats from all subject areas not in just the tested areas. Discipline and attendance will be added to this information by the Dean on our Curriculum Leadership Team who is responsible for this area.

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

Professional development during teacher planning periods will be used as well as professional development days to support the understanding of the MTSS. Data-based problem solving has been used with the SIP so we will transfer that knowledge to MTSS procedures. Parents will be made aware of this on an individual need.

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: 4,000

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description

Student can attend two separate tutoring sessions after school 2 days per week. One is specifically for help in Algebra 1 and the other one is for any academic subject students need help with.

Students can attend two additional tutoring sessions after school 1 day per week with an individual teacher in each room.

Students can participate in activities teachers have planned to improve school morale, help students with socializing, and just have fun with other students and peers. The main purpose is to build closer relationships among students and with teachers.

How is data collected and analyzed to determine the effectiveness of this strategy?

Students sign in every day they attend tutoring. We then check this list when we do progress reports and grades to see if students are improving in grades or test results.

Teachers and students attend TUFF functions that are for socialization and are not academic in nature.

Who is responsible for monitoring implementation of this strategy?

Tutoring is monitored by the National Honor Society sponsor and by an individual teacher.

TUFF activities are monitored by the teachers who are members of the TUFF committee.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Toni Stivender	Principal
Valerie James	Assistant Principal
Martha Lewis	Reading Coach
Karen Coomes	Reading Teacher
Jennifer Corley	Reading Teacher
Melissa Sohn	English Teacher
Vann Peeples	Math Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The LLT meets after progress monitoring to discuss our students' current status. Strategies to promote love of reading and proficiency of reading are shared at our meetings as well as brainstorming techniques to engage and encourage students.

In the summer students scores on the most recent progress monitoring and Fair testing are used to place students in appropriate reading classes if the student has the need. Data chats will occur after each progress monitoring to do a check on the students achievements.

What will be the major initiatives of the LLT this year?

Helping students achieve passing scores on FCAT reading and helping teachers implement Common Core reading strategies in their classrooms to meet the LA 10 standard.

Every Teacher Contributes to Reading Instruction**Describe how the school ensures every teacher contributes to the reading improvement of every student**

Every teacher has received training for implementation of Common Core Standard 10 into their instruction. Administrators check lesson plans weekly and visit classrooms to ensure implementation of CCSS 10.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Certification in specific vocational classes can be obtained by students interested in careers in that area. We have added two classes this year to this: Microsoft and Building Constructions. We are also offering certification in the area of Culinary, Drafting, and Aerospace.

This year we added AP Biology to our AP offerings. We had AP Spanish, AP Government, AP US History, and AP Calculus. Our students can take DE English and DE Humanities on campus. Math College Readiness and English College Readiness are also offered for students to prep for the PERT if they have not obtained a high score on it.

AVID was implemented on our campus this year to help students reach their academic potential as well as prepare them with the skills they need to successfully complete secondary education beyond high school.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Guidance counselors meet individually with students at least 2 times per year to verify that the student is on the track to graduate and be prepared for a two or four year university, vocational program, the service, or the work force. During the students' junior and senior year this number increases to more than that since many choices are changed during the last two years based on the success during the first two years. Colleges frequently visit the schools during lunches, and students can talk one on one with them. We advertise college nights offered in our area and host a Senior night for students and parents to discuss financial aid, college entrance requirements, and Bright Futures. In numerous classrooms during the four years, the students are given presentations by visiting business members, armed forces representatives, and post secondary academic and vocational schools.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Math and English College Readiness classes are provided for all Senior and Junior students who need them or want to take them to improve their PERT or other college entrance tests. Remediation reading classes are mandated for students needing to pass FCAT Reading. Honors classes, as well as regular classes, are offered for students as well as AP and DE. Attendance is monitored to help students stay on track for graduation, and discipline is monitored to keep students' in school. During summer review of test results we break down students by subgroups and share this information with teachers when school begins and then again after we progress monitor students 3 times per year.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	55%	45%	No	60%
American Indian				
Asian				
Black/African American	31%	24%	No	38%
Hispanic	43%	43%	Yes	49%
White	68%	54%	No	71%
English language learners				
Students with disabilities	36%	20%	No	42%
Economically disadvantaged	50%	39%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	25%	27%
Students scoring at or above Achievement Level 4	77	20%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		61%
Students scoring at or above Level 7	[data excluded for privacy reasons]		19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	171	44%	46%
Students in lowest 25% making learning gains (FCAT 2.0)	88	55%	57%

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)	[data excluded for privacy reasons]		60%
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]		19%
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]		19%

Postsecondary Readiness				
	2012 Actual #	2012 Actual %	2014 Target %	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	22	24%	26%	
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	171	50%	52%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		62%	
Area 3: Mathematics				
High School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%		No	64%
American Indian				
Asian				
Black/African American	50%		No	55%
Hispanic	51%		No	56%
White	67%		No	70%
English language learners				
Students with disabilities	47%		No	52%
Economically disadvantaged	58%		No	63%
Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		60%	
Students scoring at or above Level 7	[data excluded for privacy reasons]		35%	
Learning Gains				
	2012 Actual #	2012 Actual %	2014 Target %	
Students making learning gains (EOC and FAA)	272	63%	65%	
Students in lowest 25% making learning gains (EOC)	122	54%	56%	
Postsecondary Readiness				
	2012 Actual #	2012 Actual %	2014 Target %	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	13	16%	18%	

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	39%	42%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		6%
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	58%	60%
Students scoring at or above Achievement Level 4	32	15%	17%
Area 4: Science			
High School Science			
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		77%
Students scoring at or above Level 7	[data excluded for privacy reasons]		27%
Biology I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	44%	46%
Students scoring at or above Achievement Level 4	39	21%	23%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		6
Participation in STEM-related experiences provided for students	12	3%	4%
High Schools			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	431	57%	59%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	14	2%	4%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	46	6%	8%
Passing rate (%) for students who take CTE-STEM industry certification exams		89%	91%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	573	76%	78%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	82	14%	16%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		98%	100%
Students taking CTE industry certification exams	46	6%	8%
Passing rate (%) for students who take CTE industry certification exams		89%	91%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	3	75%	100%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	223	31%	29%
Students in ninth grade with one or more absences within the first 20 days	9	0%	0%
Students in ninth grade who fail two or more courses in any subject	53	23%	21%
Students with grade point average less than 2.0	201	28%	26%
Students who fail to progress on-time to tenth grade	90	41%	29%
Students who receive two or more behavior referrals	167	23%	21%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	280	39%	37%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	17	10%	8%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	129	66%	68%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	17	53%	55%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	5	0%	0%

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

1.1 Increase awareness of school sponsored activities by using the Connect-Ed phone system, parent letters, announcements posted on the school web site and in local newspapers, and by posting

information on the school marquee.

1.2 Increase parental involvement in school programs such as AVID, STEM and SAC, etc by advertising meetings with Connect-Ed phone system, and posting information on the school marquee and the school web site.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
39% of the parents will attend functions where attendance can be documented	452	37%	39%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Each sub-group will increase by 2% over the 2013 FCAT Reading results.

Goal #1:

42% of the students participating in the Algebra 1 EOC will score at Achievement level 3 or higher.

Goal #1:

60% of the students participating in the Geometry EOC will score at Achievement Level 3 or higher.

Goal #1:

69% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.

Goal #1:

52% of the students participating in the FCAT WRITES will score at or above 3.5.

Goals Detail

Goal #1: Each sub-group will increase by 2% over the 2013 FCAT Reading results.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness

Resources

Available to

Support the Goal

- 1. Reading strategies implemented in content area classes.
- 3. Curriculum map for Intensive Reading classes
- 4. Research-based computer-assisted Reading curriculum in Intensive Reading classes.
- 5. Reading strategies provided by Advancement via Individual Determine (AVID) program to AVID students.

Problem-Solving to Achieve the Goal

Barrier #1:

1. Not all students are in Intensive Reading and/or AVID classes.

Plan to Monitor Progress Toward the Goal

Action:

FCAT and FAIR results will be evaluated.

Person or Persons Responsible:

Administration and Reading Coach

Target Dates or Schedule:

After the Fall and Spring FCAT and after the Fall, Winter, and Spring FAIR.

Evidence of Completion:

Reports will show an increase of 2% over the previous administration or FCAT and an increase in the overall FAIR percentile.

Goal #1: 42% of the students participating in the Algebra 1 EOC will score at Achievement level 3 or higher.

Targets Supported

- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC

Resources
Available to
Support the Goal

- Tutoring is offered as a resource.
- Progress monitoring will be used as a resource.
- Practice tests are a resource to be used.
- The SARC committee will be utilized as a resource.

Problem-Solving to Achieve the Goal

Barrier #1: School attendance

Barrier #2: Academic ability

Plan to Monitor Progress Toward the Goal

Action:

Attendance records and academic progress will be monitored.

Person or Persons Responsible:

The SARC committee, administration, and classroom teachers will monitor.

Target Dates or Schedule:

Attendance will be monitored on a bi-weekly basis. Academic progress will be monitored after each progress monitoring update and quarterly.

Evidence of Completion:

Documentation of progress monitoring, class grades, and report cards will serve as evidence.

Goal #1: 60% of the students participating in the Geometry EOC will score at Achievement Level 3 or higher.

- Targets Supported**
- Math - High School
 - Math - High School AMO's
 -
 -
 - Math - High School Postsecondary Readiness
 - Geometry EOC
- Resources Available to Support the Goal**
- Tutoring is offered as a resource.
 - Progress monitoring will be used as a resource.
 - Practice tests are a resource to be used.
 - The SARC committee will be utilized as a resource.

Problem-Solving to Achieve the Goal

Barrier #2: Academic ability

Plan to Monitor Progress Toward the Goal

Action:

Attendance records and academic progress will be monitored.

Person or Persons Responsible:

The SARC committee, administration, and classroom teachers will monitor.

Target Dates or Schedule:

Attendance will be monitored on a bi-weekly basis. Academic progress will be monitored after each progress monitoring update and quarterly.

Evidence of Completion:

Documentation of progress monitoring, class grades, and report cards will serve as evidence.

Goal #1: 69% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.

- Targets Supported**
- Science - High School
 - Science - Biology 1 EOC
- Resources Available to Support the Goal**
- 1. Online textbook offer assignments for individual students based on deficient areas identified.
 - 2. Tutoring available after school in more than one location.
 - 3. Use of research-based strategies, such as AVID, are being implemented in classrooms.

Problem-Solving to Achieve the Goal

Barrier #1: 1. Lack of background knowledge in the area of Biology

Barrier #2: 2. Reading level of students taking the EOC in Biology

Plan to Monitor Progress Toward the Goal

Action:

The results of the measured progress monitor and classroom grades will be used to monitor student achievement toward the goal.

Person or Persons Responsible:

Classroom teachers and the Curriculum Leadership Team (CLT) will review the monitoring process.

Target Dates or Schedule:

At the end of the first three nine weeks we will review this information at a CLT meeting.

Evidence of Completion:

Grades and progress monitoring results will be reviewed and minutes from the CLT meeting will be documented.

Goal #1:	52% of the students participating in the FCAT WRITES will score at or above 3.5.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- 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
- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal

- 1. School Writing Plan that was revisited this year. 2. Resource personnel at the district office that support the writing teachers. 3. School Reading Coach supports writing teachers with supplemental materials.

Problem-Solving to Achieve the Goal

- Barrier #1:** 1. Students come unprepared to perform at passing level.
- Barrier #2:** 2. Language barrier creates difficulties for students to be successful.
- Barrier #3:** 3. New Teachers in the English department.

Plan to Monitor Progress Toward the Goal

Action:

Excel spreadsheets of grades from the practice writes.

Person or Persons Responsible:

Teachers and students will produce and monitor progress

Target Dates or Schedule:

Monthly

Evidence of Completion:

Spreadsheets

Action Plan for Improvement

Goal #1: Each sub-group will increase by 2% over the 2013 FCAT Reading results.

Barrier #1: 1. Not all students are in Intensive Reading and/or AVID classes.

Strategy #1: 1. Small group tutoring prior to testing for students not in Intensive Reading classes.

Action Step 1

Action:

Provide small group pull-out tutoring prior to Fall and Spring FCAT Reading Test.

Person or Persons Responsible:

The Reading Coach will coordinate the hiring of qualified tutors, the curriculum, and the scheduling of students.

Target Dates or Schedule:

Sessions will occur throughout the school day 2-3 weeks prior to each assessment.

Evidence of Completion:

Session attendance records and student portfolios.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Administration will meet with the Reading Coach to plan implementation of tutoring sessions including hiring of personnel, funding of tutors, notification of students, choice of curriculum. Administration will also ensure that students participate.

Person or Persons Responsible:

Reading Coach-Martha Lewis

Target Dates or Schedule:

Planning will begin in August. Funding of personnel will also be determined in August. Curriculum will be written in August and September. Notification of students will occur 1 week prior to tutoring sessions.

Evidence of Completion

Implementation documents such as student schedules, curriculum samples, letters to teachers, and session schedules

Plan to Monitor Effectiveness of the Strategy

Action:

Informal observations by Reading Coach and tutors as well as student results on the FCAT Reading will determine success of tutoring sessions. Students will also submit work each session to be kept in a portfolio.

Person or Persons Responsible:

Reading Coach-Martha Lewis

Target Dates or Schedule:

Reading Coach and tutors will meet twice each week to monitor success of sessions and to determine if changes in schedules or curriculum are needed.

Evidence of Completion:

Attendance records, student portfolios, and notes from biweekly monitoring meetings.

Goal #1:	Each sub-group will increase by 2% over the 2013 FCAT Reading results.
Barrier #1:	1. Not all students are in Intensive Reading and/or AVID classes.
Strategy #2:	2. All instructional staff will participate in initial or refresher content area reading strategies training.

Action Step 1 - PD Opportunity

Action:

All teachers will receive training in content area reading strategies. Training will occur during faculty meetings, professional development days, or district courses.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

1. August, 2013 - preschool training. 2. Second semester faculty meetings (4-5 sessions) 3. Second semester Content Area Reading Professional Development (CAR-pd) at the District Office - 5 sessions.

Evidence of Completion:

Agendas of trainings sessions, faculty meetings, and CAR-pd portfolios.

Facilitator:

Reading coach, AVID site team, AVID district coordinator, District Office Reading Resource Teacher.

Participants:

All instructional personnel

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Curriculum Leadership Team planning meetings AVID Site Team Meetings

Person or Persons Responsible:

Administration, CLT members, and AVID Site Team Meetings

Target Dates or Schedule:

August, 2013 planning session and monthly meetings thereafter

Evidence of Completion

Agendas from planning meetings and training sessions

Plan to Monitor Effectiveness of the Strategy

Action:

Successful implementation of these trainings will produce classroom grades of C or higher, FCAT achievement level 3 and above, and FAIR scores of 85 percentile or greater..

Person or Persons Responsible:

Administration, teachers, and Reading Coach

Target Dates or Schedule:

1. Classroom grades - quarterly 2. FCAT - Fall and Spring administrations 3. FAIR - Fall, Winter, and Spring administrations

Evidence of Completion:

Reports showing classroom grades of C or higher, FCAT achievement level 3 and above, and FAIR scores of 85 percentile or greater..

Goal #1:	42% of the students participating in the Algebra 1 EOC will score at Achievement level 3 Or higher.
Barrier #1:	School attendance
Strategy #1:	Parent contact by the attendance clerk is the primary strategy.

Action Step 1

Action:

Parent contact will be made.

Person or Persons Responsible:

The staff member making contact will be the attendance clerk.

Target Dates or Schedule:

Contact is made after third consecutive day of being absent or in the case of excessive absences.

Evidence of Completion:

The attendance clerk maintains a contact log.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Students will be worked with to correct absentee issues.

Person or Persons Responsible:

The administration and SARC committee will be responsible.

Target Dates or Schedule:

Monitoring will be done bi-weekly.

Evidence of Completion

Minutes from SARC meetings will serve as evidence.

Plan to Monitor Effectiveness of the Strategy

Action:

Followup will be done on student attendance.

Person or Persons Responsible:

The SARC committee will monitor.

Target Dates or Schedule:

Monitoring will be done on a bi-weekly basis.

Evidence of Completion:

Minutes of the SARC meeting will serve as evidence.

Goal #1:	42% of the students participating in the Algebra 1 EOC will score at Achievement level 3 Or higher.
Barrier #2:	Academic ability
Strategy #1:	Tutoring will be used as a strategy to provide additional academic support.

Action Step 1

Action:

Students have the opportunity to attend tutoring sessions.

Person or Persons Responsible:

Teacher volunteers provide tutoring.

Target Dates or Schedule:

Tutoring is offered Mondays, Wednesdays, and as needed.

Evidence of Completion:

Attendance rosters will serve as evidence.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom observations and lesson plans

Person or Persons Responsible:

Administration and the math CLT team member will monitor.

Target Dates or Schedule:

Monitoring will be ongoing.

Evidence of Completion

Documentation from walk throughs and lesson plans will service as evidence.

Plan to Monitor Effectiveness of the Strategy

Action:

Reviewing student achievement status after progress monitoring

Person or Persons Responsible:

Classroom teachers

Target Dates or Schedule:

Review after progress monitoring will occur three times per year.

Evidence of Completion:

Documentation of progress monitoring will serve as evidence.

Goal #1:	60% of the students participating in the Geometry EOC will score at Achievement Level 3 or higher.
Barrier #2:	Academic ability
Strategy #1:	Tutoring will be used as a strategy to provide additional academic support.

Action Step 1

Action:

Students have the opportunity to attend tutoring sessions.

Person or Persons Responsible:

Teacher volunteers provide tutoring.

Target Dates or Schedule:

Tutoring is offered Mondays, Wednesdays, and as needed.

Evidence of Completion:

Attendance rosters will serve as evidence.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Classroom observations and lesson plans

Person or Persons Responsible:

Administration and the math CLT team member will monitor.

Target Dates or Schedule:

Monitoring will be ongoing.

Evidence of Completion

Documentation from walk throughs and lesson plans will service as evidence.

Plan to Monitor Effectiveness of the Strategy

Action:

Reviewing student achievement status after progress monitoring

Person or Persons Responsible:

Classroom teachers

Target Dates or Schedule:

Review after progress monitoring will occur three times per year.

Evidence of Completion:

Documentation of progress monitoring will serve as evidence.

Goal #1:	69% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.
Barrier #1:	1. Lack of background knowledge in the area of Biology
Strategy #1:	1. Use of a pretest to determine the incoming level of the students at the beginning of the school year.

Action Step 1

Action:

Teachers will give students a pre-test at the beginning of the school year that will identify areas of strength and weaknesses.

Person or Persons Responsible:

Classroom Science Teachers

Target Dates or Schedule:

At the beginning of the school year.

Evidence of Completion:

Results of the pre-test.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Administration will require documentation of pretest results and also the documentation of CCSS LA 10 in lesson plans.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Ongoing all year

Evidence of Completion

Lesson plans and pretest result as well as classroom walk-thrus and observations

Plan to Monitor Effectiveness of the Strategy

Action:

Classroom observations and walk thrus by administrators along with lesson plans will be used to monitor effectiveness.

Person or Persons Responsible:

Administrators and Reading Coach

Target Dates or Schedule:

Ongoing all year

Evidence of Completion:

Results of the pre-test, the three progress monitoring assessments, grades, and the Biology EOC will provide the evidence of the strategies.

Goal #1:	69% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.
Barrier #1:	1. Lack of background knowledge in the area of Biology
Strategy #2:	2. Using research-based strategies, such as Cornell Notes and Interactive Notebooks, to help students with organization and comprehension.

Action Step 1 - PD Opportunity

Action:

Teacher will instruct students on how to do specific research-based strategies to help them learn and retain information.

Person or Persons Responsible:

Classroom teachers and the AVID teacher will give students instruction on specific strategies they want implemented in their classes.

Target Dates or Schedule:

This will begin at the first of the year and will build throughout the year.

Evidence of Completion:

Use of Cornell Notes and Interactive Notebooks in the classroom and the grading of these or at least the monitoring of students using specific strategies.

Facilitator:

AVID Site Team

Participants:

Most classroom teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Teachers will have documentation via results of pre-test or grades for notebooks or other strategies they have implemented in their classes.

Person or Persons Responsible:

Classroom Teachers and administration

Target Dates or Schedule:

This will be ongoing all year.

Evidence of Completion

Documentation of grades and classroom observations by Administration

Plan to Monitor Effectiveness of the Strategy

Action:

Progress monitoring results and quarterly grades will be reviewed by classroom teachers and administration.

Person or Persons Responsible:

Classroom teachers and Administrators.

Target Dates or Schedule:

Progress monitoring will occur 3 times per year and grades every nine weeks.

Evidence of Completion:

Progress monitoring results, classroom grades, and the EOC passing rate.

Goal #1:	69% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.
Barrier #2:	2. Reading level of students taking the EOC in Biology
Strategy #1:	1. Content area teachers are including CCSS LA 10 reading objectives in their classes.

Action Step 1 - PD Opportunity

Action:

Teachers will document in lesson plans the reading objective they are using in the classroom during specific lessons.

Person or Persons Responsible:

Classroom teachers and the Reading Coach

Target Dates or Schedule:

This will be ongoing all year.

Evidence of Completion:

Administration will collect and monitor lesson plans for implementation of reading strategies in class and will also observe them in walk-thrus and observations.

Facilitator:

Reading Coach

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

The implementation of CCSS LA 10 and research-based strategies in classrooms will be monitored.

Person or Persons Responsible:

Administration, the Reading Coach, and members of the CLT will monitor.

Target Dates or Schedule:

This will be ongoing all year.

Evidence of Completion

Documentation of walk-thrus, observations, and lesson plans.

Plan to Monitor Effectiveness of the Strategy

Action:

Teachers will keep documentation on results of pretest, progress monitoring results, and grades.

Person or Persons Responsible:

Teachers, the Reading Coach, and the CLT, which includes the Administration, will review the information.

Target Dates or Schedule:

Monitoring will occur 3 times per year. This will be after each Progress Monitoring assessment and each nine weeks.

Evidence of Completion:

Minutes from the meetings of departments, CLT, or any other data chats.

Goal #1:	69% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.
Barrier #2:	2. Reading level of students taking the EOC in Biology
Strategy #2:	2. Teachers are using research-based strategies to improve reading comprehension of students.

Action Step 1

Action:

Teacher are implementing research-based strategies to help improve reading comprehension

Person or Persons Responsible:

Administrators, Classroom teachers and the Reading Coach

Target Dates or Schedule:

On going all year

Evidence of Completion:

Documentation in lesson plans and observations in classrooms by Administration

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Student increases in reading comprehension of content related material will be monitored.

Person or Persons Responsible:

Classroom teachers will monitor the students progress in using strategies such as AVID Interactive Notebooks and Cornell Notes

Target Dates or Schedule:

Ongoing all year

Evidence of Completion

Student work and grades will provide documentation of fidelity

Plan to Monitor Effectiveness of the Strategy

Action:

Students will produce work related to gaining knowledge needed for being successful on the Biology EOC.

Person or Persons Responsible:

Classroom Teachers

Target Dates or Schedule:

Ongoing all year

Evidence of Completion:

Student work and the results of the EOC.

Goal #1:	52% of the students participating in the FCAT WRITES will score at or above 3.5.
Barrier #1:	1. Students come unprepared to perform at passing level.
Strategy #1:	1. Students practice in the classroom once per month.

Action Step 1

Action:

Classroom Teachers will present a prompt and the students will practice writing.

Person or Persons Responsible:

Classroom Teacher

Target Dates or Schedule:

Once per Month

Evidence of Completion:

The grades and the feedback the teacher will provide through mini lessons.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Administration will look for documentation in the teacher's lesson plans.

Person or Persons Responsible:

Administration and classroom teacher

Target Dates or Schedule:

On a monthly basis.

Evidence of Completion

Documentation of lesson plans and student grades.

Plan to Monitor Effectiveness of the Strategy

Action:

The practice writing scores based off the FCAT rubric.

Person or Persons Responsible:

Classroom teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student grades and progress.

Goal #1:	52% of the students participating in the FCAT WRITES will score at or above 3.5.
Barrier #2:	2. Language barrier creates difficulties for students to be successful.
Strategy #1:	1.Work with the ESOL Para and teacher and intergrate the material written in Spanish with the English.

Action Step 1

Action:

Collaboration and cooperative learning within the classroom among students.

Person or Persons Responsible:

Classroom Teacher, ESOL Para, and students.

Target Dates or Schedule:

Ongoing all year

Evidence of Completion:

Student grades and progress of activities documented in lesson plans

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Develop small cooperative learning groups for bilingual lesson plans.

Person or Persons Responsible:

Classroom Teacher, ESOL Para, and students

Target Dates or Schedule:

Ongoing all year

Evidence of Completion

Student grades and Teacher lesson plans along with classroom observations.

Plan to Monitor Effectiveness of the Strategy

Action:

Grades and student progress will be monitored for growth.

Person or Persons Responsible:

Administration and classroom teacher will monitor

Target Dates or Schedule:

Ongoing all year

Evidence of Completion:

Grades and lesson plans

Goal #1:	52% of the students participating in the FCAT WRITES will score at or above 3.5.
Barrier #3:	3. New Teachers in the English department.
Strategy #1:	1. Provide new teachers with professional development on FCAT WRITES.

Action Step 1 - PD Opportunity

Action:

Professional development will provide training on the scoring of the FCAT writing papers.

Person or Persons Responsible:

District office as well as veteran English Teachers.

Target Dates or Schedule:

During the summer and 2013-2014 School year.

Evidence of Completion:

Documentation of professional development attended.

Facilitator:

District office personnel and veteran English Teacher as well as presentors from outside the district.

Participants:

English teachers from our school.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Teachers attending professional development offerings.

Person or Persons Responsible:

Admininstration

Target Dates or Schedule:

Ongoing as they occur.

Evidence of Completion

Documentation from attendance.

Plan to Monitor Effectiveness of the Strategy

Action:

Teachers will grade paper together to come to consences and collaborate.

Person or Persons Responsible:

English Teachres

Target Dates or Schedule:

September/2013 and January/2014

Evidence of Completion:

Graded papers and lesson plans.

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

Title 1- LPH is not a Title 1 School this year

Title 1- Migrant- Provides services to migrant students, identified by the District Office, (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title 1 Part D- Provides services to children who are delinquent or neglected.

Title 11, Part A- Provides for teacher's professional development and supports all teachers and paraprofessionals to be highly qualified.

Title 111- Supports activities to assist students to become proficient in English; and supports teacher professional development in ELL strategies and in parent involvement and education.

Title X- Homeless- Student services coordinates with Title 1, Part A to provide resources (clothing, school supplies, social services, referrals) for student identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)- SAI Funds will be coordinated with Title 1 funds to provide summer school for Level 1 readers.

Violence Prevention Programs- the district offers a non-violent and anti-drug program to students that incorporates field trips, community service, drug test, and counseling.

Nutritional Programs- District food service department facilitates grant funding to provide fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches at various school and community locations.

Housing Programs- Head Start- and Adult Education are not applicable to our school

Career and Technical Education- Proposals are submitted annually to enhance selected vocational programs for regular, disadvantaged and handicapped students in grades 7-12. Title VI supports the operation of the Career Academy by providing professional development and resources for progress monitoring.

Job Training- A partnership with the city of Lake and surrounding areas will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

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: Each sub-group will increase by 2% over the 2013 FCAT Reading results.

Barrier #1: 1. Not all students are in Intensive Reading and/or AVID classes.

Strategy #2: 2. All instructional staff will participate in initial or refresher content area reading strategies training.

Action Step #1: All teachers will receive training in content area reading strategies. Training will occur during faculty meetings, professional development days, or district courses.

Facilitator leader

Reading coach, AVID site team, AVID district coordinator, District Office Reading Resource Teacher.

Participants

All instructional personnel

Target dates or schedule

1. August, 2013 - preschool training. 2. Second semester faculty meetings (4-5 sessions) 3. Second semester Content Area Reading Professional Development (CAR-pd) at the District Office - 5 sessions.

Evidence of Completion and Person Responsible for Monitoring

Agendas of trainings sessions, faculty meetings, and CAR-pd portfolios.

(Person Responsible: Administration)

Goal #1: 69% of the students participating in the Biology EOC will score at Achievement Level 3 or higher.

Barrier #1: 1. Lack of background knowledge in the area of Biology

Strategy #2: 2. Using research-based strategies, such as Cornell Notes and Interactive Notebooks, to help students with organization and comprehension.

Action Step #1: Teacher will instruct students on how to do specific research-based strategies to help them learn and retain information.

Facilitator leader

AVID Site Team

Participants

Most classroom teachers

Target dates or schedule

This will begin at the first of the year and will build throughout the year.

Evidence of Completion and Person Responsible for Monitoring

Use of Cornell Notes and Interactive Notebooks in the classroom and the grading of these or at least the monitoring of students using specific strategies.

(Person Responsible: Classroom teachers and the AVID teacher will give students instruction on specific strategies they want implemented in their classes.)

Barrier #2: 2. Reading level of students taking the EOC in Biology

Strategy #1: 1. Content area teachers are including CCSS LA 10 reading objectives in their classes.

Action Step #1: Teachers will document in lesson plans the reading objective they are using in the classroom during specific lessons.

Facilitator leader

Reading Coach

Participants

All instructional staff

Target dates or schedule

This will be ongoing all year.

Evidence of Completion and Person Responsible for Monitoring

Administration will collect and monitor lesson plans for implementation of reading strategies in class and will also observe them in walk-thrus and observations.

(Person Responsible: Classroom teachers and the Reading Coach)

Goal #1: 52% of the students participating in the FCAT WRITES will score at or above 3.5.

Barrier #3: 3. New Teachers in the English department.

Strategy #1: 1. Provide new teachers with professional development on FCAT WRITES.

Action Step #1: Professional development will provide training on the scoring of the FCAT writing papers.

Facilitator leader

District office personnel and veteran English Teacher as well as presentors from outside the district.

Participants

English teachers from our school.

Target dates or schedule

During the summer and 2013-2014 School year.

Evidence of Completion and Person Responsible for Monitoring

Documentation of professional development attended.

(Person Responsible: District office as well as veteran English Teachers.)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Lake Placid Middle School
District: 28 - Highlands
Principal: Julia Burnett M
SAC Chair: Monique Oxe
Superintendent: Mr. Wallace P Cox
School Board Approval Date: 10/08/2013
Last Modified on: 09/27/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	201 S TANGERINE AVE Lake Placid, FL 33852	201 S TANGERINE AVE Lake Placid, FL 33852
Phone Number:	8636995030	
Web Address:	http://www.highlands.k12.fl.us/~lpm/	
Email Address:	burnettj@highlands.k12.fl.us	

School Type:	Middle School			
Alternative/ESE:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	71%			
Minority:	53%			
School Grade History:	<u>2012-13</u> D	<u>2011-12</u> C	<u>2010-11</u> B	<u>2009-10</u> C

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 Lake Placid Middle School	
Principal's name Julia Burnett M	
School Advisory Council chair's name Monique Oxer	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Melinda Durrance	Math Department Co-Chair
James Ashley	Math Department Co-Chair
Sole Ward	Reading/LA Department Co-Chair
Lindsey Young	Social Studies Department Chair
Rashaunna Portee	Science Department Chair
Donald Ridgeway	Electives Department Chair
Rebekah Kogelschatz	AVID School Coordinator
Kerry Lanier	ESE Representative
Mary Pinson	Reading Coach
Michael Halpern	Assistant Principal
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP 10/08/2013	
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 Membership of the SAC includes parents, students, community members, and school staff. While parents represent the largest percent of the group, student representatives from Student Council also serve on the committee and participate in discussions and presentations. Monique Oxer, a parent, serves as the Chairperson. Other positions include Secretary, Treasury, and Vice-chairperson.	
Describe the involvement of the SAC in the development of this school improvement plan Curriculum Leadership Team Members worked collaboratively with Administration in developing the School Improvement Plan. The plan was presented to the full SAC Committee at the September 26th meeting. The SAC Committee provided input; the plan was updated; and the SAC Committee approved the plan.	
Describe the activities of the SAC for the upcoming school year Meeting Dates and Topics for 2013-2014 September 26, 2013 - School Improvement Plan October 17, 2013 - Curriculum Leadership Team presentations for each Department December 5, 2013 - AVID Program Update, Rebekah Kogelschatz, AVID Coordinator February 6, 2014 - Advanced Academic Presentation by teachers & students March 6, 2014 - Elective Programs Presentation by teachers & students	

In addition, each meeting includes components of Progress Monitoring data as available and activity updates by students representing clubs and organizations in the school (Student Council, National Junior Honor Society, FFA, FBLA).

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

School Improvement Funds are not available at this time.

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:

Julia Burnett M

Principal

Years as Administrator: 6

Years at Current School: 9

Credentials

2002 - Masters Degree - Educational Leadership
1986 - Bachelors Degree - Public Administration
Certifications: Educational Leadership, K-12; Elementary Ed, 1-6;
Music, K-12; Reading Endorsed K-12; ESOL Endorsed

Performance Record

School Grade: 2012-2013 - D
School Grade: 2011 - 2012 - C

Michael Halpern

Asst Principal

Years as Administrator: 2

Years at Current School: 8

Credentials

2009 - Masters Degree - Educational Leadership
2005 - Bachelors Degree - Public Administration
1997 - Associates Degree - Business Administration
Certifications: Educational Leadership, Elementary K-6, Middle Grades Integrated, Reading Endorsed K-12, ESE, and ESOL Endorsed

Performance Record

School Grade: 2012-2013 - D
School Grade: 2011-2012 - C

Instructional Coaches

Instructional Coaches 1

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

Instructional Coach Information:

Mary Pinson		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	2010 - Masters Degree - Educational Leadership 2009 - Masters Degree - Curriculum & Instruction 1981 - Bachelors Degree - University of Florida 1979 - Associates Degree - University of Florida Certifications: Educational Leadership, Middle Grades Integrated, Reading Endorsed K-12, and ESOL Endorsed	
Performance Record	School Grade: 2012-2013 - D School Grade: 2011 - 2012 - C	
Classroom Teachers		
# of classroom teachers 44		
# receiving effective rating or higher 42, 95%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 36, 82%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 39, 89%		
# ESOL endorsed 15, 34%		
# reading endorsed 13, 30%		
# with advanced degrees 14, 32%		
# National Board Certified 2, 5%		
# first-year teachers 2, 5%		
# with 1-5 years of experience 7, 16%		
# with 6-14 years of experience 20, 45%		
# with 15 or more years of experience 15, 34%		
Education Paraprofessionals		
# of paraprofessionals 7		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 7, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 1		
# 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. In June, 2013, the principal attended the Florida Teach-In in Tampa, FL, as part of a district team in search of highly qualified, potential teachers for schools in Highlands County. All jobs are posted to the district's website with required qualifications. The principal seeks to hire only qualified personnel to fill all vacancies at		

the school. Current teachers receive continuous feedback from administration and the Reading Coach on instructional practices. In-service is provided to teachers at no cost through school and district resources.

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

All teachers new to Lake Placid Middle School are paired with a "Buddy Teacher" in their department or grade level. The Buddy Teacher supports the new teacher in their first year at the school in providing school-related information and support for student success. In addition, all first year teachers who qualify for a Mentor-Peer Teacher as part of the PEC Program (Professional Educator Competency Program) receive additional coaching with support and feedback from a Clinical Educator Trained colleague with a minimum of three years teaching experience. The principal, along with the assistant principal and reading coach, monitor collaboration activities and provide additional support to the new teacher as well as the Buddy Teacher or Mentor. Teachers also receive a Peer Evaluator as a source of feedback during their first year of teaching in the district. Peer Evaluators are coordinated by the Human Resource Coordinator, Vivianne Waldron.

2013-2014 Teacher - Buddy Teacher/PEC Mentor Teacher:

Shannon Fusco (Dean of Students) - George Stivender (Dean of Students)

Casey Tumbleston (6th Grade Language Arts) - (6th Grade Math)

Jessie Tomblin (6th Grade Language Arts) - Sole Ward (6th Grade Language Arts)

Christel Williams (7th Grade Language Arts) - Cathy Perry (7th Grade Language Arts)

Amanda Dixon (7th Grade Math) - James Ashley (6th Grade Math)

Robyn von Merveldt (8th Grade Am History) - Kerry Lanier (8th Grade Am History)

Timika Needly-Scott (6th Grade Science/Social Studies) - Rashauna Portee (6th Grade Science)

Alicia Chynoweth (Computer Applications) - Shane Ward (Math; also degreed in business)

Allison Davis (6-8 Language Arts) - Donna Hogan (8th Grade Language Arts)

Lindsey Young (7-8 Grade Social Studies) - Amy Turner (8th Grade Language Arts)

David Sipos (6-8 ESE Math & Science) - Donald Ridgeway (8th Grade Science)

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 Problem-Solving Process is based on data collected routinely through Progress Monitoring Assessments grades, and discipline records.

The Curriculum Leadership Team in coordination with the Guidance Counselors, Deans, Administration, and District Resource Teachers analyze the data for trends (strengths & needs); collaborate with teachers in designing instructional and behavioral plans, deliver targeted instruction to students; and evaluate students' response (academic or behavioral) to interventions.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The Principal monitors Progress Monitoring Assessments and discusses trends with all Core Academic Teachers during Data Chats. These teacher conferences occurs after each of the three Progress Monitoring Assessments in Reading, Math, and Science.

The Reading Coach analyzes data and specifically targets at risk sub-groups. She works with teachers to develop instructional plans to target specific deficiencies.

The Assistant Principal analyzes data related to student discipline and collaborates with the PBS

Committee and Chairperson, Amy Sapp, in designing positive incentives to reward behavior. Content Area Teachers participate in analyzing data from all academic and behavioral data sources. They provide information to the CLT, SAC, and school-level departments and grade level teams.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The SIP and MTSS are routinely monitored for fidelity during monthly Curriculum Leadership Team meetings and during School Improvement Committee meetings.

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)

Baseline Data; Progress Monitoring and Reporting Network (PMRN), FCAT, FL Assessment for Instruction in Reading (FAIR), School-wide Writing assessments, Performance Matters Math & Science, Genesis (discipline database), school grades, and attendance data

Mid-Year: FAIR, School-wide Writing assessments, Performance Matters Math & Science, Genesis (discipline database), school grades, and attendance data.

End-of-Year: FAIR, School-wide Writing assessments, Performance Matters, Genesis (discipline database), school grades, and attendance data

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

During Pre-Week Professional Development, the principal reviewed with staff the MTSS model and specifically referenced a graphic which identified school-wide strategies aligned to both the academic and behavioral application of the MTSS model. On-going support for MTSS will be modeled by administration and the Curriculum Leadership Team throughout the year as job-embedded staff development. Support in the form of time, materials, and resources will be provided to Professional Learning Communities (PLCs) to meet on a regular basis to discuss and act upon problem solving opportunities. School administration will plan and coordinate opportunities for PLCs to meet (before school & planning periods).

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:** 25,650**Strategy Purpose(s)**

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description

The After School Program Coordinator uses FCAT data to target student enrollment in the program, allowing for other students to participate if interested. Teachers in the program coordinate their plans based on Common Core Standards in reading and math. Integrated Units include social studies and science as well.

After-School Teachers collaborate with their colleagues who serve the students in the program to identify specific academic needs. The Coordinator and program teachers review students progress regularly through Progress Reports, Report Cards, and informal teacher references via email. This information is used to inform instruction during the After-School Program. Enrichment activities are also incorporated into the program. Transportation and a snack are provided daily.

How is data collected and analyzed to determine the effectiveness of this strategy?

The Program Coordinator uses EZReports for data (FAIR, Performance Matters) to monitor students' academic progress on assessments based on the standards. She also monitors student grades on a weekly basis using a student report from Pinnacle Gradebook as well as interim academic checks on Progress Reports and Report Cards.

Who is responsible for monitoring implementation of this strategy?

Larid Lopez, Guidance Counselor, also serves as the After-School Program School-Based Coordinator. She communicates weekly with teachers and administration regarding any needs for the program and the academic progress of the students.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Mary Pinson	Reading Coach
Sole Ward	Reading/LA Department Chair
James Ashley	Math Department Co-Chair
Rashaunna Portee	Science Department Chair
Lindsey Young	Social Studies Department Chair
Donald Ridgeway	Electives Department Chair

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The school-based LLT meets on a monthly basis (third Thursday) to discuss school-wide progress in literacy. Data from PMRN (FAIR Assessments), school-level benchmark reading assessments, and school-wide writing assessments is used to monitor student progress individually, by grade-level, and by sub-groups. Members of the team are also members of the School-Wide Curriculum Leadership Team and the AVID Site Team. All three of these teams align the primary initiatives of the school, collect input from teachers, and make recommendations to administration.

What will be the major initiatives of the LLT this year?

The major initiative of the LLT will be the transition from NG-SSS to Common Core standards in the Reading/Language Arts department. Curriculum materials will be reviewed and replaced if necessary.

in order to meet the demands of the rigorous CCSS. All professional development activities will be centered around the standards for both instructional and assessment purposes. Topics during Professional Development will include: Close Reading of Complex, Non-Fiction Text; Responding to text using text-based evidence; Multi-disciplinary opportunities for research and writing; Development and use of text dependent questions by both teacher and student.

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student

Each teacher participates in on-going Professional Development that addresses the use of text as a learning tool. Teachers use high yield instructional strategies which include Cornell Notes, graphic organizers, concept webbs, writing in response to reading, and WICOR. Teachers use the Close Reading Process with text dependent questioning and discussion culminating in an extended written response to an essential question based in the text.

Administration reviews lessons plans, conducts frequent informal observations, and leads collaborative PLCs regarding the use of appropriate text and highly effective instructional strategies in literacy. The Reading Coach purposefully plans professional development and coaching opportunities that focus on text-based literacy for all teachers. In addition, the Reading Coach provides on site professional development training in NGCAR-PD and the District Reading Endorsement Competencies.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Teachers utilize real-world connections frequently within core academic courses. Opportunities for cross-curricular projects are provided at each grade level. In addition, community resources and partnerships such as Junior Achievement, Nursery Growers' Association, and Florida Farm Bureau are all utilized to provide rich, real-world experiences for students.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Students in 7th & 8th grade participate in electives which they select based on their interests. These courses include: Band, Orchestra, Spanish (MS & HS), AgScience, or Computer Applications. In addition, 8th grade students may select Journalism or an Internship with a directing teacher. During the Internship, students are trained in peer mediation, collaborative structures, and general mentoring guidelines which help them assist younger peers in the classroom setting. Students in 8th grade also participate in Career Education that includes the development of a four-year High School Plan. Guidance Counselors work with both students and elective teachers in assisting students in developing their four-year plans.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	57%	47%	No	61%
American Indian				
Asian				
Black/African American	36%	19%	No	42%
Hispanic	53%	46%	No	58%
White	65%	52%	No	69%
English language learners	29%	17%	No	36%
Students with disabilities	38%	10%	No	44%
Economically disadvantaged	52%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	178	28%	40%
Students scoring at or above Achievement Level 4	116	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		45%
Students scoring at or above Level 7	[data excluded for privacy reasons]		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	332	52%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	70	44%	60%

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)	12	70%	75%
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]		55%
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]		45%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	98	47%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		85%

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	53%	48%	No	58%
American Indian				
Asian				
Black/African American	33%	23%	No	40%
Hispanic	50%	44%	No	55%
White	62%	56%	No	66%
English language learners	43%	25%	No	48%
Students with disabilities	32%	12%	No	39%
Economically disadvantaged	48%	43%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	28%	35%
Students scoring at or above Achievement Level 4	123	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		65%
Students scoring at or above Level 7	[data excluded for privacy reasons]		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	408	64%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	99	62%	65%

Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	29	14%	22%
Middle school performance on high school EOC and industry certifications	29	100%	100%
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		30%
Students scoring at or above Achievement Level 4	16	66%	70%
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		100%
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
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			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	19%	30%
Students scoring at or above Achievement Level 4	39	18%	20%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			

All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		1
Participation in STEM-related experiences provided for students	660	98%	99%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	12%	10%
Students who fail a mathematics course	25	4%	1%
Students who fail an English Language Arts course	5	0%	0%
Students who fail two or more courses in any subject	5	0%	0%
Students who receive two or more behavior referrals	129	20%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	76	12%	5%
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

Using our call-out system, and direct invitations to special events, our targets for parental involvement reflect a desire for a high percentage of parents to be engaged in the Lake Placid Middle School learning community. Particularly successful are open house, winter and spring concerts, and our science fair.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House, August 13, 2013	300	50%	60%
Winter Concert, December 10, 2013	200	95%	95%
Spring Concert, May 20, 2014	175	83%	90%
Science Expo, December 17, 2013	60	27%	35%
21st Century After-School Program Parent Night	25	35%	45%
Connect Ed Call System Outreach Messages	502	78%	85%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Increase student achievement in reading.

Goal #1:

Increase student achievement in math.

Goal #1:

Increase student achievement in Science.

Goal #1:

Increase student achievement in writing.

Goals Detail

Goal #1: Increase student achievement in reading.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Civics EOC
- Science - Middle School

Resources Available to Support the Goal

- AVID Professional Development on WICOR Strategies (a balanced use of instructional strategies in Writing, Inquiry, Collaboration, Organization, and Reading).

Problem-Solving to Achieve the Goal

Barrier #1: Time for Professional Development for teachers.

Plan to Monitor Progress Toward the Goal

Action:

Student Achievement

Person or Persons Responsible:

Curriculum Leadership Team

Target Dates or Schedule:

Bi-Quarterly

Evidence of Completion:

Progress Monitoring Data

Goal #1: Increase student achievement in math.

- Targets Supported**
- 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

- Resources Available to Support the Goal**
- AVID Professional Development on WICOR Strategies (a balanced use of instructional strategies in Writing, Inquiry, Collaboration, Organization, and Reading).

Problem-Solving to Achieve the Goal

Barrier #1: Time for Professional Development.

Plan to Monitor Progress Toward the Goal

Action:
Student Achievement

Person or Persons Responsible:
Curriculum Leadership Team

Target Dates or Schedule:
Bi-Quarterly

Evidence of Completion:
Progress Monitoring Data

Goal #1: Increase student achievement in Science.

- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - FAA
 - Reading - Learning Gains
 - Reading - CELLA
 - Reading - Postsecondary Readiness
 - Science - Middle School

- Resources Available to Support the Goal**
- AVID Professional Development on WICOR Strategies (a balanced use of instructional strategies in Writing, Inquiry, Collaboration, Organization, and Reading).

Problem-Solving to Achieve the Goal

Barrier #1: Time for Professional Development for teachers.

Plan to Monitor Progress Toward the Goal

Action:

Student Achievement

Person or Persons Responsible:

Curriculum Leadership Team

Target Dates or Schedule:

Bi-Quarterly

Evidence of Completion:

Progress Monitoring Data

Goal #1: Increase student achievement in writing.

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
- Geometry EOC
- Civics EOC
- Science - Middle School

Resources

Available to Support the Goal

- AVID Professional Development on WICOR Strategies (a balanced use of instructional strategies in Writing, Inquiry, Collaboration, Organization, and Reading).

Problem-Solving to Achieve the Goal

Barrier #1:

Time for Professional Development for teachers.

Plan to Monitor Progress Toward the Goal

Action:

Student Achievement

Person or Persons Responsible:

Curriculum Leadership Team

Target Dates or Schedule:

Bi-Quarterly

Evidence of Completion:

Progress Monitoring Data

Action Plan for Improvement

Goal #1:	Increase student achievement in reading.
Barrier #1:	Time for Professional Development for teachers.
Strategy #1:	Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1 - Budget Item - PD Opportunity

Action:

Professional Develop utilizing WICOR as a balanced instructional approach.

Person or Persons Responsible:

Content Area Teachers

Target Dates or Schedule:

Morning Common Planning Time

Evidence of Completion:

Action Plan

Facilitator:

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants:

All Classroom teachers.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Attendance at Common Planning Time PD

Person or Persons Responsible:

Administration & Reading Coach

Target Dates or Schedule:

Weekly PD Meetings

Evidence of Completion

Minutes from Meetings

Plan to Monitor Effectiveness of the Strategy

Action:

Implementation of WICOR Strategies in Lesson Plans & Walk-Throughs

Person or Persons Responsible:

Administration & Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Walk-Through Documentation

Goal #1:	Increase student achievement in math.
Barrier #1:	Time for Professional Development.
Strategy #1:	Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1 - Budget Item - PD Opportunity

Action:

Professional Development utilizing WICOR as a balanced instructional approach.

Person or Persons Responsible:

Content Area Math Teachers

Target Dates or Schedule:

Morning Common Planning Time

Evidence of Completion:

Action Plan

Facilitator:

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants:

All classroom teachers.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Attendance at Common Planning Time PD

Person or Persons Responsible:

Administration & Reading Coach

Target Dates or Schedule:

Weekly PD Meetings

Evidence of Completion

Minutes from Meeting

Plan to Monitor Effectiveness of the Strategy

Action:

Implementation of WICOR Strategies in Lesson Plans & direct observation during Walk-Throughs

Person or Persons Responsible:

Administration & Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Walk-Through Documentation

Goal #1:	Increase student achievement in Science.
Barrier #1:	Time for Professional Development for teachers.
Strategy #1:	Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1 - Budget Item - PD Opportunity

Action:

Professional Develop utilizing WICOR as a balanced instructional approach.

Person or Persons Responsible:

Content Area Teachers

Target Dates or Schedule:

Morning Common Planning Time

Evidence of Completion:

Action Plan

Facilitator:

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants:

All Classroom teachers.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Attendance at Common Planning Time PD

Person or Persons Responsible:

Administration & Reading Coach

Target Dates or Schedule:

Weekly PD Meetings

Evidence of Completion

Minutes from Meetings

Plan to Monitor Effectiveness of the Strategy

Action:

Implementation of WICOR Strategies in Lesson Plans & Walk Throughs

Person or Persons Responsible:

Administration & Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Walk-Through Documentation

Goal #1:	Increase student achievement in writing.
Barrier #1:	Time for Professional Development for teachers.
Strategy #1:	Implement Professional Learning Communities using Morning Common Planning time.

Action Step 1 - Budget Item - PD Opportunity

Action:

Professional Develop utilizing WICOR as a balanced instructional approach.

Person or Persons Responsible:

Content Area Teachers

Target Dates or Schedule:

Morning Common Planning Time

Evidence of Completion:

Action Plan

Facilitator:

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants:

All Classroom teachers.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Attendance at Common Planning Time PD

Person or Persons Responsible:

Administration & Reading Coach

Target Dates or Schedule:

Weekly PD Meetings

Evidence of Completion

Minutes from Meetings

Plan to Monitor Effectiveness of the Strategy

Action:

Implementation of WICOR Strategies in Lesson Plans & Walk-Throughs

Person or Persons Responsible:

Administration & Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Walk-Through Documentation

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

All funds are coordinated through the School Board of Highlands County.

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: Increase student achievement in reading.

Barrier #1: Time for Professional Development for teachers.

Strategy #1: Implement Professional Learning Communities using Morning Common Planning time.

Action Step #1: Professional Develop utilizing WICOR as a balanced instructional approach.

Facilitator leader

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants

All Classroom teachers.

Target dates or schedule

Morning Common Planning Time

Evidence of Completion and Person Responsible for Monitoring

Action Plan

(Person Responsible: Content Area Teachers)

Goal #1: Increase student achievement in math.

Barrier #1: Time for Professional Development.

Strategy #1: Implement Professional Learning Communities using Morning Common Planning time.

Action Step #1: Professional Development utilizing WICOR as a balanced instructional approach.

Facilitator leader

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants

All classroom teachers.

Target dates or schedule

Morning Common Planning Time

Evidence of Completion and Person Responsible for Monitoring

Action Plan

(Person Responsible: Content Area Math Teachers)

Goal #1: Increase student achievement in Science.

Barrier #1: Time for Professional Development for teachers.

Strategy #1: Implement Professional Learning Communities using Morning Common Planning time.

Action Step #1: Professional Develop utilizing WICOR as a balanced instructional approach.

Facilitator leader

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants

All Classroom teachers.

Target dates or schedule

Morning Common Planning Time

Evidence of Completion and Person Responsible for Monitoring

Action Plan

(Person Responsible: Content Area Teachers)

Goal #1: Increase student achievement in writing.

Barrier #1: Time for Professional Development for teachers.

Strategy #1: Implement Professional Learning Communities using Morning Common Planning time.

Action Step #1: Professional Develop utilizing WICOR as a balanced instructional approach.

Facilitator leader

Christie McMullen, AVID Consultant, provided initial instruction to all teachers. Administration & the Reading Coach will provide support to CLT Department Chairs to continue with Professional Development throughout the school year.

Participants

All Classroom teachers.

Target dates or schedule

Morning Common Planning Time

Evidence of Completion and Person Responsible for Monitoring

Action Plan

(Person Responsible: Content Area Teachers)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

Goal #1: Increase student achievement in reading.

Barrier #1: Time for Professional Development for teachers.

Strategy #1: Implement Professional Learning Communities using Morning Common Planning time.

Action Step #1: Professional Develop utilizing WICOR as a balanced instructional approach.

Resource Type Professional Development

Resource AVID Consultant

Funding Source i3 Grant through the Heartland Education Consortium

Amount Needed

Goal #1: Increase student achievement in math.

Barrier #1: Time for Professional Development.

Strategy #1: Implement Professional Learning Communities using Morning Common Planning time.

Action Step #1: Professional Development utilizing WICOR as a balanced instructional approach.

Resource Type Professional Development

Resource AVID Consultant

Funding Source i3 Grant

Amount Needed

Goal #1: Increase student achievement in Science.

Barrier #1: Time for Professional Development for teachers.

Strategy #1: Implement Professional Learning Communities using Morning Common Planning time.

Action Step #1: Professional Develop utilizing WICOR as a balanced instructional approach.

Resource Type Professional Development

Resource AVID Consultant

Funding Source i3 Grant

Amount Needed

Goal #1: Increase student achievement in writing.

Barrier #1: Time for Professional Development for teachers.

Strategy #1: Implement Professional Learning Communities using Morning Common Planning time.

Action Step #1: Professional Develop utilizing WICOR as a balanced instructional approach.

Resource Type Evidence-Based Program

Resource

Funding Source

Amount Needed

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Memorial Elementary School
District: 28 - Highlands
Principal: Laura Waldon
SAC Chair: Joshua McGhee
Superintendent: Mr. Wallace P Cox
School Board Approval Date: 10/08/2013
Last Modified on: 10/01/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	867 MEMORIAL DR Avon Park, FL 33825	867 MEMORIAL DR Avon Park, FL 33825
Phone Number:	8637840200	
Web Address:	http://www.highlands.k12.fl.us/~mes/	
Email Address:	waldonl@highlands.k12.fl.us	

School Type:	Elementary School			
Alternative/ESE:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	83%			
Minority:	65%			
School Grade History:	<u>2012-13</u> F	<u>2011-12</u> D	<u>2010-11</u> C	<u>2009-10</u> B

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 Memorial Elementary School	
Principal's name Laura Waldon	
School Advisory Council chair's name Joshua McGhee	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Laura Waldon	Principal
Courtney Floyd	Assistant Principal
Shirley Demeri	Reading Coach
Erin Welch	Guidance
Sally Hood	1st Grade Teacher
Debra Crandall	2nd Grade Teacher
Karen Messer	3rd Grade Teacher
Heather Esquibel	4th Grade Teacher
Kayla Jackson	5th Grade Teacher
Lu Brannon	TRT
Cara Dunford	Kindergarten Teacher
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP 10/08/2013	
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	
Describe the involvement of the SAC in the development of this school improvement plan As the SIP is developed or updated, the SAC will review the plan and give input and recommendations on any information submitted or changes to the plan.	
Describe the activities of the SAC for the upcoming school year The School Advisory Council (SAC) will discuss academic and behavioral data . The SAC will advise the school on the Parent Involvement Plan, School Compact, Title 1 and SAC budget, and the School Improvement Plan (SIP). SAC attendees will provide input for DOE reports, such as the baseline and mid-year reports. The SAC will be involved in the development and implementation of the A+ Plan which determines the use of School Recognition funds for which the school may be eligible based on improving and maintaining school grades.	
Describe the projected use of school improvement funds and include the amount allocated to each project	

Purchase academic materials for students in 1st-5th grades to help students incorporate non-fiction text, non-fiction writing across the curriculum and math materials to improve academic achievement of all students.		
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 Not 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:		
Laura Waldon		
Principal	Years as Administrator: 10	Years at Current School: 0
Credentials	BA in Elementary Education from FAU MS in Ed Leadership from Nova Southeastern Elementary Education 1-6 ESOL Endorsement Ed. Leadership K-12 School Principal K-12	
Performance Record	2012-2013: Fred Wild Elementary (FWE): Grade D 2011-2012: FWE: Grade C 2010-2011: FWE: Grade B 2009-2010: FWE: Grade C 2008-2009: FWE: Grade B	
Courtney Floyd		
Asst Principal	Years as Administrator: 0	Years at Current School: 6
Credentials	BS In Elementary Education from USF MS in Reading and Literacy from Walden MS In Ed. Leadership from Scranton Elementary Ed. K-6 ESOL Endorsement School Principal K-12	
Performance Record		
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		

Shirley Demeri		
Full-time / School-based	Years as Coach: 10	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	ESOL Endorsement Reading Endorsement MS In Elementary Ed. BS in Home Economics	
Performance Record	2012-2013 Memorial Elementary: F 2011-2012 Memorial Elementary: D 2010-2011 Memorial Elementary: C 2009-2010 Memorial Elementary: B 2008-2009 Memorial Elementary: C	
Classroom Teachers		
# of classroom teachers 41		
# receiving effective rating or higher 33, 80%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 24, 59%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. , 0%		
# ESOL endorsed 26, 63%		
# reading endorsed 5, 12%		
# with advanced degrees 10, 24%		
# National Board Certified 2, 5%		
# first-year teachers 6, 15%		
# with 1-5 years of experience 16, 39%		
# with 6-14 years of experience 10, 24%		
# with 15 or more years of experience 7, 17%		
Education Paraprofessionals		
# of paraprofessionals 16		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 16, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 2		
# 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. We, the administration, advertise through Human Resources, interview ESOL preferred applicants, aim to hire highly qualified instructors, ensure that employees enroll in coursework and participate in professional		

development to , and recruit from the teach-in. Current employees pursue and maintain appropriate certification. Administration supports teachers through subject area and grade level meetings.

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

First year teachers are assigned to a mentor on the same grade level, who has been trained in Clin Ed. Mentors are effective/highly effective, experienced educators who model and guide effective teaching strategies. First year and experienced teachers who are new or who may be struggling will be assigned a peer evaluator by the district.

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 will meet on a regular basis to review student performance and make improvements to the Core curriculum. In addition, they will meet with team leaders and grade levels as needed based on data. The role of the team is to analyze the success of the implemented strategies and to determine if an increased level of intensity or frequency is necessary. The role of the classroom teacher is to implement strategies with fidelity based on data and to collect and analyze the results of the implementation.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Kindergarten through fifth grade curriculum leadership team members gather information through observation, data analysis, and the development of effective instructional strategies.

They will:

Analyze data

Identify problems

Set goals or objectives

Develop an intervention plan

Monitor interventions.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS committee will provide regular updates on progress of students in the MTSS process to members of the CLT at monthly CLT meetings and will solicit input and recommendations regarding data and ways to improve the MTSS process or specific MTSS activities.

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)

Genesis, A3, Pinnacle Grade Book, PMRN/ FAIR data (Reading), Performance Matters (Math and Science), RtI/B (behavior), SM6, FCAT (Reading, Math, Science, Writing), Classroom and District Writing Prompts, AIMS web, EZCBM.

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

The staff can have professional development with the Reading Coach and the Guidance Resource teacher and/or administration to discuss the process that will be implemented at Memorial Elementary so teachers are aware of their role in the big picture of MTSS. Additionally, MTSS can be discussed in general at a SAC meeting as well as taking the time to explain the process to parents as their students participate in the MTSS process.

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: Summer Program****Minutes added to school year:****Strategy Purpose(s)**

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Laura Waldon	Principal
Courtney Floyd	Assistant Principal
Erin Welch	Guidance
Shirely Demeri	Reading Coach
Sally Hood	1st Grade Teacher
Debra Crandall	2nd Grade Teacher
Karen Messer	3rd Grade Teacher
Heather Esquibel	4th Grade Teacher
Kayla Jackson	5th Grade Teacher
Cara Dunford	Kindergarten Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The school based LLT will meet on a monthly basis as part of the CLT as well. The primary function of the LLT is to assist in the development of the school's literacy plan that will ensure high quality instruction in Language Arts for all students. The LLT will also coordinate with administrators to make general curricular decisions, to monitor the student achievement data at team meetings, to assist teachers on their teams with instructional needs, and to disseminate information to teachers.

What will be the major initiatives of the LLT this year?

The LLT will handle the major initiatives of Common Core, non-fiction writing across the curriculum, and the implementation of the new curriculum. The LLT will also provide research-based strategies designed to improve literacy achievement for students who are not on grade level in K-5 as well as enrichment to those who are on or above grade level. The LLT will be overseeing the transition to Common Core Standards.

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

Re-evaluations and transition staffings are held each Spring for students transitioning from ESE Pre-K to Kindergarten programs. Families are also notified about the staffings and are also encouraged to have their children participate in ESY and VPK at participating elementary schools.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	56%	45%	No	60%
American Indian				
Asian				
Black/African American	43%	27%	No	48%
Hispanic	47%	43%	No	52%
White	68%	54%	No	71%
English language learners	38%	14%	No	45%
Students with disabilities	51%	43%	No	56%
Economically disadvantaged	54%	41%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	26%	29%
Students scoring at or above Achievement Level 4	17	18%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		59%
Students scoring at or above Level 7	[data excluded for privacy reasons]		32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	43	48%	51%
Students in lowest 25% making learning gains (FCAT 2.0)	12	52%	55%

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)	19	61%	64%
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]		47%
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]		41%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	42	48%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		74%

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	60%	42%	No	64%
American Indian				
Asian				
Black/African American	52%	27%	No	57%
Hispanic	53%	39%	No	57%
White	71%	51%	No	74%
English language learners	38%	27%	No	45%
Students with disabilities	55%	32%	No	60%
Economically disadvantaged	57%	38%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	24%	27%
Students scoring at or above Achievement Level 4	48	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		53%
Students scoring at or above Level 7	[data excluded for privacy reasons]		17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		43%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		34%	50%

Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	34%	37%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		20%
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
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 5: Science, Technology, Engineering, and Mathematics (STEM)			

All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		10
Participation in STEM-related experiences provided for students	100	20%	95%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	63	10%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	3%	2%
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
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

Increase parent participation by involving parents in at least one of Memorial Elementary's scheduled parent involvement events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
90% of parents will participate in at least one parent involvement activity during the 2013-2014 school year.			90%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

Goal #1:

Teachers will consistently use the school wide behavior system to reduce disruptive behaviors.

Goals Detail

Goal #1: All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Writing
- Math
- 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
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources

Available to Support the Goal

- New Reading and Math curriculum adopted
- Technology: Read 180, SM6
- Professional Development: Common Core, Think Alouds, Text based evidence, Leader in Me, Higher Order Questioning, Marzano High Yield strategies.
- Data Reviews
- Classroom Walkthroughs and Feedback.
- Common Planning

Problem-Solving to Achieve the Goal

Barrier #1:

Limited knowledge of and consistent implementation of effective research based instructional strategies to include the new Reading and Math curriculum by instructional staff including new and inexperienced staff (52% of teachers have fewer than 5 years experience)

Plan to Monitor Progress Toward the Goal

Action:

Teachers will review data at the grade level, class level and individual student level. As teachers determine the names of students and skills which are deficient, teachers are expected to brainstorm additional strategies, reteach skills and determine if progress took place. Administration will review weekly data results which are submitted with team notes and discuss at CLT meetings. Also, administration will meet quarterly with each teacher to review individual student data which includes all academic and early warning system data.

Person or Persons Responsible:

Administration, LCRT, District Reading, Science and Mathematics Specialists, Classroom Teachers, Guidance

Target Dates or Schedule:

Teachers will review data each week. Administration, Guidance and LCRT will meet with every teacher four times per year to progress monitor approximately two weeks before report cards.

Evidence of Completion:

Team notes, CLT meeting agenda and notes and progress monitoring charts will be collected.

Goal #1:	Teachers will consistently use the school wide behavior system to reduce disruptive behaviors.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Resource teacher
- Leader in Me
- Consistent school-wide behavior system

Problem-Solving to Achieve the Goal

Barrier #2: Teachers have limited strategies on how to deal with disruptive behavior.

Plan to Monitor Progress Toward the Goal

Action:

Discipline Reports, Informal Walkthroughs

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Reduction of referrals as evidence by the cumulative comparison report from 2012-2013 school year to this year, FASTe reports.

Action Plan for Improvement

Goal #1:	All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.
Barrier #1:	Limited knowledge of and consistent implementation of effective research based instructional strategies to include the new Reading and Math curriculum by instructional staff including new and inexperienced staff (52% of teachers have fewer than 5 years experience)
Strategy #1:	Provide professional development on the implementation and use of the new series as well as high yield research based instructional strategies..

Action Step 1 - PD Opportunity

Action:

Provide recurring professional development on high yield research-based instructional strategies and the new textbook series

Person or Persons Responsible:

Kim Ervin, Jennifer Westergom, Administration, LCRT (Shirley Demeri)

Target Dates or Schedule:

Pre-planning (8/8-8/16), faculty meeting PD (9/3, 9/17, 10/1), Early release PD day over the course of the 2013-14 school year and district PD (10/4).

Evidence of Completion:

ERO records and sign-in sheets, lesson plans, formal and informal observations,

Facilitator:

Kim Ervin, Jennifer Westergom, Administration

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Observe reading, mathematics, and science lessons, review lesson plans

Person or Persons Responsible:

Administration, LCRT, District Reading, Science, and Mathematics Specialists, Peer Evaluator

Target Dates or Schedule:

Periodically during the school year (1-3 informal observations per semester and 1-2 formal observations per year), weekly lesson plan check,

Evidence of Completion

ERO records and formal and informal walkthrough documents, provide additional differentiated professional development.

Plan to Monitor Effectiveness of the Strategy

Action:

Student data will show increased achievement levels on weekly and benchmark Reading tests, Math Chapter tests, Performance Matters assessments, SM6, FAIR, Read 180, CAMS/STAMS/SOLVE

Person or Persons Responsible:

Classroom Teachers, LCRT and Administration

Target Dates or Schedule:

Teachers will collect and review data weekly. Weekly data will be submitted to Administration on team meeting notes. Administration, Guidance and LCRT will meet with teachers to review data one time per quarter.

Evidence of Completion:

Team meeting notes and progress monitoring charts will be submitted to administration. Pinnacle gradebook data will also be available for review. Student will collect individual data in their STAR notebooks, including discipline.

Goal #1:	Teachers will consistently use the school wide behavior system to reduce disruptive behaviors.
Barrier #2:	Teachers have limited strategies on how to deal with disruptive behavior.
Strategy #1:	Teachers will be provided professional development on implementing behavior strategies.

Action Step 1 - PD Opportunity

Action:

Provide professional development in verbal deescalation and Leader in Me.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Pre-planning (Leader In Me August 12, 13, 14, 2013); Verbal deescalation (October 1, 2013).

Evidence of Completion:

Sign-in sheets, ERO

Facilitator:

Buddy Hunter, Josh Miller, Paula Fransworth.

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Informal Classroom Walkthroughs, Observations in classrooms

Person or Persons Responsible:

Administration, Resource Teacher, Peer Evaluator

Target Dates or Schedule:

Bi-Monthly

Evidence of Completion

Discipline Referral Count

Plan to Monitor Effectiveness of the Strategy

Action:

Discipline Referral Count, Informal Walkthroughs

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Bi-Monthly

Evidence of Completion:

Reduction of referrals as evidence by the cumulative comparison report from 2012-2013 school year to this year, FASTe reports

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

1

ELL

The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FCAT standards, graduation requirements and post secondary career opportunities.

2

Title I Part C, Migrant

Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

3

Title I Part A

Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

4

Title II

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

5

Title III

Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

6

SAI

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

7

Nutrition Programs

LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

8

Adult Education

Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.

9

Title VI

Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

10

VPK

These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

11

Homeless

Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education(FAPE).

12

Migrant Parent Advisory

The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.

13

Exceptional Students Education

This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.

14

IDEA

Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.

15

District Parent Advisory for Advance Academics

This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.

16

District School Advisory Council

This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern.

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: All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

Barrier #1: Limited knowledge of and consistent implementation of effective research based instructional strategies to include the new Reading and Math curriculum by instructional staff including new and inexperienced staff (52% of teachers have fewer than 5 years experience)

Strategy #1: Provide professional development on the implementation and use of the new series as well as high yield research based instructional strategies..

Action Step #1: Provide recurring professional development on high yield research-based instructional strategies and the new textbook series

Facilitator leader

Kim Ervin, Jennifer Westergom, Administration

Participants

All classroom teachers

Target dates or schedule

Pre-planning (8/8-8/16), faculty meeting PD (9/3, 9/17, 10/1), Early release PD day over the course of the 2013-14 school year and district PD (10/4).

Evidence of Completion and Person Responsible for Monitoring

ERO records and sign-in sheets, lesson plans, formal and informal observations,
(Person Responsible: Kim Ervin, Jennifer Westergom, Administration, LCRT (Shirley Demeri))

Goal #1: Teachers will consistently use the school wide behavior system to reduce disruptive behaviors.

Barrier #2: Teachers have limited strategies on how to deal with disruptive behavior.

Strategy #1: Teachers will be provided professional development on implementing behavior strategies.

Action Step #1: Provide professional development in verbal deescalation and Leader in Me.

Facilitator leader

Buddy Hunter, Josh Miller, Paula Fransworth.

Participants

All Teachers

Target dates or schedule

Pre-planning (Leader In Me August 12, 13, 14, 2013); Verbal deescalation (October 1, 2013).

Evidence of Completion and Person Responsible for Monitoring

Sign-in sheets, ERO
(Person Responsible: Administration)

Appendix 2: Budget to Support School Improvement Goals
Budget items identified in the SIP as necessary to achieve the school's goals

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Park Elementary School
District: 28 - Highlands
Principal: Karin Doty
SAC Chair: Richard Kogelschatz
Superintendent: Mr. Wallace P Cox
School Board Approval Date: 09/24/2013
Last Modified on: 09/24/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	327 E PALMETTO ST Avon Park, FL 33825	327 E PALMETTO ST Avon Park, FL 33825
Phone Number:	8634524373	
Web Address:	http://www.highlands.k12.fl.us/~pes/	
Email Address:	dotyk@highlands.k12.fl.us	

School Type:	Elementary School			
Alternative/ESE:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	81%			
Minority:	62%			
School Grade History:	<u>2012-13</u> C	<u>2011-12</u> B	<u>2010-11</u> A	<u>2009-10</u> B

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 Park Elementary School	
Principal's name Karin Doty	
School Advisory Council chair's name Richard Kogelschatz	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Debbie Andrews	Reading Coach
Mary Linda Jackson	Kindergarten Teacher
Amanda Hill	1st Grade Teacher
Katherine Eures	2nd Grade Teacher
Maricarmen Pantoja	3rd Grade Teacher
Nikki Robles	4th Grade Teacher
TracyLee	5th Grade Teacher
Debbie Walley	Guidance Counselor
Staci Lemler	Tech Resource Teacher
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
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 Richard Kogelschatz, Assistant Principal Maria Milian-Henry, Teacher Deborah Andrews, Reading Coach Sophia Coleman, Parent Susan Crull, Parent Shavonna Vasquez, Parent Yamila Marrero, Parent Susan Cook, Non Instructional Noelia Martinez, Non Instructional Felita Knighten, ESE Jessica Johnson, Parent Ciara Cruz, Parent Marsha Barcinas, Parent Laura Wade, Business and Community Candice Pollard, Business and Community Karin Doty, Principal	
Describe the involvement of the SAC in the development of this school improvement plan	

The School Improvement Committee is made aware of the SIP through the several meetings. They give input on the design of the plan as well as any additions. Before the plan is submitted to the district, the members are given an opportunity to give feedback.

Describe the activities of the SAC for the upcoming school year

SAC will meet every other month and will be involved in the following:

1. Approving the Home School Compact;
2. Editing, revising and approving the SIP;
3. Approving the Title 1 budget;
4. Assisting in making decisions based on SIP; and
5. Discussing other pertinent information regarding the operations of the school.

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

Budgeted \$20,000.00

Writing Tutoring Teacher Salaries & Benefits

\$28.65/hr. x 1.5 hrs. per day = \$42.98/day per teacher

\$42.98/day x 18 days = \$773.64/per teacher salaries & benefits

\$773.64/teacher x 2 teachers = \$1,547.28

Reading Tutoring Teacher Salaries & Benefits

\$28.65/hr. x 1.5 hrs. per day = \$42.98/day per teacher

\$42.98/day x 10 days = \$429.80/per teacher salaries & benefits

\$429.80/teacher x 6 teachers = \$2,578.80

Math Tutoring Teacher Salaries & Benefits

\$28.65/hr. x 1.5 hrs. per day = \$42.98/day per teacher

\$42.98/day x 10 days = \$429.80/per teacher salaries & benefits

\$429.80/teacher x 6 teachers = \$2,578.80

Science Tutoring Teacher Salaries & Benefits

\$28.65/hr. x 1.5 hrs. per day = \$42.98/day per teacher

\$42.98/day x 10 days = \$429.80/per teacher salaries & benefits

\$429.80/teacher x 2 teachers = \$859.60

\$1,547.28

\$6,017.20

Total Amount for Teachers [\$7,564.48]

SubTotal \$12,435.52

PARK ELEMENTARY SCHOOL

Title I Tutoring Budget 2013-2014

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:

Karin Doty		
Principal	Years as Administrator: 7	Years at Current School: 1
Credentials	BA in Elementary Education from Warner Southern College MA in Educational Leadership from University of South Florida Certification in Principalship K - 12 Elementary Education K - 6 Reading Endorsement K - 12 12 years teaching experience	
Performance Record	2012 - 2013: D - AYP no 2011 - 2012: C - AYP no 2010 - 2011: D - AYP no 79% 2009 - 2010: B - AYP no 95% 2008 - 2009: A - AYP yes 100%	
Richard Kogelschatz		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	BA in Humanities at University of Central Florida MA in Exceptional Education at University of Central FLorida Master's in Educational Leadership at University of South Florida Educational Leadership Elementary Education K - 6 Varying Exceptionalities K - 12 15 years of teaching experience	
Performance Record	Kindergarten Learning Center does not have FCAT data to show performance record.	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Deborah Andrews		
Part-time / District-based	Years as Coach: 8	Years at Current School: 21
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BA Early Childhood and Elementary Education, Florida Southern College	
Performance Record	2012 - 2013; C 2011 - 2012; B 2010 - 2011; A, AYP 90% 2009 - 2010; B, AYP 77% 2008 - 2009; A, AYP 100% 2007 - 2008; A, AYP 97% 2006 - 2007; C, AYP 92%	
Classroom Teachers		
# of classroom teachers 41		
# receiving effective rating or higher 33, 80%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 32, 78%		

certified in-field, pursuant to Section 1012.2315(2), F.S. 32, 78%
ESOL endorsed 29, 71%
reading endorsed 8, 20%
with advanced degrees 8, 20%
National Board Certified 2, 5%
first-year teachers 3, 7%
with 1-5 years of experience 9, 22%
with 6-14 years of experience 20, 49%
with 15 or more years of experience 9, 22%
Education Paraprofessionals
of paraprofessionals 17
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 17, 100%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 3
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. It is always our goal to provide the highest quality instructors in the classroom. We do this by hosting Level II and III interns on campus yearly to complete internships; review applications and interview those applicants who meet criteria; attend Teach-Ins and recruit teachers from in and around the state of Florida.
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 -Susan Jahna is mentoring Laquesha Adams. Susan is a Highly Qualified teacher who teaches in the same grade level (4th). -Katherine Eures is mentoring Lindsey Sager. Katherine is a Highly Quaified teacher and is Team Leader for 2nd grade. -Debbie Andrews is mentoring Lynda Simpkins. Debbie is the Reading Coach and is Highly Qualified. All mentor teachers have completed the Clincial Eduation training.Each group is following guidelines provided by the district for mentoring. They meet weekly and discuss pertinent information to the success of each teacher.
Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)
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

In order to address the effectiveness of our core instruction, the MTSS team meets three times a year to discuss the academic growth of students individually and make instructional decisions. Members meet more frequently to discuss individual student needs (Tier 3). Teachers, Reading Coach and Administration meet to discuss small group instruction and the effectiveness of interventions taking place in the classroom.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Administration - attends meetings and provides input and guidance on resources and scheduling.
 Guidance Counselor - provides information to team, i.e. data, response to intervention, referral process
 Staff Specialist - if needed, attends to provide input and guidance on next steps
 Psychologists - provides input and testing and requirements for meeting needs of students
 Reading Coach - provides resources need for interventions
 Classroom Teacher - input on response to intervention

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

A tiered system of interventions is the foundation of all decisions made in regards to all students. All students are part of the RtI process. Most students are identified as Tier 1 - successfully meeting the requirements to be on grade level. This is monitored through progress report, report cards, and progress monitoring meetings three times a year. Tier 2 students are those that are identified with a PMP and are getting more intense instruction and interventions based on his/her deficiencies. These students are monitored more closely with monthly probes and are inputted in Aims Web. The guidance counselor maintains and monitors this process. Tier 3 students who are 2+ years below grade level are provide instruction by highly qualified Exception Education teachers. They are given additional time to the 120 minute Language Arts block to fill gaps in their learning. These students are monitored weekly and the MTSS team meets regularly to discuss the academic growth of these students.

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)

We are utilizing the A3 system to monitor PMPs for Tier II students. We used data such as PAST, Phonics, Word Lists, Fluency and Comprehension. Aims Web program is utilized to monitor Tier III students. Weekly probes are given in order to monitor response to intervention and to make instructional decisions.

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

On-going staff development is conducted throughout the year. This is done in small group settings or one-on-one training with new staff members. We utilize consistent language when communicating about the MTSS process and provide a transparent environment for all stakeholders.
 Parents play an integral part in the MTSS process. Teachers meet with parents regularly to discuss academic progress of all students. MTSS team also meets with parents to alleviate any misconceptions and share data points and progress of problem solving steps.

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: 120

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

Writing - highly qualified teachers will instruction students two days a week on refining Writing skills. Teachers will following the Kathy Robinson program in order to produce well-rounded writers. They will focus on using extensive language, writing to a prompt and staying focus on topic, using complex sentences and editing and revising compositions. Students will be selected by teachers using classroom data which shows the students in need of improvement in the area of Writing.

Reading and Math - highly qualifed teachers will instruction students one day a week in the area of Reading and/or Math. Teachers will use Pearson materials as the main source of instruction. They will focus on FCAT tested skills in order to increase achievement levels and learning gains.

Science - highly qualifed teachers will instruction students one day a week in the area of Science. FCAT tested skills will be focused on in order for students to increase achievement levels on FCAT Science.

How is data collected and analyzed to determine the effectiveness of this strategy?

There will be a pre and post test given to all students to determine if the program was effective.

Who is responsible for monitoring implementation of this strategy?

Teachers and Administration will be responsible for monitoring the after school program.

Literacy Leadership Team (LLT)

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

Name	Title
Karin Doty	Principal
Richard Kogelschatz	Assistant Principal
Debbie Andrews	Reading Coach
Mary Jackson	Kindergarten
Amanda Hill	First Grade
Katherine Eures	Second Grade
Maricarmen Pantoja	Third Grade
Nikki Robles	Fourth Grade
Tracy Lee	Fifth Grade
Debbie Walley	Guidance

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The LLT meets weekly by grade level to discuss student data and best practices in reading instruction. Through these discussions, instruction is modified to meet the needs of all students. Feedback is shared weekly with administrators through a grade level communication notebook. ESE teachers collaborate weekly with regular ed teachers. Reading coach provides ongoing support to teachers.

What will be the major initiatives of the LLT this year?

The major initiatives of the LLT this year will be to provide ongoing support and professional development to all teachers on implementation of the Common Core State Standards and the newly adopted reading series, Pearson Reading Street. The LLT will also continue to provide support to grades 3-5 for FCAT 2.0 standards, providing resources to target all sub populations not meeting proficiency in reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

Park Elementary provides a Pre-K Migrant program that provides services to 3 - 4 year old children. The Migrant liaison assists families in registering and obtaining information concerning entrance into Kindergarten. The Handicap Pre-K classrooms also provide services to 3 - 4 year old children. Staffing Specialists assists these families in obtaining information concerning entrance into Kindergarten.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The emphasis of CCSS is the rigor and relevance of Language Arts and Math. On a daily basis, teachers are promoting the relevance of subject matter to students' everyday lives.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	58%	54%	Yes	63%
American Indian				
Asian				
Black/African American	36%	35%	No	42%
Hispanic	62%	44%	No	66%
White	74%	74%	Yes	77%
English language learners	42%	23%	No	48%
Students with disabilities	42%	48%	Yes	48%
Economically disadvantaged	52%	46%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	24%	27%
Students scoring at or above Achievement Level 4	68	26%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		85%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	108	65%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	27	64%	67%

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)	14	25%	28%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	25%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	25%	29%

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	87	77%	78%
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	59%	61%	Yes	63%
American Indian				
Asian				
Black/African American	34%	54%	Yes	41%
Hispanic	65%	59%	No	69%
White	73%	67%	No	76%
English language learners	67%	50%	No	70%
Students with disabilities	60%	64%	Yes	64%
Economically disadvantaged	53%	55%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	35%	38%
Students scoring at or above Achievement Level 4	59	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		89%
Students scoring at or above Level 7	[data excluded for privacy reasons]		45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	105	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	64%	65%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	37%	40%
Students scoring at or above Achievement Level 4	10	12%	14%

Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		68%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		25
Participation in STEM-related experiences provided for students	280	50%	75%
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	130	22%	20%
Students retained, pursuant to s. 1008.25, F.S.	40	1%	1%
Students who are not proficient in reading by third grade	13	98%	10%
Students who receive two or more behavior referrals	39	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	67	11%	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			
Orientation - August, 2013			
Covey Parent Night - September, 2013			
Report Card Pick Up - October, 2013			
Harvest Festival - October, 2013			
Thanksgiving Dinner - November, 2013			
Christmas Dinner - December 2013			
Jingle Bell Run - December 2013			
Christmas on Main - December 2013			
PTO/SAC - ongoing August - May 2014			
Family Fun Night - February 2014			
Report Card Pick Up - April 2014			
5th Grade Parent Night - May 2014			
Awards Day - May 2014			

Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Orientation Night	232	40%	50%
Covey Parent Night	100	17%	30%
Report Card Pick Up	435	50%	75%
Harvest Festival	435	50%	75%
Thanksgiving Dinner - K, 2nd, 4th	67	25%	30%
Christmas Dinner - 1st, 3rd, 5th	67	25%	30%
Jingle Bell Fun Run	150	26%	35%
Christmas on Main - 4th/5th Grade Chorus	75	38%	45%
PTO/SAC	30	10%	25%
Family Fun Night	145	25%	35%
5th Grade Parent Night	50	57%	65%
Awards Day	174	60%	65%
Area 10: Additional Targets			
Description of additional targets			
N/A			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Park Elementary will increase the percentage of students at or above grade level in Reading to 63%.

Goal #1:

Park Elementary will increase the percentage of students at or above grade level in Writing to 78%.

Goal #1:

Park Elementary will increase the percentage of students at or above grade level in Math to 78%.

Goal #1:

Park Elementary will increase the percentage of students at or above grade level in Science to 40%.

Goals Detail

Goal #1: Park Elementary will increase the percentage of students at or above grade level in Reading to 63%.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA

Resources Available to Support the Goal

- Common Core State Standards District adopted core curriculum Pearson for all students Data from FAIR, PAST and Phonics to drive small group instruction Rtl kit from Pearson curriculum for Tier II My Sidewalks for Tier III

Problem-Solving to Achieve the Goal

Barrier #1: Students not having necessary reading skills to be successful on grade level materials. Students not responding to strategic interventions.

Plan to Monitor Progress Toward the Goal

Action:

Using data to track progress on meeting the goal

Person or Persons Responsible:

Administration and Reading Coach

Target Dates or Schedule:

3 times a year

Evidence of Completion:

Students at or above grade level as indicated on Report Cards based on Grade Level Indicators

Goal #1: Park Elementary will increase the percentage of students at or above grade level in Writing to 78%.

Targets Supported

- Writing

Resources Available to Support the Goal

- -Pearson Weekly Writing Assignments/Rubrics -Pearson Writing to Sources Rubrics -After school tutoring - 2x/week delivered by highly qualified teachers

Problem-Solving to Achieve the Goal

Barrier #1: -Students lack skills to elaborate on a given topic. -Basic foundations are solid.

Plan to Monitor Progress Toward the Goal

Action:

Determining progress towards goals

Person or Persons Responsible:

Administration and Reading Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Writing Samples Pearson Writing Assignments Tutoring pre and post tests

Goal #1: Park Elementary will increase the percentage of students at or above grade level in Math to 78%.

Targets Supported

- Math
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal

- -Go Math! -SM6 -After School Tutoring

Problem-Solving to Achieve the Goal

Barrier #1: -Students need concrete understanding of Common Core standards. -Students need the necessary prerequisite skills in order to be successful at grade level materials. -Students lack mathematical vocabulary and deeper understanding of concepts.

Plan to Monitor Progress Toward the Goal

Action:

Using data to determine progress toward goal.

Person or Persons Responsible:

Administration and Reading Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Performance Matters SM6 Go Math Assessments

Goal #1: Park Elementary will increase the percentage of students at or above grade level in Science to 40%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman/Pearson Science

Problem-Solving to Achieve the Goal

Barrier #1: Lack of real world science experience, prior knowledge and comprehension of non fiction text.

Plan to Monitor Progress Toward the Goal

Action:

Using data to determine effectiveness of progress towards goal.

Person or Persons Responsible:

Administration Reading Coach Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Performance Matters Pearson Assessments After school tutoring pre and post tests STEM projects

Action Plan for Improvement

Goal #1: Park Elementary will increase the percentage of students at or above grade level in Reading to 63%.

Barrier #1: Students not having necessary reading skills to be successful on grade level materials. Students not responding to strategic interventions.

Strategy #1: Teachers using data to drive instruction. Identifying areas of weaknesses and instructing students in these areas. Collaboration within grade level for best practices in Reading instruction. Analyzing student progress to make instructional decisions. Teachers will use strategies from the core curriculum - Tier II and III components to strengthen student achievement.

Action Step 1 - Budget Item

Action:

After school Tutoring

Person or Persons Responsible:

3rd, 4th, and 5th grade students

Target Dates or Schedule:

1x/week

Evidence of Completion:

Pre and post tests

Action Step 2 - Budget Item - PD Opportunity

Action:

Utilize Pearson Reading Street curriculum effectively and with fidelity.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Pearson Assessments FAIR PAST, Phonics

Facilitator:

Kim Ervin Debbie Andrews

Participants:

Teachers

Action Step 3 - PD Opportunity

Action:

Grade level teams review the results of common assessment data (i.e. FAIR, PAST, Phonics) and plan together weekly

Person or Persons Responsible:

Classroom Teachers/Paraprofessionals

Target Dates or Schedule:

30 minutes

Evidence of Completion:

Report Card, Monthly Progress Monitoring - Grade Level Indicators

Facilitator:

Kim Ervin, District Reading Specialist Debbie Andrews, Reading Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Progress Monitoring Meetings and Promotion/Retention Data Chats

Person or Persons Responsible:

Progress Monitoring Committee - Administration, Reading Coach and Teacher meet to review grade level and school wide data to increase effectiveness of instruction. Staff will discuss rate of progression and determine necessary interventions to increase level of rigor.

Target Dates or Schedule:

3 times a year

Evidence of Completion

Progress Monitoring data sheets based Grade Level Indicators Tier II probes Tier III probes Progress Report and Report Cards

Plan to Monitor Effectiveness of the Strategy

Action:

Looking for response to instruction and intervention to determine if strategies are effective and student growth is occurring.

Person or Persons Responsible:

Administration, Guidance Counselor, Reading Coach, Teachers

Target Dates or Schedule:

Three times a year for Tier I students, monthly for Tier II students and bi-weekly for Tier III students

Evidence of Completion:

Alms Web probes, FAIR, PAST, Phonics, assessments from Pearson reading series

Goal #1:	Park Elementary will increase the percentage of students at or above grade level in Writing to 78%.
Barrier #1:	-Students lack skills to elaborate on a given topic. -Basic foundations are solid.
Strategy #1:	-Teachers will meet bi-weekly to plan effective Writing instruction and analyze data. Teachers conference daily with students to assist them in adding elaboration to their writing. Students complete writing homework on a daily basis. -Tutoring students 2x/weekly.

Action Step 1 - PD Opportunity

Action:

Provide time for teachers to collaborate. Teachers will review writing samples.

Person or Persons Responsible:

4th Grade Team and Reading Coach District Reading Specialist

Target Dates or Schedule:

Teams meet bi-weekly and tutoring occurs 2x/week

Evidence of Completion:

-District wide Writing Indicators -FCAT 2.0 Writing -Teachers determine progress by quarterly prompts - Review and evaluate 2012-13 FCAT Writing scores to make instructional decisions.

Facilitator:

Kim Ervin Debbie Andrews

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

-Looking at implementation of strategies to determine fidelity and areas of needed improvement.

Person or Persons Responsible:

-Teachers and Administration

Target Dates or Schedule:

-Quarterly and end of year

Evidence of Completion

-FCAT 2.0 Writing -Writing Samples -Tutoring pre and post tests

Plan to Monitor Effectiveness of the Strategy

Action:

Monitor strategies for effectiveness.

Person or Persons Responsible:

Teachers, Administration, Reading Coach

Target Dates or Schedule:

Daily by classroom teachers Bi-weekly by grade level Quarterly by administration and reading coach

Evidence of Completion:

Writing Samples Writing Indicators Pearson Writing Assignments/Rubrics Tutoring pre and post tests

Goal #1:

Park Elementary will increase the percentage of students at or above grade level in Math to 78%.

Barrier #1:

-Students need concrete understanding of Common Core standards. -Students need the necessary prerequisite skills in order to be successful at grade level materials. -Students lack mathematical vocabulary and deeper understanding of concepts.

Strategy #1:

-Teachers will implement Common Core standards with fidelity. -Teachers will incorporate manipulative and hands on activities to build concrete understanding of math concepts. -Teachers will incorporate direct instruction to build knowledge of vocabulary terms.

Action Step 1 - Budget Item

Action:

After school tutoring

Person or Persons Responsible:

3rd, 4th, 5th grade students

Target Dates or Schedule:

1x/week

Evidence of Completion:

pre and post test

Action Step 2 - Budget Item - PD Opportunity

Action:

Utilize Go Math effectively and with fidelity

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Daily/On going

Evidence of Completion:

Go Math Assessments Performance Matters SM6

Facilitator:

Go Math Consultants Jennifer Westergom MCC Representatives

Participants:

All teachers

Action Step 3 - PD Opportunity

Action:

Grade level teams review the results of common assessment data (i.e. Performance Matters) and plan together weekly.

Person or Persons Responsible:

-Grade Level teams

Target Dates or Schedule:

-Weekly

Evidence of Completion:

-Performance Matters -SM6 -Go Math Assessments

Facilitator:

Jennifer Westergom MCC Representatives

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Grade level teams will review the results of data.

Person or Persons Responsible:

Grade level teams Administration

Target Dates or Schedule:

Weekly

Evidence of Completion

Performance Matters SM6 Go Math Assessments

Plan to Monitor Effectiveness of the Strategy

Action:

Grade levels will use data to identify areas of weaknesses.

Person or Persons Responsible:

Grade Level teams Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Performance Matters SM6 Go Math Assessments

Goal #1:	Park Elementary will increase the percentage of students at or above grade level in Science to 40%.
Barrier #1:	Lack of real world science experience, prior knowledge and comprehension of non fiction text.
Strategy #1:	-Implementation of STEM days -Increase the availability of non fiction text - Exposure to real world, hands on science -After school tutoring

Action Step 1 - Budget Item

Action:

After school tutoring

Person or Persons Responsible:

5th Grade students

Target Dates or Schedule:

1x/week

Evidence of Completion:

pre and post tests

Action Step 2 - Budget Item

Action:

Non fiction books for classroom libraries

Person or Persons Responsible:

K - 5 teachers

Target Dates or Schedule:

August 2013

Evidence of Completion:

Improved scores and increase number of non fiction books in classroom libraries

Action Step 3 - PD Opportunity

Action:

Grade Level team meets weekly to discuss instructional strategies

Person or Persons Responsible:

Grade level team members

Target Dates or Schedule:

Weekly

Evidence of Completion:

Performance Matters Pearson assignments and assessments Tutoring pre and post tests

Facilitator:

Cathy Hardesty Science Connection Representative

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Grade level team meets weekly Progress Monitor team meets quarterly to assess students' needs

Person or Persons Responsible:

Grade level team members Administration Reading Coach

Target Dates or Schedule:

Weekly Quarterly

Evidence of Completion

Performance Matters Pearson Assessments Participation in STEM days

Plan to Monitor Effectiveness of the Strategy

Action:

Teachers will meet weekly to discuss instructional strategies

Person or Persons Responsible:

Reading Coach Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Performance Matters Pearson Assessments After school tutoring pre and post tests STEM days activities and projects

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

Title I, Part A will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also funding source for implementing the requirements of NCLB which have been waived by the FLDOE's waiver.

Title I, Part C Migrant will provide services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title II provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

Title VI, Part B provides for our Career Academy at SFSC which gives students vocational opportunities as well as academic education.

Title X Homeless provides resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE).

SAI funds will be coordinated with Title I funds to provide summer school for FCAT Level 1 readers.

Nutrition Programs provides federal Free/Reduced lunch programs and free breakfast for all students program. Snack is also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations.

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: Park Elementary will increase the percentage of students at or above grade level in Reading to 63%.

Barrier #1: Students not having necessary reading skills to be successful on grade level materials. Students not responding to strategic interventions.

Strategy #1: Teachers using data to drive instruction. Identifying areas of weaknesses and instructing students in these areas. Collaboration within grade level for best practices in Reading instruction. Analyzing student progress to make instructional decisions. Teachers will use strategies from the core curriculum - Tier II and III components to strengthen student achievement.

Action Step #2: Utilize Pearson Reading Street curriculum effectively and with fidelity.

Facilitator leader

Kim Ervin Debbie Andrews

Participants

Teachers

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Pearson Assessments

FAIR

PAST, Phonics

(Person Responsible: Teachers)

Action Step #3: Grade level teams review the results of common assessment data (i.e. FAIR, PAST, Phonics) and plan together weekly

Facilitator leader

Kim Ervin, District Reading Specialist Debbie Andrews, Reading Coach

Participants

All teachers

Target dates or schedule

30 minutes

Evidence of Completion and Person Responsible for Monitoring

Report Card, Monthly Progress Monitoring - Grade Level Indicators

(Person Responsible: Classroom Teachers/Paraprofessionals)

Goal #1: Park Elementary will increase the percentage of students at or above grade level in Writing to 78%.

Barrier #1: -Students lack skills to elaborate on a given topic. -Basic foundations are solid.

Strategy #1: -Teachers will meet bi-weekly to plan effective Writing instruction and analyze data. Teachers conference daily with students to assist them in adding elaboration to their writing. Students complete writing homework on a daily basis. -Tutoring students 2x/weekly.

Action Step #1: Provide time for teachers to collaborate. Teachers will review writing samples.

Facilitator leader

Kim Ervin Debbie Andrews

Participants

All teachers

Target dates or schedule

Teams meet bi-weekly and tutoring occurs 2x/week

Evidence of Completion and Person Responsible for Monitoring

-District wide Writing Indicators

-FCAT 2.0 Writing

-Teachers determine progress by quarterly prompts

-Review and evaluate 2012-13 FCAT Writing scores to make instructional decisions.

(Person Responsible: 4th Grade Team and Reading Coach

District Reading Specialist)

Goal #1: Park Elementary will increase the percentage of students at or above grade level in Math to 78%.

Barrier #1: -Students need concrete understanding of Common Core standards. -Students need the necessary prerequisite skills in order to be successful at grade level materials. -Students lack mathematical vocabulary and deeper understanding of concepts.

Strategy #1: -Teachers will implement Common Core standards with fidelity. -Teachers will incorporate manipulative and hands on activities to build concrete understanding of math concepts. -Teachers will incorporate direct instruction to build knowledge of vocabulary terms.

Action Step #2: Utilize Go Math effectively and with fidelity

Facilitator leader

Go Math Consultants Jennifer Westergom MCC Representatives

Participants

All teachers

Target dates or schedule

Daily/On going

Evidence of Completion and Person Responsible for Monitoring

Go Math Assessments

Performance Matters

SM6

(Person Responsible: Teachers)

Action Step #3: Grade level teams review the results of common assessment data (i.e. Performance Matters) and plan together weekly.

Facilitator leader

Jennifer Westergom MCC Representatives

Participants

All Teachers

Target dates or schedule

-Weekly

Evidence of Completion and Person Responsible for Monitoring

-Performance Matters

-SM6

-Go Math Assessments

(Person Responsible: -Grade Level teams)

Goal #1: Park Elementary will increase the percentage of students at or above grade level in Science to 40%.

Barrier #1: Lack of real world science experience, prior knowledge and comprehension of non fiction text.

Strategy #1: -Implementation of STEM days -Increase the availability of non fiction text -Exposure to real world, hands on science -After school tutoring

Action Step #3: Grade Level team meets weekly to discuss instructional strategies

Facilitator leader

Cathy Hardesty Science Connection Representative

Participants

All teachers

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Performance Matters

Pearson assignments and assessments

Tutoring pre and post tests

(Person Responsible: Grade level team members)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

Goal #1: Park Elementary will increase the percentage of students at or above grade level in Reading to 63%.

Barrier #1: Students not having necessary reading skills to be successful on grade level materials. Students not responding to strategic interventions.

Strategy #1: Teachers using data to drive instruction. Identifying areas of weaknesses and instructing students in these areas. Collaboration within grade level for best practices in Reading instruction. Analyzing student progress to make instructional decisions. Teachers will use strategies from the core curriculum - Tier II and III components to strengthen student achievement.

Action Step #1: After school Tutoring

Resource Type	Personnel
Resource	Highly Qualified teachers will tutor students in Reading
Funding Source	Title I
Amount Needed	\$2,578

Action Step #2: Utilize Pearson Reading Street curriculum effectively and with fidelity.

Resource Type	Evidence-Based Program
Resource	Pearson Reading Street
Funding Source	Textbook Allocations
Amount Needed	\$63,177

Goal #1: Park Elementary will increase the percentage of students at or above grade level in Math to 78%.

Barrier #1: -Students need concrete understanding of Common Core standards. -Students need the necessary prerequisite skills in order to be successful at grade level materials. -Students lack mathematical vocabulary and deeper understanding of concepts.

Strategy #1: -Teachers will implement Common Core standards with fidelity. -Teachers will incorporate manipulative and hands on activities to build concrete understanding of math concepts. -Teachers will incorporate direct instruction to build knowledge of vocabulary terms.

Action Step #1: After school tutoring

Resource Type	Personnel
Resource	Highly qualified teachers will tutor students in Math
Funding Source	Title I
Amount Needed	\$2,578

Action Step #2: Utilize Go Math effectively and with fidelity

Resource Type	Evidence-Based Materials
Resource	Go Math curriculum materials
Funding Source	Textbook Allocations
Amount Needed	\$49,686

Goal #1: Park Elementary will increase the percentage of students at or above grade level in Science to 40%.

Barrier #1: Lack of real world science experience, prior knowledge and comprehension of non fiction text.

Strategy #1: -Implementation of STEM days -Increase the availability of non fiction text -Exposure to real world, hands on science -After school tutoring

Action Step #1: After school tutoring

Resource Type	Personnel
Resource	Highly Qualified teachers will tutor students in Science
Funding Source	Title I
Amount Needed	\$859

Action Step #2: Non fiction books for classroom libraries

Resource Type	Evidence-Based Materials
Resource	Non fiction books for classroom libraries
Funding Source	PTO/Operating Budget
Amount Needed	\$7,583

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2013-2014

2013-2014 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Sebring High School	District Name: Highlands
Principal: Anne Lindsay	Superintendent: Wally Cox
SAC Chair: Amberlee Rogers	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Anne Lindsay	Ph.D. School Principal	3	18	Principal, Sebring Middle School 1995-2000 District Office, Director of Curriculum and Instruction 2000-2007 Private industry 2007-2011 Principal, Sebring High School, 2011-Current
Assistant Principal	Ilene Eshelman	Bachelors and Masters - Area of Certification: English 6-12, Educational Leadership	26	6	2006-07 C – No on AYP Learning gains: Reading 49%, Math 69% Lowest 25% Learning Gains: Reading 43%, Math 58%
					2007-08 C – No on AYP

August 2013

Rule 6A-1.099811

Revised July 22, 2013

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					Learning gains: Reading 51%, Math 74% Lowest 25% Learning Gains: Reading 45%, Math 60% 2008-09 D – No on AYP Learning gains: Reading 49%, Math 68% Lowest 25% Learning Gains: Reading 43%, Math 58% 2009-10 C – No on AYP Learning gains: Reading 45%, Math 68% Lowest 25% Learning Gains: Reading 36%, Math 53% Assistant Principal at Sebring High School 2011-current
Assistant Principal	Michael Haley	Bachelors and Masters - Areas of Certifications: Technical Management, Educational Leadership	3	8	Principal; Lake Placid High School 2009-2010 Grade: AYP: No Learning Gains: Reading: 30% Math: 66% Lowest 25%: Reading: 34% Math: 54% Principal; Lake Placid High School 2008-2009 Grade: D AYP: No Learning Gains: Reading: 33% Math: 67% Lowest 25%: Reading: 39% Math: 64% Assistant Principal; LPHS 2007-2008 Grade: D AYP: No Learning gains: Reading: 30% Math 69% Lowest 25%: Reading: 41% Math: 59% Assistant Principal; LPHS 2006-2007 Grade: D AYP: No Learning Gains: Reading 35%, Math 75% Lowest 25%: Reading: 41% Math: 60%
Assistant Principal	Jim Howard		31	11	2006-07 C – No on AYP Learning gains: Reading 49%, Math 69%

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					Lowest 25% Learning Gains: Reading 43%, Math 58%
					2007-08 C – No on AYP Learning gains: Reading 51%, Math 74% Lowest 25% Learning Gains: Reading 45%, Math 60%
					2008-09 D – No on AYP Learning gains: Reading 49%, Math 68% Lowest 25% Learning Gains: Reading 43%, Math 58%
					2009-10 C – No on AYP Learning gains: Reading 45%, Math 68% Lowest 25% Learning Gains: Reading 36%, Math 53%
					2010-11 Assistant Principal at Avon Park High School Grade: D Learning Gains: Reading 33%, Math 65% Lowest 25% Learning Gains: Reading 39%, Math 60%
Assistant Principal	Sandra Johnson		0	7	2011-12 Assistant Principal at Avon Park High School Grade C Learning Gains: Reading 57%, Math 86% Lowest 25% Learning Gains: Reading 61%, Math 65%
					2012-13 Assistant Principal at Avon Park High School Grade: Pending Learning Gains: Reading 58%, Math 86% Lowest 25% Learning Gains: Reading 64%, Math 65%

2013-2014 School Improvement Plan (SIP)-Form SIP-1

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jennifer Delgado	Bachelors - Areas of Certifications: Elementary Ed 1-6, Middle Grades English 5-9, ESOL and Reading Endorsed	9	0	Intensive Reading Teacher, Sebring High School, 2004-2013 English/Reading Teacher, Sebring Middle School, 2001-2004 ESE Teacher, Sebring Middle School, 2000-2001

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Advertise for vacancies utilizing a web-based site that reaches the entire United States.	District Office - Human Resources	Completed
2. If possible, interview and hire teachers certified and highly qualified.	Principal	Completed
3. Continuously receive updates from the District Office on present status of teachers.	District Office - Human Resources	Completed
4. Selection of new hires must be approved by the Superintendent.	Superintendent	Completed
5. Work with teachers needing to complete PEC or ACT program.	Principal/District Office	Yearly
6. Continuously advertise opportunities for teachers to attend classes, inservices, and workshops to continue their education or to recertify.	District Office - Human Resources/Curriculum Principal	Ongoing
7. Use a "buddy system" at the school level to help new teachers adjust to the school and district.	Assistant Principal and Peer Teachers	Ongoing

2013-2014 School Improvement Plan (SIP)-Form SIP-1

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
82 Classroom	6	9	45	40	37		9	4	29
9 Non-Classroom	0	0	56	44	67		11	0	22

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Coleen Polatty	William Serey	First-year teacher (Social Studies)	Meetings, classroom visits, feedback.
Cheryl Rosenbaum	Deborah Stamper	First-year teacher (Reading)	
Adrienne Cochran	Brian Lang	First-year teacher (Inquiry Skills)	

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Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A N/A	
Title I, Part C- Migrant Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.	
Title I, Part D Provides services to children who are delinquent or neglected.	
Title II Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.	
Title III Supports activities to assist students become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education	
Title X- Homeless Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.	
Supplemental Academic Instruction (SAI) N/A	
Violence Prevention Programs The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.	
Nutrition Programs District food service department facilitates grant funding to provide fresh fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches at various school and community locations.	
Housing Programs N/A	
Head Start N/A	
Adult Education N/A	
Career and Technical Education Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring. Continued industry certification program in Culinary and have added two industry certification programs in agriculture and business.	

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Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Anne Lindsay, Principal
Jennifer Delgado – Literacy Curriculum Resource Teacher (LCRT)
Sandra Johnson, Assistant Principal
Chris Savage – ESE Resource Teacher
Teacher of Reading Assigned to Student

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS team integrates its work with that of the Guidance Support Team. The support team meets at least monthly to review multiple student issues, including academic achievement.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

All members of the MTSS Leadership Team serve on the Curriculum Leadership team except for the district-based social worker. The Curriculum Leadership Team is one of the major groups to provide input into the development of the SIP based on student performance data. Elements of the MTSS process are incorporated into the reading intervention strategies that are implemented at the school level when a student does not make adequate progress in reading.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Tier 1- 88-minute block of English instruction (9th & 10th graders not passed)

Tier 2- Intensive Reading (88 minutes every other day), FastForward, Jamestown mini-lessons w/o computer assistance, Gradual Release (direct instruction, small group task, independent completion, and differential instruction), study hall, Florida Virtual School, National Honor Society (tutoring), ESOL Strategies, CARPD Teacher (Content Area Reading-Certified), Saturday tutoring, Instructional Focus Calendar, Instructional Resource

Tier 3 - Gradual Release (direct instruction, small group task, independent completion, and differential instruction), Intensive Reading (88 minutes daily), FastForward, Jamestown mini lessons w/o computer assistance, study hall, Florida Virtual School, National Honor Society (tutoring), ESOL Strategies, CARPD Teacher (Content Area Reading-Certified)

Describe the plan to train staff on MTSS.

All reading teachers have received prior training in research-based reading strategies for all tier interventions. Update training is provided on a regular and ongoing basis for all teachers. As new interventions are identified, appropriate training and follow-up is provided.

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Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Anne Lindsay – Principal
 Michael Haley – Assistant Principal
 Ilene Eshelman – Assistant Principal
 Sandra Johnson – Assistant Principal
 Jennifer Delgado (LCRT) – Reading
 Julie Giordano – Social Studies
 Holly Rapp – English
 Michael Lee – Math
 Angela Mann – Science
 Patricia Reutebuch – Fitness
 Jennifer Cooper – Practical Arts
 Rhonda Wolfe – Performing Arts
 Brittany Klobuchar – At Large
 Allison Rapp – At Large
 TBA – Support Services

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets monthly as a part of the Curriculum Leadership Team to evaluate the literacy needs of Sebring High School, develop intervention strategies and implement these strategies across the curriculum.

What will be the major initiatives of the LLT this year?

1. "Read Like A Rock Star:" - A month-long literacy emphasis when every student chooses a book. At various times during the day an administrator announces to the school that it is time to read like a rock star. Students who have their books and who read for the 15-20 minute period receive rewards and their names are placed in a drawing for prizes.
2. Required the implementation of Range of Reading and Level of Text Complexity from Reading Standards for Literacy in Science and Technical subjects 6-12 and History/Social Studies 6-12.
3. Implement FastForward in all intensive reading classes and implement research-based reading structures in all intensive reading classes.
4. Conduct quarterly data chats with all students enrolled in intensive reading and all teachers in intensive reading. Establish goals for improvement and monitor progress.
5. Continue summer reading program for all grade levels with student eligibility for literacy reward cards during first nine weeks of 2013-14.

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Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

NA

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

All teachers are responsible for the use of reading strategies at Sebring High School. Each teacher has been trained in UNRAVEL and THIEVES. Weekly checks of lesson plans are conducted by assigned administrators. Classroom walk-throughs are also conducted by assigned administrators to confirm use of strategies.

In the development of Individual Professional Development Plans, which is required of each teacher, the assigned administrator will meet individual with every teacher to review assigned student data in reading and establish a goal of adequate improvement in reading for these students.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(i) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Sebring High School offers vocational opportunities or classes in the areas of Business, Drafting, Industrial Arts, Culinary, Family Dynamics, ROTC, CDE, Internship, Externship, and ESE Job Placements. Standards in these classes, as well as State Standards found in all academic classes, addresses the connection of what they learn in a particular course and how it is relevant to a future job. Skills that are being taught in core academic classes are identified as necessary to complete applied and integrated courses as well as function in real world situations.

In addition to this, students from our school are given the option of attending the community college in our area where they can begin earning credits in specific vocational fields.

Many of the students participate in higher level academic classes to prepare themselves for post-secondary work through Honors, Advanced Placement, Dual Enrollment, and International Baccalaureate classes.

During November and American Education Week, Sebring High School will conduct Celebrate Your Future with a daily activities in each class related to planning today for their future beyond high school. Some of the strategies during this week will assist in recognizing the systemic nature of many of the courses that are taken during high school.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Upon entering Sebring High School, students are given several options to choose their academic paths. The first choice is to graduate in 3 years on the college bound or vocational track, or in 4 years. We receive recommendation from prior teachers as to the level of academic class the student should be in and review assessment data to see if

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they meet the criteria for classes they choose.

In the spring of each year students are given a Course Syllabus containing the class offerings for the next year. A counselor will provide an academic history for each student and will sit down individually with students to discuss options. Students are asked to take this home to parents for discussion and input. Following that, students return their choices to counselors.

In the fall of each year counselors begin with the twelfth grade students and review their academic histories and present schedule to make sure they meet graduation requirements. Following the seniors, counselor work down to their ninth grade students. Counselors are assigned students alphabetically so they have the opportunity to know the student and family very well before they leave our school.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

Based on the 2010 graduating seniors' data found in the High School Feedback Report, Sebring High School will:

- * Enroll students in courses making them eligible for Florida Bright Futures.
- * Offer one dual enrollment science course.
- * Increase the number of students who take the PSAT or PLAN two years prior to graduation.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Problem-Solving Process to Increase Student Achievement					
Reading Goals	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:					
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Student Attendance	1A.1. Implement a grade level attendance monitor.	1A.1. Assistant Principal, grade level monitor.	1A.1. Monitor attendance	1A.1. Rate of Attendance
Reading Goal #1A: 55% of assessed students in Grades 9 and 10 will achieve Level 3 or higher on FCAT 2.0 2013 Reading					
		2013 Current Level of Performance: * 50%			
		2014 Expected Level of Performance: * 55%			
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading	1A.2. Informational Text	1A.2. Train content area teachers in the use of pre-reading and reading comprehension strategies	1A.2. Reading Coach	1A.2. Lesson plan check, administrator classroom observations, departmental meetings	1A.2. FAIR/FCAT
	1A.3. Text Complexity	1A.3. Teacher will use low, moderate, and high levels of text complexity	1A.3. Reading Coach	1A.3. Lesson plan check, administrator classroom observations, departmental meetings	1A.3. FAIR/FCAT
	1B.1. Student Attendance	1B.1. Implement a grade level attendance monitor	1B.1. Grade level monitor, ESE Resource teacher	1B.1. Monitor attendance	1B.1. Rate of Attendance
Reading Goal #1B: 76% of assessed students will achieve Level 4 or higher on FAA.					
		2013 Current Level of Performance: * 71%			
		2014 Expected Level of Performance: * 76%			
1B.2. Teacher Training					
1B.3. Text Complexity					
	1B.2. Teachers will attend training in the FAA assessment content and process	1B.2. Teachers will attend training in the FAA assessment content and process	1B.2. Reading Coach, ESE Resource Teacher, District ESE Department	1B.2. Administrator classroom observations	1B.2. Staff Development Records
	1B.3. Provide a variety of complex text to provide students with multiple levels of complex text	1B.3. Provide a variety of complex text to provide students with multiple levels of complex text	1B.3. Reading Coach	1B.3. Lesson plan check, classroom observations, grade level meetings	1B.3. FAIR/FAA

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Student Attendance	2A.1. Implement a grade level attendance monitor.	2A.1. Assistant Principal, grade level monitor.	2A.1. Monitor attendance	2A.1. Rate of Attendance
Reading Goal #2A: 32% of assessed students in Grades 9 and 10 will achieve Level 4 or higher on 2013 FCAT 2.0 Reading.	1A.2. Informational Text	2A.2. Train content area teachers in the use of pre-reading and reading comprehension strategies	2A.2. Reading Coach	2A.2. Lesson plan check, administrator classroom observations, departmental meetings	2A.2. FAIR/FCAT
	1A.3. Text Complexity	2A.3. Teacher will use low, moderate, and high levels of text complexity	2A.3. Reading Coach	2A.3. Lesson plan check, administrator classroom observations, departmental meetings	2A.3. FAIR/FCAT
	2B.1. Student Attendance	2B.1. Implement a grade level attendance monitor	2B.1. Grade level monitor, ESE Resource teacher	2B.1. Monitor attendance	2B.1. Rate of attendance
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.2. Teacher Training	2B.2. Teachers will attend training in the FAA assessment content and process	2B.2. Reading Coach, ESE Resource Teacher, District ESE Department	2B.2. Administrator classroom observations	2B.2. Staff Development Records
Reading Goal #2B: 19% of assessed students will achieve Level 7 on the 2013 FAA	2B.3. Text Complexity	2B.3. Provide a variety of complex text to provide students with multiple levels of complex text	2B.3. Reading Coach	2B.3. Lesson plan check, classroom observations, grade level meetings	2B.3. FAIR/FAA

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Student Attendance	3A.1. Implement a grade level attendance monitor.	3A.1. Assistant Principal, grade level monitor.	3A.1. Monitor attendance	3A.1. Rate of attendance
Reading Goal #3A: 64% of assessed students will make learning gains in reading on the 2013 FCAT 2.0 Reading	2013 Current Level of Performance: * 59%	2014 Expected Level of Performance: * 64%					
			3A.2. Informational Text	3A.2. Train content area teachers in the use of pre-reading and reading comprehension strategies	3A.2. Reading Coach	3A.2. Lesson plan check, administrator classroom observations, departmental meetings	3A.2. FAIR/FCAT
			3A.3. Text Complexity	3A.3. Teacher will use low, moderate, and high levels of text complexity	3A.3. Reading Coach	3A.3. Lesson plan check, administrator classroom observations, departmental meetings	3A.3. FAIR/FCAT
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Student Attendance	3B.1. Implement a grade level attendance monitor	3B.1. Grade level monitor, ESE Resource teacher	3B.1. Monitor attendance	3B.1. Rate of attendance
Reading Goal #3B: 75% of students will make learning gains in reading on the 2013 FAA.	2013 Current Level of Performance: * 46%	2014 Expected Level of Performance: * 75%					
			3B.2. Teacher Training	3B.2. Teachers will attend training in the FAA assessment content and process	3B.2. Reading Coach, ESE Resource Teacher, District ESE Department	3B.2. Administrator classroom observations	3B.2. Staff Development Records
			3B.3. Text Complexity	3B.3. Provide a variety of complex text to provide students with multiple levels of complex text	3B.3. Reading Coach	3B.3. Lesson plan check, classroom observations, grade level meetings	3B.3. FAIR/FAA

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4: 62% of the assessed students in the lowest 25% will make learning gains on the 2013 FCAT 2.0 Reading.	4A.1. Student Attendance 4A.2. Informational Text 4A.3. Text Complexity	4A.1. Implement a grade level attendance monitor. 4A.2. Train content area teachers in the use of pre-reading and reading comprehension strategies 4A.3. Teacher will use low, moderate, and high levels of text complexity	4A.1. Assistant Principal, grade level monitor. 4A.2. Reading Coach 4A.3. Reading Coach	4A.1. Monitor attendance 4A.2. Lesson plan check, administrator classroom observations, departmental meetings 4A.3. Lesson plan check, administrator classroom observations, departmental meetings	4A.1. Rate of attendance 4A.2. FAIR/FCAT/FAA/CELLA 4A.3. FAIR/FCAT/FAA/CELLA

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2012-2013	White: 57.1% Black: 14.3% Hispanic: 22.7% Asian: 2.4% American Indian: .4% Multiracial: 3.2%	White: 62% Black: 20% Hispanic: 30% Asian: 10% American Indian: 10% Multiracial: 10%	White: 70% Black: 40% Hispanic: 50% Asian: 30% American Indian: 30% Multiracial: 30%	White: 80% Black: 60% Hispanic: 60% Asian: 50% American Indian: 50% Multiracial: 50%	White: 85% Black: 70% Hispanic: 70% Asian: 70% American Indian: 70% Multiracial: 70%	White: 90% Black: 80% Hispanic: 80% Asian: 80% American Indian: 70% Multiracial: 70%
	White: 68.6% Black: 17.5% Hispanic: 26.7% Asian: 0.03% American Indian: .005% Multiracial: .048%						
Reading Goal #5A: In six years, students in each subgroup will be proficient in reading as measured by standardized assessment.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5B.1. Student Attendance	5B.1. Implement a grade level attendance monitor.	5B.1. Assistant Principal, grade level monitor.	5B.1. Monitor attendance	5B.1. Rate of attendance	

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Reading Goal #5B: Each subgroup will improve the number of students making AYP by at least 5%.	2013 Current Level of Performance:*	2014 Expected Level of Performance:*	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	White: 37% Black: 62% Hispanic: 52% Asian: 17% American Indian: N/A Multi: N/A%	White: 61%/76% Black: 28%/32% Hispanic: 26%/49% Asian: 62%/80% American Indian: 100%/100% Multi: 60%/58%					
			5B.2. Informational Text	5B.2. Train content area teachers in the use of pre-reading and reading comprehension strategies	5B.2. Reading Coach	5B.2. Lesson plan check, administrator classroom observations, departmental meetings	5B.2. FAIR/FCAT/FAA/CELLA
			5B.3. Text Complexity	5B.3. Teacher will use low, moderate, and high levels of text complexity	5B.3. Reading Coach	5B.3. Lesson plan check, administrator classroom observations, departmental meetings	5B.3. FAIR/FCAT/FAA/CELLA

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in reading.	2013 Current Level of Performance:*	2014 Expected Level of Performance:*	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Grade 9: 19% Grade 10: 22% Grade 11: 100%						
			5C.1. Student Attendance	5C.1. Implement a grade level attendance monitor.	5C.1. Assistant Principal, grade level monitor.	5C.1. Monitor attendance	5C.1. Rate of attendance
			5C.2. Informational Text	5C.2. Train content area teachers in the use of pre-reading and reading comprehension strategies	5C.2. Reading Coach	5C.2. Lesson plan check, administrator classroom observations, departmental meetings	5C.2. FAIR/FCAT/CELLA
			5C.3. Text Complexity	5C.3. Teacher will use low, moderate, and high levels of text complexity	5C.3. Reading Coach	5C.3. Lesson plan check, administrator classroom observations, departmental meetings	5C.3. FAIR/FCAT/CELLA
			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Student Attendance	5D.1. Implement a grade level attendance monitor	5D.1. Grade level monitor, ESE Resource teacher	5D.1. Monitor attendance	5D.1. Rate of attendance
Reading Goal #5D: Each subgroup will improve the number of students making AYP by at least 5%.	2013 Current Level of Performance:*	2014 Expected Level of Performance:*					
	77%	Grade 9: 24% Grade 10: 25% Grade 11: 50% Grade 12: 50%					
			5D.2. Teacher Training	5D.2. Teachers will attend training in the FAA assessment content and process	5D.2. Reading Coach, ESE Resource Teacher, District ESE Department	5D.2. Administrator classroom observations	5D.2. Staff Development Records
			5D.3. Text Complexity	5D.3. Provide a variety of complex text to provide students with multiple levels of complex text	5D.3. Reading Coach	5D.3. Lesson plan check, classroom observations, grade level meetings	5D.3. FAIR/FAA

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
SE. Economically Disadvantaged students not making satisfactory progress in reading.				5E.1. Student Attendance	5E.1. Implement a grade level attendance monitor	5E.1. Grade level monitor, ESE Resource teacher	5E.1. Monitor attendance	5E.1. Rate of attendance
Reading Goal #5E: Subgroup will improve the number of students making AYP by at least 5%.	2013 Current Level of Performance: * 55%	2014 Expected Level of Performance: *	Grade 9: 36% Grade 10: 52% Proficient	5E.2. Teacher Training	5E.2. Teachers will attend training in the FAA assessment content and process 5E.3. Provide a variety of complex text to provide students with multiple levels of complex text	5E.2. Reading Coach, ESE Resource Teacher, District ESE Department 5E.3. Reading Coach	5E.2. Administrator classroom observations 5E.3. Lesson plan check, classroom observations, grade level meetings	5E.2. Staff Development Records 5E.3. FAIR/FAA

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards: Text Complexity and	9-12	Reading Coach, Principal, CLT	School wide	All PD Days, monthly CLT meetings	Lesson Plans, Classroom Observations, IPDP	All Administrators
CIS	9-12	Reading Coach	Intensive Reading Teachers 9-12	Monthly reading teacher meetings	Pacing Guide, Lesson Plans, Classroom Observations, IPDP	Reading Coach and Principal
WICOR	9-12	AVID teachers, Administration	School wide	All scheduled PD dates	Lesson plan review, Classroom observations	Assigned School Administrator, Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
NA	NA	NA	NA	
				Subtotal:\$0.00
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Document Cameras	School Budget	Roll over amount	\$1000.00	
				Subtotal:\$1,000.00
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
School-led CSI	Print Shop	NA	NA	
				Subtotal:\$0.00
Other				
Strategy	Description of Resources	Funding Source	Amount	
NA	NA	NA	NA	
				Subtotal:\$0.00
				Total:\$1,000.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.						
1. Students scoring proficient in listening/speaking.	CELLA Goal #1:					
	Grade 9: 25% of the students will score proficient in listening/speaking on the 2013 CELLA	2013 Current Percent of Students Proficient in Listening/Speaking: Grade 9: 0% Proficient Grade 10: 36% Proficient Grade 11: 60% Proficient Grade 12: 20% Proficient	1.1. Assess upon enrollment	1.1. Assistant Principal, ESOL Para, ESOL teacher	1.1. Pre-assessment outcome	1.1. L/S assessment
	Grade 10: 45% of the students will score proficient in listening/speaking on the 2013 CELLA		1.2. Implement a grade level attendance monitor	1.2. Grade level monitor, ESE Resource teacher, Assistant Principal	1.2. Monitor attendance	1.2. Rate of attendance
	Grade 11: 65% of the students will score proficient in listening/speaking on the 2013 CELLA	?	1.3. Text Complexity	1.3. Reading Coach, Assistant Principal, ESOL teacher	1.3. Lesson plan check, classroom observations, grade level meetings	1.3. FAIR/CELLA
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy			
2. Students scoring proficient in reading.	CELLA Goal #2:					
	5% Proficient in Grade 9; 14% proficient in Grade 10; 45% proficient	2013 Current Percent of Students Proficient in Reading: Grade 9: 0% Proficient Grade 10: 9% Proficient Grade 11: 40% Proficient Grade 12: 20% Proficient	2.1. Assess upon enrollment	2.1. Assistant Principal, ESOL Para	2.1. Pre-assessment outcome	2.1. FAIR/FCAT/CELLA

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in Grade 11; 25% proficient in Grade 12 on the 2013 CELLA Reading	2.2. Student Attendance	2.2. Implement a grade level attendance monitor	2.2. Grade level monitor, Assistant Principal, ESOL teacher	2.2. Monitor attendance	2.2. Rate of attendance
	3.3. Text Complexity	3.3. Provide a variety of complex text to provide students with multiple levels of complex text	3.3. Reading Coach, Assistant Principal, ESOL teacher	3.3. Lesson plan check, classroom observations, grade level meetings	3.3. FAIR/CELLA

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: Grade 9, 5% proficient, Grade 10, 5% proficient, Grade 11 and 12, 20% proficient respectively on the 2013 CELLA writing.	1.1. Student date of enrollment	1.1. Assess upon enrollment	1.1. Assistant Principal, ESOL Para, ESOL teacher	1.1. Pre-assessment outcome	1.1. Writing assessment
	2013 Current Percent of Students Proficient in Writing:				
	Grade 9: 0% Proficient				
	Grade 10: 0% Proficient Grade 11: 20% Proficient Grade 12: 20% Proficient				
?	1.2. Student Attendance	1.2. Implement a grade level attendance monitor	1.2. Grade level monitor, ESOL teacher, Assistant Principal	1.2. Monitor attendance	1.2. Rate of attendance
	1.3. Text Complexity	1.3. Provide a variety of complex text to provide students with multiple levels of complex text	1.3. Reading Coach, Assistant Principal, ESOL teacher	1.3. Lesson plan check, classroom observations, grade level meetings	1.3. FAIR/CELLA/FCAT

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	NA
Technology			Subtotal:\$0.00
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	NA

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Professional Development				Subtotal:\$0.00
Strategy	Description of Resources	Funding Source	Amount	
NA	NA	NA	NA	
Subtotal:\$0.00				
Other				
Strategy	Description of Resources	Funding Source	Amount	
NA	NA	NA	NA	
Subtotal:\$0.00				
Total:\$0.00				

End of CELLA Goals

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Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Mathematics Goals				Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.				1.1. Student Attendance	1.1. Monitoring student attendance on a regular basis	1.1. Assistant Principal, teacher	1.1. Monitoring attendance	1.1. Rate of Attendance
Mathematics Goal #1:								
Maintain current level of student performance	2013 Current Level of Performance:*	2014 Expected Level of Performance:*						
	Grade 9: 2/7=29%	Grade 9: %		1.2. Hiring qualified teacher(s) with experience teaching math and demonstrating student growth and achievement on applicable assessments	1.2. Monitor student progress among teachers. Utilize co-teaching model with a subject-area specialist	1.2. Principal, assistant principals	1.2. Student outcomes on content assessments/standardized assessments	1.2. Performance Matters Baseline assessments (if appropriate), FCAT, FAA
	Grade 10: 8/8=100%	Grade 10: 100%		1.3. Teaching knowledge of student performance expectations	1.3. Provide professional development and follow up	1.3. Principal, ESE resource teacher, district ESE resource teacher	1.3. Provide professional development and monitor teacher application of PD	1.3. FAA outcomes
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.				2.1. Student Attendance	2.1. Monitoring student attendance on a regular basis	2.1. Assistant Principal, teacher	2.1. Monitoring attendance	2.1. Rate of Attendance
Mathematics Goal #2:								
21% increase in the percent of student scoring Level 7 on FAA math.	2013 Current Level of Performance:*	2014 Expected Level of Performance:*						
	Grade 9: 2/7=29%	Grade 9: 50%		2.2. Hiring qualified teacher(s) with experience teaching math and demonstrating student growth and achievement on applicable assessments.	2.2. Monitor student progress. Use co-teaching model with a subject-area specialist	2.2. Principal, assistant principals	2.2. Student outcomes on content assessments/standardized assessments.	2.2. Performance Matters Baseline assessments (if appropriate), FCAT, FAA
	Grade 10: 0/8=0%	Grade 10: 21%		2.3. Teaching knowledge of student performance expectations	2.3. Provide professional development and follow up	2.3. Principal, ESE resource teacher, district ESE resource teacher	2.3. Provide professional development and monitor teacher application of PD	2.3. FAA outcomes

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1. Student Attendance	3.1. Monitoring student attendance on a regular basis	3.1. Assistant Principal, teacher	3.1. Monitoring attendance	3.1. Rate of Attendance
Mathematics Goal #3:	2013 Current Level of Performance:*	2014 Expected Level of Performance:*			
10% increase in the percent of students making learning gains on FAA math.	23%	33%			
?	3.2. Hiring qualified teacher(s) with experience teaching math and demonstrating student growth and achievement on applicable assessments.	3.2. Monitor student progress. Use co-teaching model with a subject-area specialist	3.2. Principal, assistant principals	3.2. Student outcomes on content assessments/standardized assessments.	3.2. Performance Matters Baseline assessments (if appropriate), FCAT, FAA
	3.3. Teaching knowledge of student performance expectations	3.3. Provide professional development and follow up	3.3. Principal, ESE resource teacher, district ESE resource teacher	3.3. Provide professional development and monitor teacher application of PD	3.3. FAA outcomes

End of Florida Alternate Assessment High School Mathematics Goals

Algebra 1 End-of-Course (EOC) Goals (this section needs to be completed by all schools that have students taking the Algebra 1 EOC)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Problem-Solving Process to Increase Student Achievement					
Algebra 1 EOC Goals	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in Algebra 1. Algebra 1 Goal #1: 83% of the number of students will score AL3 or higher on Algebra 1 EOC.		1.1. Grade level attendance monitor 			

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	1.3. Student mastery of algebra content	1.3. a. On line and face-to-face review of relevant content 1.3b. Eliminate Alg1B/1A courses	1.3. Principal, assistant principals	1.3. Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	1.3. Monitor student performance in on-line course content and face-to-face review sessions; EOC
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Student Attendance	2.1. Grade level attendance monitor	2.1. Assistant Principal, grade level monitor, classroom teacher	2.1. Review student attendance data	2.1. Rate of attendance
Algebra Goal #2: 22% of the number students will score AL 4 or 5 on Algebra 1 EOC.	2013 Current Level of Performance: * 12%	2014 Expected Level of Performance: * 22%			
			2.2. Coverage of relevant Algebra 1 content	2.2. Review of student performance in content of Algebra 1, Baseline Assessments	2.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC
			2.3. Student mastery of algebra content	2.3. Principal, assistant principals	2.3. Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2012-2013 White: 62% Black: 37% Hispanic: 56% Asian: 90%	All students: 51% AL 3 or higher White: 56% AL 3 or higher Black: 28% AL 3 or higher	White: 75% Black: 50% Hispanic: 70% Asian: 70% Am Ind.: 70%	White: 80% Black: 60% Hispanic: 75% Asian: 75% Am Ind: 75%	White: 85% Black: 70% Hispanic: 80% Am Ind: 80%	White: 90% Black: 80% Hispanic: 80%

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Algebra 1 Goal #3A: In six years, SHS will reduce the achievement gap between ethnic groups by 50%.	Higher Hispanic: 41% AL 3 or higher Asian: 41% AL 3 or higher American Indian: Insufficient data to report Multiracial: Insufficient data to report	Multi: 60%	Multi: 70%	Multi: 75%	Asian: 80% Am Ind: 85% Multi: 80% Multi: 85%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3.B.1. Student Attendance	3.B.1. Grade level attendance monitor	3.B.1. Assistant Principal, grade level monitor, classroom teacher	3.B.1. Review student attendance data	3.B.1. Rate of attendance
Algebra 1 Goal #3B: Increase the percent of students by subgroups making satisfactory progress in Algebra 1.	2013 Current Level of Performance: * All students: 51% AL 3 or higher White: 56% AL 3 or higher Black: 28% AL 3 or higher Hispanic: 41% AL 3 or higher Asian: 41% AL 3 or higher American Indian: Insufficient data to report Multiracial: Insufficient data to report	2014 Expected Level of Performance: * White: 60% Black: 40% Hispanic: 60% Asian: 60% Am Ind: 60% Multi: 60% 3 or higher	?		
3.B.2. Coverage of relevant Algebra 1 content	3.B.2. Content pacing guide	3.B.2. District math resource teacher, school administrators	3.B.2. Review of student performance in content of Algebra 1, Baseline Assessments	3.B.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	3.B.3. Monitor student performance in on-line course content and face-to-face review sessions; EOC
3.B.3. Student mastery of algebra content	3.B.3.a On line and face-to-face review of relevant content 3.3b Eliminate Alg1B/1A courses	3.B.3 Principal, assistant principals	3.B.3 Enrollment of students irrelevant on-line course content (e.g., FLYS/Odysseyware) and scheduling of math teacher to		

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							conduct reviews with identified students during 2B study hall prior to retesting.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.		3.C.1. Student Attendance	3.C.1. Grade level attendance monitor	3.C.1. Assistant Principal, grade level monitor, classroom teacher	3.C.1. Review student attendance data	3.C.1. Rate of attendance		
Algebra 1 Goal #3C: 20% of ELL assessed students will make satisfactory progress on Algebra 1 EOC.	2013 Current Level of Performance: 38%	3.C.2. Coverage of relevant Algebra 1 content	3.C.2. Content pacing guide	3.C.2. District math resource teacher, school administrators	3.C.2. Review of student performance in content of Algebra 1, Baseline Assessments	3.C.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC		
	2014 Expected Level of Performance: 40% of ELL assessed students will make satisfactory progress on Algebra 1 EOC							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.		3.D.1 Student Attendance	3.D.1. Grade level attendance monitor	3.D.1. Assistant Principal, grade level monitor, classroom teacher	3.D.1. Review student attendance data	3.D.1. Rate of attendance		
Algebra 1 Goal #3D: 40% of assessed SWD students will make satisfactory progress on Algebra 1 EOC	2013 Current Level of Performance: 27% of SWD assessed students made satisfactory progress in Algebra 1	3.D.2. Coverage of relevant Algebra 1 content	3.D.2. Content pacing guide	3.D.2. District math resource teacher, school administrators	3.D.2. Review of student performance in content of Algebra 1, Baseline Assessments	3.D.2. Monitoring of pacing guide content implementation; Performance Matters Baseline		
	2014 Expected Level of Performance: 40% of assessed SWD students will make satisfactory progress on Algebra 1 EOC							

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						Assessments, EOC
	3.D.3. Student mastery of algebra content	3.D.3.a. On line and face-to-face review of relevant content 1.3b. Eliminate Alg1B/1A courses	3.D.3. Principal, assistant principals	3.D.3. Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.		3.D.3. Monitor student performance in on-line course content and face-to-face review sessions; EOC

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3.E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	1.1. Student Attendance	1.1. Grade level attendance monitor	1.1. Assistant Principal, grade level monitor, classroom teacher	1.1. Review student attendance data	1.1. Rate of attendance
Algebra 1 Goal #3E: 50% of assessed EID students will make satisfactory progress on the Algebra 1 EOC					
	3.B.2. Coverage of relevant Algebra 1 content	1.2. Content pacing guide	1.2. District math resource teacher, school administrators	1.2. Review of student performance in content of Algebra 1, Baseline Assessments	1.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC
	3.B.3. Student mastery of algebra content	1.3.a. On line and face-to-face review of relevant content 1.3b. Eliminate Alg1B/1A courses	1.3. Principal, assistant principals	1.3. Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	1.3. Monitor student performance in on-line course content and face-to-face review sessions; EOC

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Student Attendance	1.1. Grade level attendance monitor	1.1. Assistant Principal, grade level monitor, classroom teacher	1.1. Review student attendance data	1.1. Rate of attendance
Geometry Goal #1: 10% increase in the percent of students scoring at AL 3 on Geometry EOC.	2013 Current Level of Performance: *	66%	1.2. Coverage of relevant Geometry content	1.2. Content pacing guide	1.2. District math resource teacher, school administrators	1.2. Review of student performance in content of Geometry, Baseline Assessments	1.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC
	2014 Expected Level of Performance: *	76%					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Student Attendance	2.1. Grade level attendance monitor	2.1. Assistant Principal, grade level monitor, classroom teacher	2.1. Review student attendance data	2.1. Rate of attendance
Geometry Goal #2: 5% increase in the percent of students scoring at AL or above Levels 4 and 5 on Geometry EOC.	2013 Current Level of Performance: *	70%	2.2. Coverage of relevant Geometry content	2.2. Content pacing guide	2.2. District math resource teacher, school administrators	2.2. Review of student performance in content of Geometry, Baseline Assessments	2.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC
	2014 Expected Level of Performance: *	75%					
			2.3. Student mastery of Geometry content	2.3. a. On line and face-to-face review of relevant content 2.3b. Eliminate Alg1B/1A courses	2.3. Principal, assistant principals	2.3. Enrollment of students in relevant on-line course content (e.g., FL VS/Odysseyware) and	2.3. Monitor student performance in on-line course content and face-to-face review

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	American Indian: 50% Multiracial: 60%	3.B.2. Coverage of relevant Geometry content	3.B.2. Content pacing guide	3.B.2.D. District math resource teacher, school administrators	3.B.2. Review of student performance in content of Geometry, Baseline Assessments	3.B.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3.C.1. Student Attendance	3.C.1. Grade level attendance monitor	3.C.1. Assistant Principal, grade level monitor, classroom teacher	3.C.1. Review student attendance data	3.C.1. Rate of attendance
5% increase in the percent of students scoring making satisfactory progress on Geometry EOC.	2013 Current Level of Performance: 50% 2014 Expected Level of Performance: 55% of assess ELL students will make satisfactory progress on Geometry EOC	3.C.2. Coverage of relevant Geometry content	3.C.2. Content pacing guide	3.C.2. District math resource teacher, school administrators	3.C.2. Review of student performance in content of Geometry, Baseline Assessments	3.C.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3.D.1. Student Attendance	3.D.1. Grade level attendance monitor	3.D.1. Assistant Principal, grade level monitor, classroom teacher	3.D.1. Review student attendance data	3.D.1. Rate of attendance

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Geometry Goal #3D: 7% increase in the percent of students scoring making satisfactory progress on Geometry EOC.	2013 Current Level of Performance:*	2014 Expected Level of Performance:*	3.D.2.Coverage of relevant Geometry content.	3.D.2.Content pacing guide	3.D.2.District math resource teacher, school administrators	3.D.2.Review of student performance in content of Geometry, Baseline Assessments	3.D.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC
	53%	60% of assessed SWD students will make satisfactory progress on the Geometry EOC	3.D.3.Student mastery of Geometry content.	3.D.3.a.On line and face-to-face review of relevant content 3.D.3b.Eliminate Alg1B/1A courses	3.D.3.Principal, assistant principals	3.D.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	3.D.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: 3.E. Economically Disadvantaged students not making satisfactory progress in Geometry.			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
Geometry Goal #3E: 6% increase in the percent of students scoring making satisfactory progress on Geometry EOC.	2013 Current Level of Performance:*	2014 Expected Level of Performance:*	3.E.1. Student Attendance	3.E.1. Grade level attendance monitor	3.E.1.Assistant Principal, grade level monitor, classroom teacher	3.E.1.Review student attendance data	3.E.1.Rate of attendance
	54%	60% of assessed ED students will make satisfactory progress on the Geometry EOC	3.E.2.Coverage of relevant Geometry content	3.E.2.Content pacing guide	3.E.2.District math resource teacher, school administrators	3.E.2.Review of student performance in content of Geometry, Baseline Assessments	3.E.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC
	3.E.3.Student mastery of Geometry content.			3.E.3.a.On line and face-to-face review of relevant content 3.E.3b.Eliminate Alg1B/1A courses	3.E.3.Principal, assistant principals	3.E.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	3.E.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pacing Guides in Algebra 1 and Geometry	9-12	District Math Resource Teacher, Math CLT's	All Algebra 1 and Geometry teachers	All scheduled PD dates	Review pacing guides at the end of each grading period	District Math Resource Teacher, Assigned School Administrator, Principal, Math CLT's
WICOR	9-12	AVID teachers, Administration	All Algebra 1 and Geometry teachers	All scheduled PD dates	Lesson plan review, Classroom observations	Assigned School Administrator, Principal

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Retired Math Teacher	Substitute	Discretionary Sub Funds	\$500.00
			Subtotal:\$500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:\$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount

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Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1. Student Attendance	1. Monitoring student attendance on a regular basis	1. Assistant Principal, teacher	1. Monitoring attendance	1. Rate of Attendance
Science Goal #1: 75% of assessed students will score Level 4 or higher on FAA Science.	2013 Current Level of Performance: *	2014 Expected Level of Performance: *	2. Hiring qualified teacher(s) with experience teaching science and demonstrating student growth and achievement on applicable assessments 3. Teaching knowledge of student performance expectations	2. Monitor student progress. Use co-teaching model with a subject-area specialist	2. Principal, assistant principals	2. Student outcomes on content assessments/standardized assessments.	2. Performance Matters Baseline assessments (if appropriate), FCAT, FAA
	70	75% of assessed students will score Level 4 or higher on FAA Science		3. Provide professional development and follow up	3. Principal, ESE resource teacher, district ESE resource teacher	3. Provide professional development and monitor teacher application of PD	3. FAA outcomes
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1. Student Attendance	2.1. Monitoring student attendance on a regular basis	2.1. Assistant Principal, teacher	2.1. Monitoring attendance	2.1. Rate of Attendance
Science Goal #2: 75% of assessed students will score Level 7 on FAA Science	2013 Current Level of Performance: *	2014 Expected Level of Performance: *	2. 2. Hiring qualified teacher(s) with experience teaching science and demonstrating student growth and achievement on applicable assessments	2.2. Monitor student progress. Use co-teaching model with a subject-area specialist	2.2. Principal, assistant principals	2.2. Student outcomes on content assessments/standardized assessments.	2.2. Performance Matters Baseline assessments (if appropriate), FCAT, FAA
	1/3=33%	75% of assessed students will score Level 7 or higher on FAA Science					

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	3.3. Teaching knowledge of student performance expectations	3.3. Provide professional development and follow up	3.3. Principal, ESE resource teacher, district ESE resource teacher	3.3. Provide professional development and monitor teacher application of PD	3.3. FAA outcomes

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals (this section needs to be completed by all schools that have students taking the Biology I EOC)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Problem-Solving Process to Increase Student Achievement						
Biology 1 EOC Goals	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:						
1. Students scoring at Achievement Level 3 in Biology 1.	1.1. Student Attendance	1.1. Grade level attendance monitor	1.1. Assistant Principal, grade level monitor, classroom teacher	1.1. Review student attendance data	1.1. Rate of attendance	
Biology 1 Goal #1: 75% of assessed students will score AL 3 or higher on Biology EOC.		2013 Current Level of Performance: *	68%			
		2014 Expected Level of Performance: *	75%			
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	1.2. Coverage of relevant Biology content.	1.2. Content pacing guide	1.2. District science resource teacher, school administrators	1.2. Review of student performance in content of Biology, Baseline Assessments	1.2. Monitoring of pacing guide content implementation, Performance Matters Baseline Assessments, EOC	
	1.3. Student master of Biology content.	1.3. a. On line and face-to-face review of relevant content	1.3. Principal, assistant principals	1.3. Enrollment of students in relevant on-line course content (e.g., FL VS/Odysseyware) and scheduling of science teacher to conduct reviews with identified students during 2B study hall prior to retesting.	1.3. Monitor student performance in on-line course content and face-to-face review sessions; EOC	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. Student Attendance	2.1. Grade level attendance monitor	2.1. Assistant Principal, grade level monitor, classroom teacher	2.1. Review student attendance data	2.1. Rate of attendance	
Biology 1 Goal #2: 35% of assessed students will score AL 4 or higher on Biology EOC		2013 Current Level of Performance: *	30%			
		2014 Expected Level of Performance: *	35%			

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	2.2. Coverage of relevant Biology content.	2.2. Content pacing guide	2.2. District science resource teacher, school administrators	2.2. Review of student performance in content of Biology, Baseline Assessments	2.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC
	3.3 Student master of Biology content.	3.3 a On line and face-to-face review of relevant content	3.3. Principal, assistant principals	3.3. Enrollment of students in relevant on-line course content (e.g., FL VS/Odysseyware) and scheduling of science teacher to conduct reviews with identified students during 2B study hall prior to retesting.	3.3. Monitor student performance in on-line course content and face-to-face review sessions; EOC

End of Biology I EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pacing Guides in Biology	9-12	District Science Resource Teacher, Science CLT	All Biology teachers	All scheduled PD dates	Review pacing guides at the end of each grading period	District Science Resource Teacher, Assigned School Administrator, Principal, Science CLT
Text Complexity	9-12	Reading Coach	All Biology teachers	All scheduled PD dates	Lesson plan review, Classroom observations	Reading Coach, Assigned School Administrator, Principal
WICOR	9-12	AVID teachers, Administration	All Biology teachers	All scheduled PD dates	Lesson plan review, Classroom observations	Assigned School Administrator, Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
NA		Amount
Subtotal:		
Technology		
Strategy	Description of Resources	Funding Source
NA		Amount
Subtotal:		
Professional Development		
Subtotal:		

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Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Total:			

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Problem-Solving Process to Increase Student Achievement					
Writing Goals	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:					
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1.A. Student Attendance	1.A. Grade level attendance monitor	1.A. Assistant Principal, grade level monitor, classroom teacher	1.A. Review student attendance data	1.A. Rate of attendance
Writing Goal #1A: 60% of assessed students will score 3.5 or higher on FCAT 2.0 Writes	2013 Current Level of Performance: * 230/400-58% of assessed students scored Level 3.0 or higher on FCAT 2.0 Writes	2014 Expected Level of Performance: * 60% of assessed students will score 3.5 or higher on FCAT 2.0 Writes			
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	2.A. Lack of "polished" practice.	2.A. Review requirements for FCAT 2.0 Writes	2.A. Principal, Reading Coach, District Reading Resource Teacher, Assistant Principals	2.A. Lesson plans. Classroom observations and feedback, review of student work and practice writes outcomes.	2.A. Scores on practice writing. Post scores in Pinnacle. Summarize data. Share with teachers.
	3.A. Scoring rubric knowledge	3.A. 6 Traits Writing Training.	3.A. Principal, Assistant Principal, District Reading Resource Teacher, Assistant Principals.	3.A. Supply time to attend training. Review student work. Quarterly meetings with English teachers. Supply time to grade student work.	3.A. Practice writing and scoring. Post scores in Pinnacle. Summarize data. Share with teachers.
	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Writing Goal #1B:	2013 Current Level of Performance*	2014 Expected Level of Performance**				
50% of assessed students will score 4.0 or higher on Florida Alternate Assessment	42% of assessed students scored Level 4.0 or higher on Florida Alternate Assessments	50% of assessed students will score 4.0 or higher on Florida Alternate Assessments				
			1B.2.		1B.2.	1B.2.
			1B.3.		1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Anchor Standards	9-12	Administration, Kim Ervin, Instructional staff	School-wide	Lunch and Learns, 4B professional development dates	Lesson plans, common assessments	Administration, CLT

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1. Student Attendance	1.1. Grade level attendance monitor	1.1. Assistant Principal, grade level monitor, classroom teacher	1.1. Review student attendance data	1.1. Rate of attendance
U.S. History Goal #1: 30% of assessed students will score AL 3 or higher on US History EOC.	2013 Current Level of Performance: *	2014 Expected Level of Performance: *					
	53/218=24%	30% of assessed students will score AL 3 or higher on US History EOC					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			1.2. Teacher knowledge of content of EOC	1.2. Teacher training	1.2. Principal, SS CLT	1.2. Pacing Guide creation with quarterly review/revisions.	1.2. EOC
			1.3. Implementation of technology-based content	1.3. Teacher professional Development	1.3. Assistant Super for Curriculum and Instruction, Principal.	1.3. Pacing Guide creation with quarterly review/revisions	1.3. EOC
			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.NA	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: 25% of assessed students will score AL 3 or higher on US History EOC.	2013 Current Level of Performance: *	2014 Expected Level of Performance: *					
	0/240=0%	25% of assessed students will score AL 3 or higher on US History EOC					

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
US History Test Item Specifications and EOC expectations	11	Assistant Superintendent	All US History teachers	As scheduled	Pacing Guide Creation	Principal and Assistant Principals
WICOR	9-12	AVID teachers, Administration	School wide	All scheduled PD dates	Lesson plan review, Classroom observations	Assigned School Administrator, Principal

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(\$)			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			

2013-2014 School Improvement Plan (SIP)-Form SIP-1

Total:

End of U.S. History Goals

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Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Relevance to future goals	1.1. Teacher implementation of lifelong learning skills within their deliver of curriculum to build self-efficacy.	1.1. Assistant Principal, CLT members	1.1. Attendance rate	1.1. Attendance rate
Attendance Goal #1: Enter narrative for the goal in this box							
	2013 Current Attendance Rate: *	2014 Expected Attendance Rate: *					
		Enter numerical data for expected attendance rate in this box					
	2013 Current Number of Students with Excessive Absences (10 or more)	2014 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box	Enter numerical data for expected number of absences in this box					
	2013 Current Number of Students with Excessive Tardies (10 or more)	2014 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in this box	Enter numerical data for expected number of students tardy in this box					
			1.2. Lack of parental support	1.2. Progress monitoring of attendance	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
					Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

August 2013
 Rule 6A-1.099811
 Revised July 22, 2013

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Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)		Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension		1.1. Limited counseling opportunities by guidance due to monitoring and counseling to number of students versus staff	1.1. Grade-level deans will provide monitoring and counseling assistance	1.1. Assistant principal, dean of students	1.1. Reduction of same students being referred	1.1. Suspension data
Suspension Goal #1: Reduce the number of ISS of In-School Suspensions days, students on ISS, OSS days, and students on OSS.		2013 Total Number of In-School Suspensions 1618 days	2014 Expected Number of In-School Suspensions 1518			
		2013 Total Number of Students Suspended In-School 542	2014 Expected Number of Students Suspended In-School 452			
		2013 Total Number of Out-of-School Suspensions 482 days	2014 Expected Number of Out-of-School Suspensions 382			
		2013 Total Number of Students Suspended Out-of-School 190	2014 Expected Number of Students Suspended Out-of-School 90			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
					Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

2013-2014 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention		1.1. License limitation	1.1. Odysseyware, on-line credit recovery	1.1. Assistant principal	1.1. Percentage of students graduating on-time	1.1. Student completion of requirements
Dropout Prevention Goal #1:						
In 2010-11, the dropout rate at SHS was 2.8 % which was a 30% decrease from the previous school year, 2009-10.						
		2013 Current Dropout Rate: *				
		2014 Expected Dropout Rate: *				
		2013 Current Graduation Rate: *				
		66%				

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

2013-2014 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:			Increasing volunteers	Increase volume of e-mail notices	Parents, administration	Monitor number of parent volunteers	Number of parent volunteers
2013 Current Level of Parent Involvement: *							
2014 Expected Level of Parent Involvement: *							
T.R.D.							
Enter numerical data for expected level of parent involvement in this box.							
Formation of HIBAAP			1.2.	1.2.	1.2.	1.2.	1.2.
# of parents involved in SAC			Exposing all families of students in advanced programs that it exists, its purpose, and how parents can help (HIBAAP)	Robo-call all families		Monitor parent involvement at meetings and other functions	
			1.3.	1.3.	1.3.	1.3.	1.3.
				Gain community support through exposure by media outlets including local papers			

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity			
Please note that each Strategy does not require a professional development or PLC activity.			
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)		Problem-Solving Process to Increase Student Achievement			
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
					Person or Position Responsible for Monitoring

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Subtotal:			
Total:			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)		Problem-Solving Process to Increase Student Achievement			
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: <i>Increase the percent of students enrolled in a CTE course.</i>	1.1. Teacher availability	1.1. Increase number of CTE teachers.	1.1. Principal	1.1. Number of teachers hired	1.1. Number of teachers hired
	1.2. Course Offerings	1.2. Revise the course offerings to align with industry certifications	1.2. Principal. Teachers	1.2. Number of revised or added courses	1.2. Student interest survey
	1.2. Industry certification courses	1.3. Increase the number of courses leading to industry certification	1.3. Principal	1.3. Number of courses/programs added that lead to industry certification	1.3. Number of successful completion of the offered courses

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring
Industry Certification	All	Certification Specialist	All CTE teachers in areas where industry certification is required	As needed	Completion of industry certification
					Principal, Secondary Coordinator

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Total:			

End of CTE Goal(s)

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Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
1. Additional Goal			1.1. Infancy stage	1.1. Student-free period during the school day to plan and implement AVID strategies	1.1. Administration, AVID teachers, AVID coordinator	1.1. Pre- and post-diagnostic tests
Additional Goal #1:						
AVID program						
	2013 Current Level *	2014 Expected Level *				
	40 students	60 students				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.
						1.1. Student survey of strategies, their effectiveness, and implementation

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity				
Please note that each Strategy does not require a professional development or PLC activity.				
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)
NA				

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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Student-free period for AVID teachers	Monetary	General fund	\$35,000
			Subtotal: \$35,000
			Total: \$35, 000

End of Additional Goal(s)

2013-2014 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total:\$500.00
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:\$500.00
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total: \$35,000
	Grand Total: \$45,000

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK*, this will place an "x" in the box.)

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☒ Prevent
		D/C/C/B

Are you reward school? ☒ Yes ☐ No DO NOT KNOW SCHOOL GRADE AT THIS TIME.
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

YES

If No, describe the measures being taken to comply with SAC requirements.

NA

Describe the activities of the SAC for the upcoming school year.

Monitor student progress. Provide input regarding the school schedule and areas for improvement.

Describe the projected use of SAC funds.

None budgeted except as integrated in school funding initiatives.

Amount

\$0.00

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Sebring Middle School
District: 28 - Highlands
Principal: Sandra Whidden
SAC Chair: Susan Bible
Superintendent: Mr. Wallace P Cox
School Board Approval Date: 10/08/2013
Last Modified on: 09/27/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	500 E CENTER AVE Sebring, FL 33870	500 E CENTER AVE Sebring, FL 33870
Phone Number:	8634715700	
Web Address:	http://www.highlands.k12.fl.us/~sms/	
Email Address:	whiddens2@highlands.k12.fl.us	

School Type:	Middle School			
Alternative/ESE:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	70%			
Minority:	39%			
School Grade History:	<u>2012-13</u> B	<u>2011-12</u> A	<u>2010-11</u> A	<u>2009-10</u> A

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 Sebring Middle School	
Principal's name Sandra Whidden	
School Advisory Council chair's name Susan Bible	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Sandi Whidden	Principal
Shawn West	Assistant Principal
Susan Tucker	Grade-level Chair 6th
Emilia Turek	Math Content Chair
Kim Velasquez	ESE Chair
Linda Lakes	Language Arts Content Chair
Angie Spencer	Literacy Curriculum Resource Teacher
Jeff Johnson	Resource Dean
Andrea Smith	Grade-level Chair 7th
Lisa Tate	Social Studies Content Chair
Angie Porter	Science Content Chair
Doloras Bevins	Reading Chair
Kim Douberley	Technology Resource Teacher
Nancy Bauer	Grade-level Chair 8th
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP 10/08/2013	
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 The School Advisory Council (or SAC) are part of the overall leadership structure at SMS. Providing a forum for open discussion and problem-solving, SACs give all stakeholder groups (administrators, parents, staff, and the larger community) a voice in school-based decision-making process. SACs promote collaboration and understanding and build support for the school's overall goals as well as individual programs, policies, and initiatives. School Racial Composition (SAC) 61.3% W, 12.8% B, 21.0%H, 4.9% O, F/R 69.66%	
Describe the involvement of the SAC in the development of this school improvement plan Their primary role is to participate in the decision-making process that ensures that the needs of all students are specifically addressed.	
Describe the activities of the SAC for the upcoming school year	

The SAC committee will meet monthly starting in September, 2013. During meetings, parents teachers,, and administrators will discuss curriculum, classroom activities, upcoming events, and needs of the school. Analysis of student data with regards to math, reading, writing, and science.

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

Throughout the school year, students are rewarded because of their behavior or grades. Funds are approved to support Positive Behavior Support (PBS) or Renaissance activities.

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:

Sandra Whidden

Principal

Years as Administrator: 19

Years at Current School: 15

Credentials

Bachelor's Degree Specific Learning Disabilities, Master's Degree Educational Leadership

Performance Record

2012-2013 School Grade B, 589 Points: Reading % Meeting High Standards 57%, Learning Gains 65%,Lowest 25% Making Learning Gains 63%, Math % Meeting High Standards 62%, Learning Gains 77%,Lowest 25% Making Learning Gains 73%,Writing % Meeting High Standards 66%, Science % Meeting High Standards 51%, 99% Tested, 70% Free/Reduced

Shawn West

Asst Principal

Years as Administrator: 0

Years at Current School: 9

Credentials

Bachelor's Degree Elementary Education, Master's Degree Educational Leadership

Performance Record

2012-2013 School Grade B, 589 Points: Reading % Meeting High Standards 57%, Learning Gains 65%,Lowest 25% Making Learning Gains 63%, Math % Meeting High Standards 62%, Learning Gains 77%,Lowest 25% Making Learning Gains 73%,Writing % Meeting High Standards 66%, Science % Meeting High Standards 51%, 99% Tested, 70% Free/Reduced

Instructional Coaches

Instructional Coaches 1

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

Instructional Coach Information:

Angie Spencer		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Bachelor's Degree Political Science, Political Science 6-12, English 6-12, Middle Grades Integrated Curriculum, Reading Endorsement	
Performance Record	2012-2013 School Grade B, 589 Points: Reading % Meeting High Standards 57%, Learning Gains 65%, Lowest 25% Making Learning Gains 63%, Math % Meeting High Standards 62%, Learning Gains 77%, Lowest 25% Making Learning Gains 73%, Writing % Meeting High Standards 66%, Science % Meeting High Standards 51%, 99% Tested, 70% Free/Reduced	
Classroom Teachers		
# of classroom teachers 43		
# receiving effective rating or higher 40, 93%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 3, 7%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 42, 98%		
# ESOL endorsed 4, 9%		
# reading endorsed 7, 16%		
# with advanced degrees 11, 26%		
# National Board Certified 0, 0%		
# first-year teachers 0, 0%		
# with 1-5 years of experience 8, 19%		
# with 6-14 years of experience 14, 33%		
# with 15 or more years of experience 21, 49%		
Education Paraprofessionals		
# of paraprofessionals 10		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) , 0%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 6		
# 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. SMS offers a New Teacher Orientation class to help acclimate new teacher(s) to procedures/routines. Staff Development and support personnel are put in place. Frequent classroom visits with additional support are		

given to all new teachers.

Person(s) responsible are: Administrators, Reading Coach, CLT Members, and certified PEC mentors

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

SMS provides a highly qualified mentor to support and assist our new teachers with the important help they may need to be successful. We offer an environment that rewards and recognizes teachers for the contributions that they have made to impact student achievement and make our school great. Our teachers are professionals and we treat them as professionals by offering continuing education and opportunities to stay abreast of "best practices".

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

Success with the general content that students are expected to learn in reading, math, and science is measured through the gathering of data that includes scores on daily assignments, scores on classroom tests, scores on progress monitoring assessments (FAIR, Progress Matters), and state-wide tests (FCAT). When a student performs below the level expected for his grade placement, as shown by low grades, low scores on progress monitoring assessments that indicate skill deficits, and below grade level performances on the FCAT, that data is used to define the student's problem, to analyze why the problem is occurring, and to determine how much support that student needs, based on a comparison of his current level of performance to the level of performance that is expected for students to advance to the next grade level. Using data, rather than relying solely on adult perceptions and judgment, allows for objective decisions on the allocations of support personnel to implement small group or individual interventions.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Each school-based leadership team member is committed to gaining expertise through effective professional development activities necessary to accurately analyze data, and make placement and instructional decisions that will provide the best delivery of core instruction to all students in Tier One (where most students make timely and adequate progress to advance to the next grade), to the small number of students who need Tier Two supplemental instruction in addition to the instruction they receive in Tier One, and to the few students who need intensive and individualized help that is provided in Tier Three in addition to instruction in Tier One and Tier Two.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school's leadership team meets regularly to assess the success of Tier One instructional strategies using data collected through the district's Management Information Systems (MIS) which archives student records, and can retrieve and present data for the purpose of analyzing student progress. Fidelity of instructional content and practices is measured by leadership team members' frequent visits to classrooms, with feedback provided to teachers regarding the quality of their instruction and the level of engagement of their students at the time of visits.

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)

The school's leadership team members have access to FAIR and Progress Matters data. Individual students, classrooms, or grade levels scores can be monitored for progress. The district's MIS Department can provide FCAT score reports formatted any number of ways to best analyze student progress. The effectiveness of core, supplemental, and intensive instruction can be assessed through comparisons of baseline data and data gathered after instruction and interventions have been implemented. Behavior and attendance also factor into academic success. Both can be monitored through attendance and discipline summaries generated from the district's data base.

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

To gain understanding and streamline our own process, our MTSS team is going to visit the MTSS team of a sister school that is operating especially well. As a result of our visit, we expect to find out what we're doing right, and what we can do better. MTSS is always a work in progress. Students are individual cases, and there is not a one size fits all solution. As our school staff implements Level Two and Level Three interventions for individual students needing additional support, we become better at the process, and teachers find that they actually have been providing interventions all along without the formal data collection and analysis format. Many teachers have provided a multi-tiered system of supports for their students for years, but never called it MTSS. Parents are informed through conferences and other forms of parent contact.

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: 25,920

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description

Highlands County School District has partnered with the 21st Century Community Learning Centers Grant (CCLC) to offer free AfterSchool Care to students of Highlands County. Through cooperation with the Boys and Girls Club of Highlands County for 3.5 hours daily, students are offered an after school snack, homework assistance, and both academic and enrichment activities by certified teachers and qualified staff at no charge to parents.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected periodically and reviewed by the District Coordinator and School Supervisor.

Who is responsible for monitoring implementation of this strategy?

District Coordinator- Mrs. Betsy Veith

Literacy Leadership Team (LLT)

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

Name	Title
Angie Spencer	Reading Coach
Sandi Whidden	Principal
Shawn West	Assistant Principal
Linda Lakes	CLT, 8th Grade LA's
Andrea Smith	CLT, 7th Grade LA's
Describe how the school-based LLT functions (e.g., meeting processes, roles, functions) The function of the LLT is focus on issues of literacy instruction and curriculum. The principal, teachers who represent each grade level, content area, and the school's literacy coach often constitute a school literacy team, which meets routinely. While each member plays an important role, the literacy coach is frequently responsible for setting up the team.	
What will be the major initiatives of the LLT this year? The major initiatives of the LLT are: To establish a literacy vision for the school. To develop professional development opportunities that match the school's literacy vision and needs. To support the administration by providing multiple voices that represent the staff. To create structures to assess and develop plans for cohesive curriculum across grades. To build a system for handling change, such as a new principal or new state mandates.	
Every Teacher Contributes to Reading Instruction	
Describe how the school ensures every teacher contributes to the reading improvement of every student Common Core State Standards places a strong emphasis on the role of text complexity and the student's ability to analyze textual evidence. All content area teachers are incorporating a blended curriculum that supports the implementation of CC ELA standards.	
College and Career Readiness	
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? AVID is an approved elective course taken during the school day. Students are selected to enroll in an AVID class after an application process. For one class period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, and get academic help from peers and college tutors. Students participating in the AVID elective must also be enrolled in an Advanced Academic course.	
How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful? The AVID elective teachers, AVID content area teachers, Gifted consult, and Guidance Counselors collaborate to provide opportunities for parents and students to attend an orientation, AVID night, Science Fair, and Advanced Academics night that describes the courses and programs available for students to focus on college and career readiness.	
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C	

The AVID curriculum is based on rigorous standards, developed by middle and senior high school teachers in collaboration with college professors. The AVID curriculum is used in AVID elective classes and in content-area classes in AVID schools. The AVID elective teacher and AVID content area teachers use WICOR strategies, (writing, inquiry, collaboration, organization and reading) to facilitate college and career readiness.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	62%		No	66%
American Indian				
Asian				
Black/African American	43%	33%	No	49%
Hispanic	54%	45%	No	59%
White	68%	60%	No	71%
English language learners	34%		No	41%
Students with disabilities	40%	22%	No	46%
Economically disadvantaged	53%	46%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	184	27%	28%
Students scoring at or above Achievement Level 4	185	27%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	10	59%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	445	65%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	431	63%	64%

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)	<i>[data excluded for privacy reasons]</i>		20%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		14%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		7%

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	137	66%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		31%

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	70%		No	73%
American Indian				
Asian				
Black/African American	53%	41%	No	58%
Hispanic	67%	53%	No	70%
White	73%	61%	No	76%
English language learners	43%	27%	No	49%
Students with disabilities	41%	32%	No	47%
Economically disadvantaged	63%	49%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	211	31%	32%
Students scoring at or above Achievement Level 4	211	31%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	76%	76%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	527	77%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	432	63%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	70	15%	16%
Middle school performance on high school EOC and industry certifications	70	100%	100%

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		15%
Students scoring at or above Achievement Level 4	43	84%	85%
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		
Students scoring at or above Achievement Level 4	19	100%	
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	55	26%	27%
Students scoring at or above Achievement Level 4	58	28%	29%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		80%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	71	10%	15%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	436	61%	62%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	507	71%	72%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	11%	
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	177	25%	24%
Students who fail a mathematics course	17	24%	20%
Students who fail an English Language Arts course	12	17%	15%
Students who fail two or more courses in any subject	17	24%	20%
Students who receive two or more behavior referrals	177	25%	24%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	227	32%	30%

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

SMS will follow the Parent Involvement Plan of School Board of Highlands County.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SMS's target is to have at least 85% of parents attend Orientation.	624	87%	88%

Goals Summary

Goal #1:

All content areas are using a blended curriculum that supports the implementation of CCSS.

Goal #1:

Language Art's teachers are using Engage New York Modules that incorporate evidence based learning and focus on CCSS.

Goal #1:

All content areas are using the CUPS strategy to support writing.

Goal #1:

School wide focus on Writing tasks.

Goal #1:

School wide Technology Integrated Tasks

Goal #1:

A minimum of 3 labs every month.

Goals Detail

Goal #1:	All content areas are using a blended curriculum that supports the implementation of CCSS.

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- 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
- Math - High School
- Math - High School AMO's
-
-

Resources Available to Support the Goal

- Common Core State Standards (National Standards) adopted by 45 states, The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 19 states plus the District of Columbia and the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers.

Problem-Solving to Achieve the Goal

Plan to Monitor Progress Toward the Goal

Action:

Common Core State Standards

Person or Persons Responsible:

Administrators, Reading Coach

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

Lesson Plan documentation, CCSS checklists

Goal #1: Language Art's teachers are using Engage New York Modules that incorporate evidence based learning and focus on CCSS.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness

Resources Available to Support the Goal

- All modules pair literature with rich informational text (including primary source documents and literary nonfiction) on the topic. Informational text and supplemental literature in each module will meet the expected range of quantitative complexity.

Problem-Solving to Achieve the Goal

Plan to Monitor Progress Toward the Goal

Action:

Engage New York Modules with Complex Texts

Person or Persons Responsible:

Administrators, Reading Coach

Target Dates or Schedule:

2013-2014 Academic School Year

Evidence of Completion:

Lesson Plan Documentation, Frequent Classroom visits

Goal #1: All content areas are using the CUPS strategy to support writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- CUPS(Capitalization, Usage, Punctuation, Structure) Posters in each classroom.

Problem-Solving to Achieve the Goal

Plan to Monitor Progress Toward the Goal

Action:

Focus on CUPS usage

Person or Persons Responsible:

Administrators, Reading Coach, LA's Teachers

Target Dates or Schedule:

2013-2014 Academic School Year

Evidence of Completion:

Classroom visits, student work samples.

Goal #1: School wide focus on Writing tasks.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- 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
- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CC student writing exemplars, PD on writing in the content

Resources

**Available to
Support the Goal**

Problem-Solving to Achieve the Goal

Plan to Monitor Progress Toward the Goal

Action:

Writing in the content

Person or Persons Responsible:

Content area leaders, Administrators, Reading coach

Target Dates or Schedule:

2013-2014 Academic School Year

Evidence of Completion:

Monthly calendars with Writing tasks documented, lesson plans, student writing samples

Goal #1:	School wide Technology Integrated Tasks

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- 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
- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE

Resources**Available to****Support the Goal**

- PD in the use of Technology , CCSS

Problem-Solving to Achieve the Goal

Plan to Monitor Progress Toward the Goal

Action:

Technology Integrated Tasks

Person or Persons Responsible:

Content leaders, Administrators, Reading Coach

Target Dates or Schedule:

2013-2014 Academic School Year

Evidence of Completion:

Semester Calendars, Lesson Plans, Classroom Observations

Goal #1:	A minimum of 3 labs every month.

Targets Supported

- Science
- Science - Middle School

Resources

- Florida Science Fusion Textbook

Available to**Support the Goal**

Problem-Solving to Achieve the Goal

Plan to Monitor Progress Toward the Goal

Action:

3 Labs per month

Person or Persons Responsible:

Content Chair, Administrators

Target Dates or Schedule:

2013-2014 Academic School Year

Evidence of Completion:

Monthly Lab Calendars, Lesson Plans

Action Plan for Improvement

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

These funds provide assistance to all school districts, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. The grant is also the funding source for implementing the requirements of NCLB.

The activities support and assist students to become academically successful and in some case English proficient.

Student services coordinates with Title I, to provide resources for students and identifies homeless families under the McKinney-Vento Act, to eliminate barriers for a free and appropriate education.

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:

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Sun 'N Lake Elementary School
District: 28 - Highlands
Principal: Dr. Linda W. Laye
SAC Chair: David Allen/Lynn Douglass
Superintendent: Mr. Wallace P Cox
School Board Approval Date: [pending]
Last Modified on: 10/02/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	4515 PONCE DE LEON BLVD Sebring, FL 33872	4515 PONCE DE LEON BLVD Sebring, FL 33872
Phone Number:	8634715464	
Web Address:	http://www.highlands.k12.fl.us/~snl/	
Email Address:	layel@highlands.k12.fl.us	

School Type:	Elementary School			
Alternative/ESE:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	69%			
Minority:	64%			
School Grade History:	<u>2012-13</u> B	<u>2011-12</u> B	<u>2010-11</u> A	<u>2009-10</u> C

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 Sun 'N Lake Elementary School	
Principal's name Dr. Linda W. Laye	
School Advisory Council chair's name David Allen/Lynn Douglass	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Jessica McClelland	Kindergarten Team Leader
Christina Chavis	Grade One Team Leader
Jessica Schneider	Grade Two Team Leader
Debbie Picklesimer	Grade Three Team Leader
Cynthia Cook	Grade Four Team Leader
LaNita Roth	Grade Five Team Leader
Lynn Douglass	Guidance Counselor
Marsha Manley	Reading Coach
Laura Melfi	Music/Specials Team Leader
Isaac Durrance	Assistant Principal
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP Pending	
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 The composition of the SAC includes the school principal, teachers, support employees, parents, business and community partners. SAC members are elected by their respective peer group. Parents vote for their representatives while, school staff elects their representatives. Final selection of the SAC matches the ethnic, racial and economic demographics of our school population. SAC chairs, secretary, DSAC and ESE parent representatives are selected by the SAC team members.	
Describe the involvement of the SAC in the development of this school improvement plan SAC members assist in the development of the school improvement plan as well as approving the final plan. SAC team members are involved with monitoring the progress of our students and school efforts to reach our goals.	
Describe the activities of the SAC for the upcoming school year SAC is the governing body of our school improvement process. This process includes reviewing, planning and implementing the School Improvement Plan. Activities for the upcoming school year will include attendance at monthly meetings; monitoring the progress of our school's goals ; development and approval of Title I parent Involvement Plan, and Home school compact .	

Describe the projected use of school improvement funds and include the amount allocated to each project No additional funding at this time.		
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:		
Dr. Linda W. Laye		
Principal	Years as Administrator: 11	Years at Current School: 11
Credentials	Bachelors Degree in Primary and Elementary Education; Masters Degree in Educational Leadership; Doctorate Degree in School Leadership and Supervision; School Principal	
Performance Record	Sun 'n Lake Elementary 2013-B 2012-B 2011-A 2010-C 2009-B 2008-B 2007-A 2006-C 2005-A 2004-A	
Isaac Durrance		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Bachelors Degree, Sports Management Masters Degree, Health Administration Masters Degree, Educational Leadership	
Performance Record		
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		

Dr. Marsha Manley		
Full-time / District-based	Years as Coach: 9	Years at Current School: 9
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	Bachelors Degree in Primary and Elementary Education Masters Degree in Curriculum and Instruction Doctoriate Degree in Curriculum and Instruction Gifted Endorsement, ESOL Endorsement and Reading Endorsement	
Performance Record	Sun 'n Lake Elementary 2013-B 2012-B 2011-A 2010-C 2009-B 2008-B 2007-A 2006-C 2005-A	
Classroom Teachers		
# of classroom teachers 44		
# receiving effective rating or higher 35, 80%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 44, 100%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 44, 100%		
# ESOL endorsed 40, 91%		
# reading endorsed 8, 18%		
# with advanced degrees 11, 25%		
# National Board Certified 1, 2%		
# first-year teachers 3, 7%		
# with 1-5 years of experience 15, 34%		
# with 6-14 years of experience 15, 34%		
# with 15 or more years of experience 10, 23%		
Education Paraprofessionals		
# of paraprofessionals 5		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 5, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 1		
# 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.

Dr. Linda Laye, principal is the contact person who works with USF to partner with the Teacher Preparation Program. In addition, support and coaching through the Danielson model is implemented with all teachers. Mentors are assigned to beginning teachers as well as new teachers to the school. Mentors provide support in curriculum, instruction and the classroom environment. Teachers who are in the PEC/CPI program are assigned highly effective mentors who have been trained in Clinical Ed and support their efforts in completing the program.

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

Teachers who are in the PEC/CPI program are assigned highly effective mentors who have been trained in Clinical Ed and support their efforts in completing the program.

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 school based MTSS team meets twice a quarter to review student performance data and to identify areas of needed improvement in core curriculum, and instruction. MTSS team members then meets with grade level teams to review student progress, identify areas of need, develop interventions, and the resources needed to improve student learning. Students identified as needing Tier 2 or Tier 3 services are progress monitored on a more frequent basis. MTSS team reviews student progress monitoring data and meets with individual teachers or grade level teams to identify available resources and develop targeted interventions.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Grade level team leaders, along with Literacy Resource Teacher, Guidance Counselor and Administrators form the school based leadership team. Each team leader is responsible for facilitating data discussions at their grade level on students' performance and developing plans to address identified needs. Team leaders assist with the development/implementation of standard protocol interventions for students receiving Tier 2 services. The LCRT and Guidance Counselor gather and disseminate student data as well as facilitate discussion of needs and strategies that support effective instruction. Administrators work with the teams to allocate resources to support research based effective instructional techniques or materials needed for improved student learning. Data is analyzed for individual classes, grade levels and school wide assessments which establish the priorities and determines the allocation of resources identified in our School Improvement plan. Using data for decision-making and allocation of resources to improve student learning is the primary role of the school based MTSS team. SIP goals and strategies are based upon the data collected through assessments and discipline/attendance reports. The data collected during progress monitoring meetings is used to determine the effectiveness of the instruction and interventions students are receiving.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Student data is collected and analyzed by teachers, grade level teams, and by the school based MTSS team. Data is reviewed weekly, bi-weekly, monthly and twice each quarter. Members of the MTSS team meets with teachers to determine the effectiveness of an intervention. The data collected during progress monitoring meetings is the basis for determining the effectiveness of the instruction and interventions students are receiving.

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)

Baseline, mid-year, and end of the year data will be collected for all Tier 1 students. In addition, data will be collected monthly, bi-weekly or weekly depending on the needs of the students receiving Tier 2 and Tier 3 services. Data sources can include, but are not limited to:

Progress Monitoring and Reporting Network (PMRN), AIMSweb progress monitoring, Florida Comprehensive Assessment data, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Scott Foresman Reading assessment, Harcourt Math assessments, STAR reading, Performance Matters Math and Science assessments, Pinnacle Grade Book, PBIS data reporting system, Genesis Data system.

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

Professional development opportunities include: Differentiated Instruction and Using Formative Assessment data. Progress monitoring meetings provide teachers with a "hands on" experience of using data to determine the effectiveness of the instruction and intervention being provided to students. Data based problem solving process is shared with parents during student conferences and at SAC meetings when developing goals and strategies to be included in the School Improvement Plan.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Dr. Marsha Manley	Literacy/Curriculum Resource Teacher
Jessica McClelland	Kindergarten Team Leader
Christina Chavis	First Grade Team Leader
Jessica Schneider	Second Grade Team Leader
Debbie Picklesimer	Third Grade Team Leader
Cynthia Cook	Fourth Grade Team Leader
Lanita Roth	Fifth Grade Team Leader
Lynn Douglass	Guidance Counselor
Dr. Linda Laye	Principal
Isaac Durrance	Assistant Principal

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The school-based LLT meets monthly and is a forum to discuss school/grade level needs and plan for improvement. Student performance data is reviewed and the focus is on improving instruction of core curriculum. LLT members meet monthly with their grade level team to facilitate communication and the implementation of needed action plans.

What will be the major initiatives of the LLT this year?

The focus of the 2013-14 school year will be to assist teachers with the implementation of the new Scott Forseman reading curriculum and CCSS .

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student

The master schedule has been designed to provide a "sacred" reading block . All teachers are teaching reading at the same time. Paraprofessionals, clerks and resource teachers are in classrooms providing support for students. Administering progress monitoring assessments, working with individual students or in small differentiated groups allows these individuals to focus on specific skills to build capacity.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

FLKRS is administered to all incoming Kindergarten students. Kindergarten students will participate in the FAIR assessment. Teachers will also conduct informal assessments to determine the background knowledge and learning styles of students. Results will be shared with Kindergarten teachers who will meet as a team to analyze the information and plan for instruction. Advanced Academics classes will be formed for those students who demonstrate advanced mastery of skills. All placements are considered flexible and all students will be progress monitored quarterly or monthly depending on need.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	71%	63%	No	74%
American Indian				
Asian	96%	86%	No	96%
Black/African American	59%	43%	No	63%
Hispanic	66%	56%	No	69%
White	76%	74%	No	78%
English language learners	66%	54%	No	69%
Students with disabilities	39%	50%	Yes	45%
Economically disadvantaged	64%	54%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	23%	28%
Students scoring at or above Achievement Level 4	119	40%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	134	67%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	30	53%	60%

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)	14	70%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		69%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		69%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	73	74%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	68	64%	71%

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	71%	60%	No	74%
American Indian				
Asian	87%	86%	No	88%
Black/African American	44%	37%	No	50%
Hispanic	71%	55%	No	74%
White	78%	69%	No	80%
English language learners	66%	58%	No	69%
Students with disabilities	54%	50%	No	59%
Economically disadvantaged	64%	50%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	36%	38%
Students scoring at or above Achievement Level 4	97	33%	35%

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	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	139	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	62%	65%

Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	24%	30%
Students scoring at or above Achievement Level 4	31	28%	30%
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	[data excluded for privacy reasons]		100%
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
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 5: Science, Technology, Engineering, and Mathematics (STEM)			

All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		20
Participation in STEM-related experiences provided for students	730	100%	100%
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	85	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	37	5%	5%
Students who are not proficient in reading by third grade	63	9%	8%
Students who receive two or more behavior referrals	72	10%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	63	9%	8%
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Goals Summary

Goal #1:

Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.

Goal #1:

Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.

Goal #1:

Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.

Goal #1:

Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.

Goals Detail

Goal #1: **Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.**

Targets Supported • Writing

Resources Available to Support the Goal • Curriculum/instruction; Writing Resource teacher; Teachers

Problem-Solving to Achieve the Goal

Barrier #1: Student performance in writing is significantly below grade level expectations.

Plan to Monitor Progress Toward the Goal

Action:

Monthly expository/narrative writing prompts will be doubled scored and the percentage of students scoring proficient (3.5) will be calculated for each class.

Person or Persons Responsible:

Teachers, Writing Resource Teacher, MTSS team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in the percentage of students demonstrating proficiency on writing prompts. 2014 FCAT 2.0 Writing data.

Goal #1: **Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.**

Targets Supported • Science - Elementary School

Resources Available to Support the Goal • Early release days dedicated for STEM activities, Science materials, Teachers

Problem-Solving to Achieve the Goal

Barrier #1: Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.

Plan to Monitor Progress Toward the Goal

Action:

Improved student proficiency on FCAT Science Assessment

Person or Persons Responsible:

Teachers; Science Committee; Administration

Target Dates or Schedule:

Review of Performance Matters results- baseline, mid-year and end of the year

Evidence of Completion:

Student progress on Performance Matters Science Assessment given 3 x a year. 2014 FCAT Science data

Goal #1: Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.

Targets Supported

- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA

Resources Available to Support the Goal

- Scott Foresman Reading Street Series; Master schedule that allows additional assistance in the classroom; Title 1 funds used for in-school tutoring for lowest quartile students(certified retired teachers);MTSS teams progress monitors all students' progress; Teacher and student data folders; ongoing data chats

Problem-Solving to Achieve the Goal

Barrier #1: Core curriculum and instruction does not provide the level of direct explicit instruction necessary to improve reading proficiency for all students.

Barrier #2: Students have skill deficits in one or more areas of reading. (PA, P, V, F, C.)

Barrier #3: Students' performance in reading is significantly below grade level expectations

Plan to Monitor Progress Toward the Goal

Action:

Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.

Person or Persons Responsible:

Teachers, Team Leaders/Literacy Team, MTSS team, Administration

Target Dates or Schedule:

Weekly, Monthly , Quarterly and end of the year

Evidence of Completion:

Improved student performance on reading assessments; progress monitoring data collected monthly, bi-monthly and weekly for all students receiving Tier 2 or 3 services. 2014 FCAT Reading data

Goal #1:	Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.

Targets Supported	• Math • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle FAA • Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal	• Harcourt Math series; master schedule, Title I funds used for in-school tutoring (retired certified teachers) for lowest quartile students; MTSS teams progress monitors all students' progress; Data folders and ongoing data chats

Problem-Solving to Achieve the Goal

Barrier #1:	Core math curriculum/instruction does not provide the level of direct explicit instruction to improve math proficiency for all students.

Barrier #2:	Many students have skill deficits in one or more areas.

Barrier #3:	Students whose performance in math is significantly below grade level expectations.

Plan to Monitor Progress Toward the Goal

Action:

Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.

Person or Persons Responsible:

Teachers, Team Leaders, MTSS team, Administration

Target Dates or Schedule:

Weekly, monthly, quarterly and end of the year.

Evidence of Completion:

Improved student performance on math assessments; progress monitoring data collected monthly, bi-monthly and weekly for all students receiving Tier 2 & 3 services. 2014 FCAT results

Action Plan for Improvement

Goal #1:	Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.
Barrier #1:	Student performance in writing is significantly below grade level expectations.
Strategy #1:	Students will use the writing process daily; district wide prompts administered 3 x a year.

Action Step 1 - Budget Item - PD Opportunity

Action:

Daily Writing instruction -explicit, modeled, guided practice and independent practice.

Person or Persons Responsible:

Classroom teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Student writing samples

Facilitator:

Alice Taylor, Writing Resource Teacher, Dr. Marsha Manley, LCRT

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Daily writing instruction

Person or Persons Responsible:

Teachers, Writing resource teacher

Target Dates or Schedule:

Daily

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of the Strategy

Action:

Writing Instruction

Person or Persons Responsible:

Teachers; LCRT

Target Dates or Schedule:

Monthly writing prompts

Evidence of Completion:

Percentage of students scoring proficient (3.5) on a monthly expository or narrative writing prompt.

Goal #1:	Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.
Barrier #1:	Student performance in writing is significantly below grade level expectations.
Strategy #2:	Writing resource teacher provides instruction/modeling on a weekly basis in all fourth grade classrooms.

Action Step 1 - Budget Item

Action:

Weekly instruction/modeling provided by the Writing Resource Teacher

Person or Persons Responsible:

Teachers, Writing Resource teacher

Target Dates or Schedule:

Writing Resource teacher will provide instruction/modeling weekly to all fourth grade students.

Evidence of Completion:

Student writing samples

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Writing Resource teacher providing weekly instruction/modeling

Person or Persons Responsible:

Teacher, Writing Resource teacher

Target Dates or Schedule:

Weekly

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of the Strategy

Action:

Students will complete a monthly expository/narrative writing prompt that will be doubled scored. Percentage of students demonstrating proficiency (3.5) will be calculated for each class.

Person or Persons Responsible:

Teachers, Writing Resource teacher, MTSS team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in the percentage of students demonstrating proficiency by class and grade level.

Goal #1:	Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.
Barrier #1:	Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.
Strategy #1:	Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on 5th grade life and physical science benchmarks.

Action Step 1 - Budget Item - PD Opportunity

Action:

Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on the 5th grade life and physical science.

Person or Persons Responsible:

Grade Level Teams

Target Dates or Schedule:

Early release days

Evidence of Completion:

Grade level plans

Facilitator:

STEM committee members and district resource teacher.

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Early Release STEM days

Person or Persons Responsible:

Grade Level Teams

Target Dates or Schedule:

Early Release Days

Evidence of Completion

Grade level plans

Plan to Monitor Effectiveness of the Strategy

Action:

Early Release STEM days

Person or Persons Responsible:

Grade Level Teams

Target Dates or Schedule:

Early Release Days

Evidence of Completion:

Report of Team Leaders

Goal #1:	Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.
Barrier #1:	Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.
Strategy #2:	Utilization of core science curriculum in all grade levels. Continuity of science instruction at all grade levels.

Action Step 1

Action:

Utilization of new Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by the series.

Person or Persons Responsible:

Classroom teachers; Science Committee; Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson plans; observation; Performance Matters Science Assessment 3x a year

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Utilization of new Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by the series.

Person or Persons Responsible:

Classroom teachers; Science Committee; Administration

Target Dates or Schedule:

Quarterly review of student progress

Evidence of Completion

Teacher Lesson plans; student grades; Performance Matters Science Assessment 3x a year

Plan to Monitor Effectiveness of the Strategy

Action:

Utilization of new Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by the series.

Person or Persons Responsible:

Classroom teachers; Science Committee; Administration

Target Dates or Schedule:

Quarterly review of student progress; Performance Matters Science Assessment

Evidence of Completion:

Teacher Lesson plans; student grades; Performance Matters Science Assessment 3 x a year.

Goal #1:	Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.
Barrier #1:	Core curriculum and instruction does not provide the level of direct explicit instruction necessary to improve reading proficiency for all students.
Strategy #1:	Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Action Step 1 - Budget Item - PD Opportunity

Action:

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Person or Persons Responsible:

Classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative assessments; Item analysis of weekly and unit reading assessments; lesson plans; Individual student's folder and progress monitoring data.

Facilitator:

LCRT, District Resource Teacher, Administration, Guidance Counselor

Participants:

All classroom teachers who teach reading.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Person or Persons Responsible:

Team Leader; LCRT, MTSS team

Target Dates or Schedule:

Quarterly

Evidence of Completion

Lesson plans; Student folder, observation, improved performance on reading assessments and progress monitoring data collected on students

Plan to Monitor Effectiveness of the Strategy

Action:

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Person or Persons Responsible:

Teachers, Team Leaders, LCRT, MTSS team

Target Dates or Schedule:

Progress report and report cards; progress monitoring schedule

Evidence of Completion:

Teacher Lesson plans; individual student folders; improved performance on reading assessments, progress monitoring data collected, monthly, bi-monthly and weekly on all students receiving Tier 2 or Tier 3 services.

Goal #1:	Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.
Barrier #2:	Students have skill deficits in one or more areas of reading. (PA, P, V, F, C.)
Strategy #1:	Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Action Step 1 - Budget Item

Action:

Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Teacher Lesson Plans, Grade level team planning, Improved student performance on formative and reading assessments.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Person or Persons Responsible:

Teachers, Team Leaders, LCRT

Target Dates or Schedule:

Daily

Evidence of Completion

Improved student performance on formative and reading assessments. Improvement on progress monitoring data collected every 10 days.

Plan to Monitor Effectiveness of the Strategy

Action:

Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Person or Persons Responsible:

Teachers; MTSS team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improved student performance on formative and reading assessments. Improvement on progress monitoring data collected every 10 days.

Goal #1:	Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.
Barrier #3:	Students' performance in reading is significantly below grade level expectations
Strategy #1:	Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Action Step 1 - Budget Item

Action:

Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Person or Persons Responsible:

Teacher; Reading Tutors

Target Dates or Schedule:

Three times a week beginning in October

Evidence of Completion:

Formative and reading assessments; Progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Person or Persons Responsible:

Teacher, LCRT, MTSS team

Target Dates or Schedule:

bi-weekly

Evidence of Completion

Performance on formative and reading assessments; Progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

Plan to Monitor Effectiveness of the Strategy

Action:

Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Person or Persons Responsible:

Teachers, LCRT, MTSS team

Target Dates or Schedule:

bi-weekly

Evidence of Completion:

Performance on formative and reading assessments; Progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

Goal #1:	Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.
Barrier #1:	Core math curriculum/instruction does not provide the level of direct explicit instruction to improve math proficiency for all students.
Strategy #1:	Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Action Step 1 - Budget Item - PD Opportunity

Action:

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Person or Persons Responsible:

Classroom teachers; Team Leaders

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative assessments; Item analysis of Harcourt Math assessments, Performance Matters assessment 3 x a year, lesson plans, individual progress monitoring data.

Facilitator:

Math Connects Team, District Resource Teacher, LCRT, Administration

Participants:

All teachers who teach mathematics.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Person or Persons Responsible:

Team Leaders, MTSS team, Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion

Lesson plans; student folders, observation, improved performance on math assessments, and progress monitoring data collected on students.

Plan to Monitor Effectiveness of the Strategy

Action:

Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Person or Persons Responsible:

Teachers, Team Leaders, MTSS team

Target Dates or Schedule:

Progress report and report cards; progress monitoring schedule

Evidence of Completion:

Lesson plans; improved performance on math assessments, progress monitoring data collected monthly, bi-monthly and weekly on all students receiving Tier 2 and Tier 3 services

Goal #1:	Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.
Barrier #2:	Many students have skill deficits in one or more areas.
Strategy #1:	An additional thirty minutes for differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Action Step 1 - Budget Item - PD Opportunity

Action:

An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Lesson plans, Grade level team planning, improved student performance on formative and math assessments.

Facilitator:

Math Connect Team, District Resource Teacher, LCRT, Administration

Participants:

All teachers who teach mathematics.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Person or Persons Responsible:

Teachers, Team Leaders, MTSS team

Target Dates or Schedule:

Monthly

Evidence of Completion

Improved student performance on formative and math assessments. Performance Matters assessment - 3x a year. Improvement on progress monitoring data collected every 10 days.

Plan to Monitor Effectiveness of the Strategy

Action:

An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Person or Persons Responsible:

Teachers, Team Leaders, MTSS team

Target Dates or Schedule:

Monthly , bi-monthly

Evidence of Completion:

Improved student performance on formative and math assessments. Performance Matters assessment - 3x a year. Improvement on progress monitoring data collected weekly or bi-weekly for all students receiving Tier 2 or Tier 3 services.

Goal #1:	Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.
Barrier #3:	Students whose performance in math is significantly below grade level expectations.
Strategy #1:	Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Action Step 1 - Budget Item - PD Opportunity

Action:

Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Person or Persons Responsible:

Teachers, MTSS team

Target Dates or Schedule:

Three times a week beginning in October.

Evidence of Completion:

Formative and math assessments, progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

Facilitator:

Math Connects Team, District Resource Teacher, LCRT, Administration

Participants:

All teachers who teach mathematics.

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Person or Persons Responsible:

Team Leaders, MTSS team

Target Dates or Schedule:

Bi-weekly

Evidence of Completion

Formative and math assessments, progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

Plan to Monitor Effectiveness of the Strategy

Action:

Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Person or Persons Responsible:

Team Leaders; MTSS team

Target Dates or Schedule:

Bi-weekly, weekly

Evidence of Completion:

Performance on formative and math assessments, progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

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

Title I, Part A :

Will provide funds to all district elementary schools and one middle school, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. Monies also provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This grant is also the funding source for implementing the requirements of NCLB.

Title I, Part C- Migrant:

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D:

Provides services to children who are delinquent or neglected.

Title II

Title II, Part A: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III :

Supports activities to assist students to become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education.

Title X- Homeless:

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI):

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs: LEA participates in the Federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

Violence Prevention Programs:

The district offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

VPK: These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

Adult Education: Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses and community interest workshops are available.

Career and Technical Education: Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

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: Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.

Barrier #1: Student performance in writing is significantly below grade level expectations.

Strategy #1: Students will use the writing process daily; district wide prompts administered 3 x a year.

Action Step #1: Daily Writing instruction -explicit, modeled, guided practice and independent practice.

Facilitator leader

Alice Taylor, Writing Resource Teacher, Dr. Marsha Manley, LCRT

Participants

All classroom teachers

Target dates or schedule

Daily

Evidence of Completion and Person Responsible for Monitoring

Student writing samples

(Person Responsible: Classroom teachers)

Goal #1: Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.

Barrier #1: Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.

Strategy #1: Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on 5th grade life and physical science benchmarks.

Action Step #1: Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on the 5th grade life and physical science.

Facilitator leader

STEM committee members and district resource teacher.

Participants

All classroom teachers

Target dates or schedule

Early release days

Evidence of Completion and Person Responsible for Monitoring

Grade level plans

(Person Responsible: Grade Level Teams)

Goal #1: Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.

Barrier #1: Core curriculum and instruction does not provide the level of direct explicit instruction necessary to improve reading proficiency for all students.

Strategy #1: Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Action Step #1: Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Facilitator leader

LCRT, District Resource Teacher, Administration, Guidance Counselor

Participants

All classroom teachers who teach reading.

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Formative assessments; Item analysis of weekly and unit reading assessments; lesson plans; Individual student's folder and progress monitoring data.

(Person Responsible: Classroom teachers)

Goal #1: Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.

Barrier #1: Core math curriculum/instruction does not provide the level of direct explicit instruction to improve math proficiency for all students.

Strategy #1: Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Action Step #1: Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Facilitator leader

Math Connects Team, District Resource Teacher, LCRT, Administration

Participants

All teachers who teach mathematics.

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Formative assessments; Item analysis of Harcourt Math assessments, Performance Matters assessment 3 x a year, lesson plans, individual progress monitoring data.

(Person Responsible: Classroom teachers; Team Leaders)

Barrier #2: Many students have skill deficits in one or more areas.

Strategy #1: An additional thirty minutes for differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Action Step #1: An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Facilitator leader

Math Connect Team, District Resource Teacher, LCRT, Administration

Participants

All teachers who teach mathematics.

Target dates or schedule

Daily

Evidence of Completion and Person Responsible for Monitoring

Lesson plans, Grade level team planning, improved student performance on formative and math assessments.

(Person Responsible: Teachers)

Barrier #3: Students whose performance in math is significantly below grade level expectations.

Strategy #1: Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Action Step #1: Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Facilitator leader

Math Connects Team, District Resource Teacher, LCRT, Administration

Participants

All teachers who teach mathematics.

Target dates or schedule

Three times a week beginning in October.

Evidence of Completion and Person Responsible for Monitoring

Formative and math assessments, progress monitoring data collected bi-weekly and weekly for all students receiving Tier 2 or Tier 3 services.

(Person Responsible: Teachers, MTSS team)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

Goal #1: Seventy-eight percent (78%) or more of the fourth grade students will score proficient on the 2014 FCAT Writing assessment.

Barrier #1: Student performance in writing is significantly below grade level expectations.

Strategy #1: Students will use the writing process daily; district wide prompts administered 3 x a year.

Action Step #1: Daily Writing instruction -explicit, modeled, guided practice and independent practice.

Resource Type	Personnel
Resource	Writing Resource Teacher
Funding Source	Local
Amount Needed	\$30,000

Strategy #2: Writing resource teacher provides instruction/modeling on a weekly basis in all fourth grade classrooms.

Action Step #1: Weekly instruction/modeling provided by the Writing Resource Teacher

Resource Type	Personnel
Resource	Writing Resource Teacher
Funding Source	Local
Amount Needed	\$30,000

Goal #1: Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.

Barrier #1: Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.

Strategy #1: Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on 5th grade life and physical science benchmarks.

Action Step #1: Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on the 5th grade life and physical science.

Resource Type	Evidence-Based Materials
Resource	Reading Series, Reading Street
Funding Source	District/Local
Amount Needed	\$2,000

Goal #1: Proficiency levels and learning gains on the 2014 FCAT Reading assessment will increase for all students.

Barrier #1: Core curriculum and instruction does not provide the level of direct explicit instruction necessary to improve reading proficiency for all students.

Strategy #1: Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Action Step #1: Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.

Resource Type	Evidence-Based Program
Resource	Reading Street Reading Series
Funding Source	District
Amount Needed	\$86,000

Barrier #2: Students have skill deficits in one or more areas of reading. (PA, P, V, F, C.)

Strategy #1: Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Action Step #1: Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Resource Type	Evidence-Based Materials
Resource	Remediation materials-Curriculum and Associates
Funding Source	Local
Amount Needed	\$6,000

Barrier #3: Students' performance in reading is significantly below grade level expectations

Strategy #1: Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Action Step #1: Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. They will also be instructed using Scott Foresman My Sidewalk program.

Resource Type	Personnel
Resource	Retired Certified Teachers used for tutoring
Funding Source	Title I
Amount Needed	\$20,000

Goal #1: Proficiency levels and learning gains on the 2014 FCAT Math assessment will increase for all students.

Barrier #1: Core math curriculum/instruction does not provide the level of direct explicit instruction to improve math proficiency for all students.

Strategy #1: Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Action Step #1: Identify core instructional needs by reviewing assessment data. Plan differentiated instruction using evidence based instruction/intervention within the sixty minute math block.

Resource Type	Evidence-Based Materials
Resource	Go Math and remediation materials
Funding Source	District
Amount Needed	\$59,000

Barrier #2: Many students have skill deficits in one or more areas.

Strategy #1: An additional thirty minutes for differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Action Step #1: An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Resource Type	Evidence-Based Materials
Resource	Go Math and Remedial materials
Funding Source	Local
Amount Needed	\$6,000

Barrier #3: Students whose performance in math is significantly below grade level expectations.

Strategy #1: Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Action Step #1: Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Resource Type	Personnel
Resource	Retired Certified Teachers used as Tutors
Funding Source	Title I
Amount Needed	\$20,000

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: Woodlawn Elementary School
District: 28 - Highlands
Principal: Melissa Blackman
SAC Chair: Julie Fowler and Susan Bible
Superintendent: Mr. Wallace P Cox
School Board Approval Date: [pending]
Last Modified on: 09/27/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	817 WOODLAWN DR Sebring, FL 33870	817 WOODLAWN DR Sebring, FL 33870
Phone Number:	8634715444	
Web Address:	http://www.highlands.k12.fl.us/~wes/	
Email Address:	blackmam@highlands.k12.fl.us	

School Type:	Elementary School			
Alternative/ESE:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	78%			
Minority:	52%			
School Grade History:	<u>2012-13</u> D	<u>2011-12</u> C	<u>2010-11</u> B	<u>2009-10</u> B

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 Woodlawn Elementary School	
Principal's name Melissa Blackman	
School Advisory Council chair's name Julie Fowler and Susan Bible	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Melissa Blackman	Principal
Pam Lanier	Assistant Principal
Darlene Brod	1st Grade Teacher
Jayma Hitt	2nd Grade Teacher
Christine Gilbert	3rd Grade Teacher
Sue Tarter	4th Grade Teacher
Jennifer Reser	5th Grade Teacher
Cheryl Vermilye	LCRT
Kelly Griffin	Guidance Counselor
Jerry Wright	Math Specialist
Jessica Turner	Coordinator of School Wide PBIS System
District-Level Information	
District Highlands	
Superintendent's name Mr. Wallace P Cox	
Date of school board approval of SIP Pending	
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	
Describe the involvement of the SAC in the development of this school improvement plan Team Leaders disaggregated 2012/2013 data and identified target areas for improvement. The SIP has will be reviewed and input will be sought regarding the SIP at the upcoming SAC meeting.	
Describe the activities of the SAC for the upcoming school year The School Advisory Council will discuss academic, behavioral and attendance data. Parents will be provided the opportunity to review and provide input on the Parent Involvement Plan, School Compact, Title I and SAC Budget, and the School Improvement Plan. SAC attendees will provide input on the Baseline and MidYear reports. The SAC will be involved in the development and implementation of the A+ plan which determines the use of school recognition funds for which the school may be eligible based on improving and maintaining school grades.	
Describe the projected use of school improvement funds and include the amount allocated to each project	

Three instructional remediation teachers to provide remediation to Level 1 and Level 2 students in 3rd, 4th and 5th grade. The remediation tutoring will extend 1 hour after school. Remediation teachers are retired educators.

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
Not In Compliance

If no, describe the measures being taken to comply with SAC requirements
Currently in the process of establishing the 2013-2014 SAC

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:

Melissa Blackman

Principal

Years as Administrator: 5

Years at Current School: 5

Credentials

Masters/Education leadership; Bachelors/Elementary Ed; Certified School Principal K-12, Educational Leadership, Varying Exceptionalities K-12; Trained, Local Education Agent (LEA); Trained: Facilitative Leadership, Classroom Walk-Through, Cambridge Performance Appraisal; Meets monthly with School Advisory Council; Meets monthly with Parent Teacher Organization; Facilitates Curriculum Leadership Team Meetings; Member FASA; Member NAESP

Performance Record

Asst. Principal - Grade D 12-13
Asst. Principal - Grade C 11-12
Asst. Principal - Grade B 10-11 AYP 82%
Asst. Principal - Grade B 09-10 AYP 85%
Asst. Principal - Grade C 08-09 AYP 90%

Pam Lanier

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Masters of Educational Leadership, Bachelor of Music Education, Associate of Arts; certified: Educational Leadership/ All levels, Elementary Education K-6, Music K-12, Exceptional Student Education K-12; Local Education Agent, Cambridge Performance Appraisal Trained, District Leadership PS/ RTI Trained, Facilitative Leadership

Performance Record

First year assistant principal

Instructional Coaches

Instructional Coaches 1

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

Instructional Coach Information:

Cheryl Vermilye		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Masters Ed Leadership K-12; ESOL, Reading, Gifted Elementary Ed K-6	
Performance Record	Grade D 12-13	
Classroom Teachers		
# of classroom teachers 32		
# receiving effective rating or higher 31, 97%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 31, 97%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 25, 78%		
# ESOL endorsed 23, 72%		
# reading endorsed 1, 3%		
# with advanced degrees 5, 16%		
# National Board Certified 0, 0%		
# first-year teachers 6, 19%		
# with 1-5 years of experience 4, 13%		
# with 6-14 years of experience 16, 50%		
# with 15 or more years of experience 6, 19%		
Education Paraprofessionals		
# of paraprofessionals 8		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 8, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 3		
# 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. A focus of recruiting highly qualified teachers is to interview ESOL endorsed applicants and aim to hire highly qualified teachers with classroom experience. Administrators ensure that teachers enroll in coursework and participate in professional development specific to their needs. Multiple interview methods are used to include face to face, phone, and video conferencing. Teams meet weekly to lesson plan, analyze student, classroom and grade level data, and to deepen their understanding of the Common Core State Standards along with the blend of Next Generation State Standards for grades 3-5.		
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

All first year teachers (6) are paired with an experience mentor teacher that has been trained in clinical ed. In most cases the mentor and new teacher are both on the same grade level. Each first year teacher will also be assigned a peer evaluator. New teachers will meet with teams to deepen their understanding of the NGSSS and CCSS and apply knowledge through class, grade and school data analysis. A school based leadership team member has been identified to specifically provide support for new staff members to ensure a positive induction process.

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 will train all faculty and staff pre-school week on the MTSS process. The MTSS team meets quarterly to review student performance and make improvements to the core curriculum. They meet with team leaders from each grade level monthly to discuss changes in targeted students. Committee members meet monthly with each grade level team.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The role of the MTSS Leadership Team is to use data for decision making and assignment of resources in order to improve learning for all students. Goals and objectives are set based on assessment data. Data collected at each intervention level are used to measure the effectiveness of the intervention.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

MTSS core team members will present a refresher overview during pre-school week. Each core MTSS member will be assigned to assist one specific grade level. Each member will meet with their assigned grade level team monthly to review data on Tier I and Tier II interventions. Students in need of Tier III interventions will be decided upon at weekly guidance problem-solving team meetings.

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)

Pinnacle grade book, STAR reading, PMRN (Reading), Core reading and mathematics assessments, grade level indicators, Performance Matters (Math & Science), RtI:B database (Behavior), AIMS web, FCAT, and Genesis student management system.

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

Each core MTSS member will be assigned to assist one specific grade level. Each member will meet with their assigned grade level team monthly to review data on Tier I and Tier II interventions. Students in need of Tier III interventions will be decided upon at weekly guidance problem solving team meetings. The MTSS process can be discussed at the annual curriculum nights for parents.

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:

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

After school academic tutoring 3 days a week focused on Reading and/or Math. Target students are 3rd, 4th & 5th students scoring Level 1 or 2 on 2013 FCAT.

How is data collected and analyzed to determine the effectiveness of this strategy?

Progress monitoring assessments will include FAIR, Benchmark Assessments (Performance Matters), proficiency on Grade Level Indicators, Classroom Assessments.

Who is responsible for monitoring implementation of this strategy?

We will employ three retired educators to provide the academic tutoring.

Literacy Leadership Team (LLT)

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

Name	Title
Melissa Blackman	Principal
Pam Lanier	Assistant Principal
Darlene Brod	1st Grade
Jayma Hitt	2nd Grade
Christine Gilbert	3rd Grade
Sue Tarter	4th Grade
Jennifer Reser	5th Grade
Cheryl Vermilye	LCRT
Kelly Griffin	Guidance Counselor

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The LLT is vital in researching data based strategies, setting literacy goals based upon this research, communicating those goals with stakeholders and supporting the implementation of goals of the team. The team meets before the start of the school year to set long and short term goals for the school. They work with the curriculum leadership team and cooperatively decide on avenues and logistics of implementing the plan. Throughout the school year, the team meets to progress monitor the plan and its success. They also conduct professional development to other teachers in order to reach the goals set by the team. After the school year, the team meets again to evaluate the effectiveness of the goals and implementation. They come to consensus about next steps and how to process for the following year.

What will be the major initiatives of the LLT this year?

1. Focus on Common Core and/or blended NGSSS assessed standards

Primary grades will focus on phonics; intermediate grades will focus on vocabulary and comprehension.

Literacy across the content areas

Authentic engagement of learners

Focus on implementation of new reading series

Mastery of MTSS Intervention

Implementation of Leader in Me Grant

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

Pre K migrant program provides services to 3-4 year old migrant children at our school. Home school liaisons will assist families in registering and obtaining information concerning entrance into the Kindergarten Learning Center within the Sebring area. Kindergarten students do not attend Woodlawn Elementary School. In the spring our first grade team leader and guidance counselor schedule an articulation meeting with staff at the Kindergarten Learning Center to share academic and behavior data about incoming first grade students. We also provide a Welcome to First Grade parent involvement event to help introduce families to our school.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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	61%	49%	No	65%
American Indian				
Asian				
Black/African American	44%	20%	No	50%
Hispanic	48%	29%	No	53%
White	72%	69%	No	75%
English language learners	22%	6%	No	30%
Students with disabilities	29%	6%	No	36%
Economically disadvantaged	54%	39%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	22%	26%
Students scoring at or above Achievement Level 4	82	28%	30%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	167	57%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	161	55%	57%

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)	[data excluded for privacy reasons]		70%
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]		35%
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]		10%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	60	60%	65%
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	62%	48%	No	66%
American Indian				
Asian				
Black/African American	41%	16%	No	47%
Hispanic	60%	41%	No	64%
White	70%	63%	No	73%
English language learners	48%	19%	No	54%
Students with disabilities	30%	20%	No	37%
Economically disadvantaged	55%	39%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	34%	37%
Students scoring at or above Achievement Level 4	67	23%	28%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	144	49%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	117	40%	50%

Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	12%	17%
Students scoring at or above Achievement Level 4	19	21%	23%
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			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
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 5: Science, Technology, Engineering, and Mathematics (STEM)			

All Levels			
	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	540	95%	100%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	191	35%	30%
Students retained, pursuant to s. 1008.25, F.S.	24	4%	4%
Students who are not proficient in reading by third grade	48	47%	42%
Students who receive two or more behavior referrals	54	10%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	7%	5%
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
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

75% of the parents will participate in at least one school activity.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Students will routinely be authentically engaged in learning activities across content areas.

Goals Detail

Goal #1: Students will routinely be authentically engaged in learning activities across content areas.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- 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
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Grade Level Common Planning Time, New Core Curriculum, Instructional Models, District Level Content Area Specialists, Reading Coach, Mentor Teachers, Teaching Channel, Educational Impact, Computer labs, OnCourse Lesson Planner, Leader In Me

Problem-Solving to Achieve the Goal

Barrier #1: Varying levels of understanding: staff and students

Barrier #2: Discipline

Plan to Monitor Progress Toward the Goal

Action:

Progress monitoring team will review individual, classroom, grade level, and school wide data to monitor increases in academic achievement decrease in office discipline referral rates.

Person or Persons Responsible:

Progress monitoring team and teachers

Target Dates or Schedule:

quarterly

Evidence of Completion:

lesson plans, classroom walk throughs, increase in student proficiency data, progress monitoring calendar and agenda, classroom discipline referrals

Action Plan for Improvement

Goal #1:	Students will routinely be authentically engaged in learning activities across content areas.
Barrier #1:	Varying levels of understanding: staff and students
Strategy #1:	Establish a common understanding of what authentic engagement looks like across content areas.

Action Step 1 - Budget Item - PD Opportunity

Action:

Provide New Teachers training in implementation of Kagan strategies

Person or Persons Responsible:

New Instructional staff

Target Dates or Schedule:

When available

Evidence of Completion:

registration

Facilitator:

Kagan Trainers

Participants:

New instructional staff

Action Step 2 - PD Opportunity

Action:

Look for authentic engagement occurrences in classrooms across content areas

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

classroom walk throughs

Facilitator:

Administrators

Participants:

Teachers

Action Step 3 - PD Opportunity

Action:

Provide staff development on description and models of authentic engagement

Person or Persons Responsible:

LLT

Target Dates or Schedule:

Within the first semester

Evidence of Completion:

sign in sheet

Facilitator:

LLT

Participants:

Teachers

Action Step 4

Action:

Survey staff on knowledge of authentic engagement

Person or Persons Responsible:

Reading Coach

Target Dates or Schedule:

September 27

Evidence of Completion:

analysis of results from survey

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Observe students authentically engaged across content areas

Person or Persons Responsible:

Teachers, Administrators, Reading Coach

Target Dates or Schedule:

Weekly throughout the year

Evidence of Completion

Teacher observation, classroom walk throughs

Plan to Monitor Effectiveness of the Strategy

Action:

Analysis of Informal Walk Throughs and Reading Walk Throughs

Person or Persons Responsible:

Administrators and Reading Coach

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Walk Through tools, Reading Coach Agenda

Goal #1:	Students will routinely be authentically engaged in learning activities across content areas.
Barrier #2:	Discipline
Strategy #1:	Implement The Leader In Me initiative with fidelity

Action Step 1 - Budget Item - PD Opportunity

Action:
Establish Lighthouse Team and participate in training

Person or Persons Responsible:
Lighthouse team

Target Dates or Schedule:
November 2013

Evidence of Completion:
Implementation Plan

Facilitator:
Covey trainer

Participants:
Lighthouse team

Action Step 2 - PD Opportunity

Action:
School Wide Implementation Day training

Person or Persons Responsible:
All Staff

Target Dates or Schedule:
November 2013

Evidence of Completion:
Participant Roster

Facilitator:
Covey Trainer

Participants:
All Staff

Action Step 3 - Budget Item - PD Opportunity

Action:
School Wide training in 7 Habits of Highly Effective People

Person or Persons Responsible:
All Staff

Target Dates or Schedule:
July 2013

Evidence of Completion:
Participant Roster

Facilitator:
Covey Trainer

Participants:
All Staff

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Monthly Lighthouse Team Meeting

Person or Persons Responsible:

Lighthouse Team

Target Dates or Schedule:

Monthly

Evidence of Completion

Agenda, minutes

Plan to Monitor Effectiveness of the Strategy

Action:

Observe implementation of The Leader In Me initiative

Person or Persons Responsible:

Administrators and Lighthouse Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Teacher and Student Language, Classroom Mission Statements, 7 Habits Posters, Lesson Plans

Goal #1:	Students will routinely be authentically engaged in learning activities across content areas.
Barrier #2:	Discipline
Strategy #2:	Implement PBiS School Wide with fidelity

Action Step 1 - Budget Item

Action:

Establish School Wide SOAR Store for positive reinforcement opportunities

Person or Persons Responsible:

PBiS Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Calendar

Action Step 2 - Budget Item

Action:

Establish quarterly school wide celebrations for positive behavior

Person or Persons Responsible:

PBiS team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Calendar, School Wide PBiS plan

Action Step 3

Action:

Training on implementation of School Wide PBiS for new teachers/staff

Person or Persons Responsible:

PBiS coach

Target Dates or Schedule:

August 2013 and September 2013

Evidence of Completion:

participation roster

Plan to Monitor Fidelity of Implementation of the Strategy

Action:

Monthly PBiS meeting

Person or Persons Responsible:

PBiS team

Target Dates or Schedule:

Monthly

Evidence of Completion

Agenda, Minutes

Plan to Monitor Effectiveness of the Strategy

Action:

Observe implementation of School Wide PBiS plan

Person or Persons Responsible:

Administrators and PBiS team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Teacher and Student language, use of SOAR Bucks, Posters in classrooms

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

ELL - The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FCAT standards, graduation requirements and post secondary career opportunities.

Title I Part C, Migrant - Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I Part A - Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

Title II - Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III - Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

SAI - SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs - LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

Homeless - Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE).

Migrant Parent Advisory - The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.

Exceptional Students Education - This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.

IDEA - Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.

District Parent Advisory for Advance Academics - This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.

District School Advisory Council - This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern.

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: Students will routinely be authentically engaged in learning activities across content areas.

Barrier #1: Varying levels of understanding: staff and students

Strategy #1: Establish a common understanding of what authentic engagement looks like across content areas.

Action Step #1: Provide New Teachers training in implementation of Kagan strategies

Facilitator leader

Kagan Trainers

Participants

New instructional staff

Target dates or schedule

When available

Evidence of Completion and Person Responsible for Monitoring

registration

(Person Responsible: New Instructional staff)

Action Step #2: Look for authentic engagement occurrences in classrooms across content areas

Facilitator leader

Administrators

Participants

Teachers

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

classroom walk throughs

(Person Responsible: Administration)

Action Step #3: Provide staff development on description and models of authentic engagement

Facilitator leader

LLT

Participants

Teachers

Target dates or schedule

Within the first semester

Evidence of Completion and Person Responsible for Monitoring

sign in sheet

(Person Responsible: LLT)

Barrier #2: Discipline

Strategy #1: Implement The Leader In Me initiative with fidelity

Action Step #1: Establish Lighthouse Team and participate in training

Facilitator leader

Covey trainer

Participants

Lighthouse team

Target dates or schedule

November 2013

Evidence of Completion and Person Responsible for Monitoring

Implementation Plan

(Person Responsible: Lighthouse team)

Action Step #2: School Wide Implementation Day training

Facilitator leader

Covey Trainer

Participants

All Staff

Target dates or schedule

November 2013

Evidence of Completion and Person Responsible for Monitoring

Participant Roster

(Person Responsible: All Staff)

Action Step #3: School Wide training in 7 Habits of Highly Effective People

Facilitator leader

Covey Trainer

Participants

All Staff

Target dates or schedule

July 2013

Evidence of Completion and Person Responsible for Monitoring

Participant Roster

(Person Responsible: All Staff)

Appendix 2: Budget to Support School Improvement Goals

Budget items identified in the SIP as necessary to achieve the school's goals

Goal #1: Students will routinely be authentically engaged in learning activities across content areas.

Barrier #1: Varying levels of understanding: staff and students

Strategy #1: Establish a common understanding of what authentic engagement looks like across content areas.

Action Step #1: Provide New Teachers training in implementation of Kagan strategies

Resource Type Evidence-Based Program

Resource Registration, subs, travel

Funding Source Title 1

Amount Needed \$3,500

Barrier #2: Discipline

Strategy #1: Implement The Leader In Me initiative with fidelity

Action Step #1: Establish Lighthouse Team and participate in training

Resource Type Professional Development

Resource inflatables, refreshments, tangible reinforcers

Funding Source Title 1

Amount Needed \$960

Action Step #3: School Wide training in 7 Habits of Highly Effective People

Resource Type Professional Development

Resource Substitues

Funding Source Title 1

Amount Needed

Strategy #2: Implement PBiS School Wide with fidelity

Action Step #1: Establish School Wide SOAR Store for positive reinforcement opportunities

Resource Type Other

Resource

Funding Source Internal Accounts

Amount Needed \$500

Action Step #2: Establish quarterly school wide celebrations for positive behavior

Resource Type Other

Resource Tangible reinforcers

Funding Source District PBiS funds, PTO, Internal Accounts

Amount Needed \$2,500