



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Cypress Lake Middle School

8901 CYPRESS LAKE DR

Fort Myers, FL 33919

239-481-1533

<http://cym.leeschools.net/>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
51%

Alternative/ESE Center
No

Charter School
No

Minority Rate
41%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Cypress Lake Middle School

Principal

Kelly Maniscalco

School Advisory Council chair

Suja George

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

Name	Title
Kelly Maniscalco	Principal
Nathan Shaker	Assistant Principal
Katie Donohue	Assistant Principal

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

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).

Membership of the SAC

Suja George, Other, Teacher and SAC Chair
 Jenness Morauski, White, Teacher/Counselor and DAC Member
 Hunter Wynn, White, Parent and DAC Alternate
 Kelly Maniscalco, White, Administrator/Principal
 Doretha Crawford, Black, Support Staff/Building Supervisor
 Maryzel Lorenzo, Hispanic, Parent
 Ramon Acevedo, Hispanic, Parent
 Estelle Avila, Hispanic, Support Staff
 Carolyn Remington, White, Teacher
 Carolyn Gora, White, Community Member
 Theresa Shea-See, White, Business Member
 Kelly Hayman, White, Parent
 Sherri Kennedy, White, Parent
 Johan Charleny, Black, Parent

Involvement of the SAC in the development of the SIP

The SAC reviews goals, AMOS and target objectives for each subject area, providing feedback after an initial first draft. Revisions are then provided to members of the SAC for further feedback before the process is finalized. The SAC also takes on a variety of other issues, ranging from school culture to extracurriculars, that benefit from community input and involvement.

Activities of the SAC for the upcoming school year

The SAC will meet quarterly to gather community input and feedback on a variety of topics, as well as to review the SIP and make any necessary revisions. As a living document, the SIP will be reviewed at each SAC meeting.

Projected use of school improvement funds, including the amount allocated to each project

At present, the SAC is projecting to spend the School Improvement dollars on the following initiatives, in roughly the attached amounts.

1. Online Content and Reading Resources - \$1,000
2. Homework Haven After School Program - \$5,000
3. Yearbook Classroom Updates (Software, Cameras, etc) - \$500

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, 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

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kelly Maniscalco

Principal

Years as Administrator: 4

Years at Current School: 11

Credentials

BA Special/Elementary Education (FSC 85), Master's in Educational Leadership (NSU 2007)
 Mrs. Maniscalco taught at Cypress Lake Middle in the areas of Language Arts and Math. She has also worked with regular education, gifted and ESOL students and has her Gifted Endorsement. She was previously administrator for curriculum at CLMS. Prior to coming to CLMS she was an AP at VPAA where she led them to becoming an A school.

Performance Record

Highly Effective

Nathan Shaker		
Asst Principal	Years as Administrator: 4	Years at Current School: 6
Credentials	<p>BA in English (UM 02), Master's in English Education (UM 04) and a Doctorate in Educational Leadership (NSU 11) Dr. Shaker taught at CLMS before becoming the District Coordinator for K-12 Language Arts helping the District maintain an A. Nathan became an Assistant Principal last year, and this year manages curriculum at CLMS.</p>	
Performance Record	Highly Effective	

Katie Donohue		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	<p>BA in Elementary Education/Special Education (SUNY 01), Master's in Educational Leadership (NSU 09) Mrs. Donohue taught at Trafalgar Middle School, and was the behavior specialist, before coming to CLMS as an Assitant Principal. Ms. Donohue was also a lead teacher from 2010-2013.</p>	
Performance Record	Highly Effective	

Instructional Coaches

of instructional coaches
0

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Kara Vereen		
Part-time / School-based	Years as Coach: 6	Years at Current School: 8
Areas	Reading/Literacy	
Credentials	<p>BA in Elementary Education, Master's in Reading. Endorsements in Reading and ESOL.</p>	
Performance Record	<p>Ms. Vereen was an elementary educator until she came to Cypress Lake Middle School as a reading and language arts teacher. As a reading teacher her students have shown continuous improvement. Last year (2012- 2013) 72% of students were meeting high standards in Reading, 69% of the lowest quartile made learning gains, and 71% of all students made learning gains.</p>	

Classroom Teachers

of classroom teachers

46

receiving effective rating or higher

41, 89%

Highly Qualified Teachers

100%

certified in-field

45, 98%

ESOL endorsed

21, 46%

reading endorsed

11, 24%

with advanced degrees

16, 35%

National Board Certified

3, 7%

first-year teachers

1, 2%

with 1-5 years of experience

6, 13%

with 6-14 years of experience

23, 50%

with 15 or more years of experience

16, 35%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

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).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Cypress Lake Middle School maintains one of the strongest networks of Professional Learning Communities in the school district. During the Professional Learning Communities designated time, professional development, peer mentoring, common planning and support systems are integrated and managed by teacher leaders and administration. The principal, Kelly Maniscalco, and the two APs, oversee each of the four primary PLCs, but they are individually, and primarily, managed by department heads.

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).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

A school-based new teacher immersion program operated intensively for the first quarter, acclimating teachers new to the district and new to CLMS in all aspects of curriculum, school culture and school policy and procedures, lesson planning and parent communication. The program is fully managed by a teacher leader, Dawn Voyer, who was a State finalist for Teacher of the Year. All new teachers have a mentor who teaches within the same PLC - mentors and mentees are required to meet weekly, but frequently collaborate daily.

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).

Data-based problem-solving processes for the implementation and monitoring of 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 Problem-Solving team at CLMS meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

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

CLMS utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

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

Name	Title
Nathan Shaker	Assitant Principal
Kara Vereen	Reading Coach
Heather Millican	ELA Dept. Head
Lisa Williams	Science Dept. Head
Dawn Voyer	SS Dept. Head

How the school-based LLT functions

The LLT meets weekly with the principal as part of the the Leadership Cadre. Concerns are addressed and onjectives are revisited, as well as review of the existing literacy goals and plans. The AP is responsible for making revisions and direting initiatives, however the Reading Coach and ELA Dept. Head are the primary leaders of the team.

Major initiatives of the LLT

Cross-curricular implementation of the Achieve3000/Teenbiz program in an accountable, measured and reliable system.

Cross-curricular writing initiatives, including research-based writing and response to reading.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

CLMS has developed a comprehensive cross-curricular system for the implementation of the Achieve3000/Teenbiz program across in every classroom. Achieve3000 allows all teacher to know the

students individualized Lexile score, track their performance on leveled reading tasks, and expand their background knowledge in a variety of content-based initiatives. The plan and necessary training was provided during preschool of the 12-13 school year, and all teachers are implementing as expected.

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 the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

CLMS currently offers industry certification in Microsoft Word and Powerpoint through our Business Applications courses. However, the State no longer allows us to administer the required assessments.

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

Students receive career planning through Social Studies courses. Assitant Principals assigned to sections of the alphabet assist students with course selection through Orientations, personal meetings and parent communication. CLMS also offers various Arts "tracks" so that students may develop individual artistic skills over the course of their 3 years in middle school.

Strategies for improving student readiness for the public postsecondary level

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	80%	72%	No	82%
American Indian				
Asian	88%	92%	Yes	89%
Black/African American	51%	43%	No	56%
Hispanic	73%	60%	No	75%
White	88%	82%	No	90%
English language learners	38%	15%	No	44%
Students with disabilities	50%	26%	No	55%
Economically disadvantaged	69%	57%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	511	72%	75%
Students scoring at or above Achievement Level 4	299	38%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	555	71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	134	69%	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)	15	71%	76%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	57%	62%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	76%	81%

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	185	76%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	130	53%	58%

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	83%	73%	No	84%
American Indian				
Asian	93%	100%	Yes	94%
Black/African American	68%	47%	No	72%
Hispanic	75%	63%	No	78%
White	89%	83%	No	90%
English language learners	62%	46%	No	66%
Students with disabilities	54%	36%	No	59%
Economically disadvantaged	74%	62%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	511	73%	76%
Students scoring at or above Achievement Level 4	293	37%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	602	77%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	127	65%	68%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	234	30%	35%
Middle school performance on high school EOC and industry certifications	391	50%	55%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	100%	100%
Students scoring at or above Achievement Level 4	101	93%	98%

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	160	66%	70%
Students scoring at or above Achievement Level 4	111	45%	50%

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)	12		15
Participation in STEM-related experiences provided for students	100	13%	18%

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	67	8%	13%
Passing rate (%) for students who take CTE industry certification exams		52%	57%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	100%

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	77	10%	7%
Students who fail a mathematics course	29	4%	2%
Students who fail an English Language Arts course	26	4%	2%
Students who fail two or more courses in any subject	24	3%	1%
Students who receive two or more behavior referrals	98	13%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	92	12%	9%

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).

Parental involvement targets for the school

CLMS seeks to engage parents in volunteer opportunities for a variety of events hosted by our Parent Teacher Student Association. The school logs parent volunteer hours as a method of tracking involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parent volunteer hours by 5%, from 7358 hours in 2013.	7358		

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, 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

- District Support for Professional Development & Curriculum
- Increased Emphasis on the PLC/ Stronger PLC Organization
- Improved Reading Curriculum for Lowest Quartile Students
- School-based After-Hours Programs for Skill Development in Reading and Math

- Stable Faculty with a Fair Mix of Veteran and Developing Teachers/ Strong Teacher Leadership

Targeted Barriers to Achieving the Goal

- Increased Need for Student Support Outside of the Classroom/ Decreased Parent Involvement in Student Learning
- Lack of Reading and Writing Across the Content Area/ Need for More Exposure to Informational Text

Plan to Monitor Progress Toward the Goal

Comparison of FCAT 2.0 learning gains and proficiency from 2013 to 2014

Person or Persons Responsible

Administration

Target Dates or Schedule:

Summer Review

Evidence of Completion:

Generated Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B2 Lack of Reading and Writing Across the Content Area/ Need for More Exposure to Informational Text

G1.B2.S1 A structured plan for implementing Teenbiz across the curriculum

Action Step 1

Create a school-wide, structured program for implementing Teenbiz

Person or Persons Responsible

Administration, Reading Coaches, Teacher Leaders

Target Dates or Schedule

By October, 2013

Evidence of Completion

Process documents and results of Quarter 1 Teenbiz performance

Facilitator:

Reading Coach, Assistant Principals, Teacher Leaders

Participants:

Administration, Reading Coaches, Teacher Leaders

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Weekly Incentive Checks and Quarterly Grade Reports

Person or Persons Responsible

Reading Coach, All Teachers

Target Dates or Schedule

Weekly and Quarterly

Evidence of Completion

Printed Reports

Plan to Monitor Effectiveness of G1.B2.S1

Comparison of performance to other standards-based assessments

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Comparison Table

G1.B2.S2 Promote NGCAR-PD professional development

Action Step 1

Take 60-Hour Completers and Assist through the 20-Hour Practicum Provide incentives for attending the 60-Hour course

Person or Persons Responsible

Administration

Target Dates or Schedule

By January 1, 2014

Evidence of Completion

Number of Completers at both levels in the building by January 1, 2014.

Facilitator:

Administrator/District Trainer

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Check progress of course; check completion of course

Person or Persons Responsible

Administration

Target Dates or Schedule

January, 2014

Evidence of Completion

In-service record

Plan to Monitor Effectiveness of G1.B2.S2

Observation Walkthrough including use of NGCAR-PD techniques

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Lesson Plans in OnCourse Walkthrough Results (use of notation)

G1.B2.S3 Use academic coaches as a weekly in-class resources

Action Step 1

Design specific models of instruction for each content area and implement in classes.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly/On-going

Evidence of Completion

Reading Coach inventory of class visits.

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Classroom Modeling of Content Area Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Coach Review

Plan to Monitor Effectiveness of G1.B2.S3

Implementation in Content Area Classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Walkthrough during Monitoring

G1.B2.S4 Share best practices and promote model classroom structures

Action Step 1

Model Classrooms presenting reading and writing in each Content Area

Person or Persons Responsible

Administration, Teacher Leaders

Target Dates or Schedule

Three dates by February, 2013

Evidence of Completion

Log of attendees

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Share best practices in PLC

Person or Persons Responsible

Each PLC

Target Dates or Schedule

Quarterly

Evidence of Completion

PLC Agenda

Plan to Monitor Effectiveness of G1.B2.S4

Share in PLC

Person or Persons Responsible

Teacher Leaders

Target Dates or Schedule

Quarterly

Evidence of Completion

Agendas

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).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II: CLMS was allocated approximately \$4800 for Title II in the 2013-2014 school year. This was used for registration fees for teachers attending Kagan training, for staff supplemental salaries to develop curriculum and professional development, and for release time for teachers to master technology skills in professional development. In 2014, we plan to use the funds for similar purposes, but with a focus on literacy - providing teachers release time to study changes in writing scoring, to update curriculum on available technology resources for literacy, and to provide professional development on strategies for increasing student literacy.

SAI: Pending, to be completed upon next review.

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.

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B2 Lack of Reading and Writing Across the Content Area/ Need for More Exposure to Informational Text

G1.B2.S1 A structured plan for implementing Teenbiz across the curriculum

PD Opportunity 1

Create a school-wide, structured program for implementing Teenbiz

Facilitator

Reading Coach, Assistant Principals, Teacher Leaders

Participants

Administration, Reading Coaches, Teacher Leaders

Target Dates or Schedule

By October, 2013

Evidence of Completion

Process documents and results of Quarter 1 Teenbiz performance

G1.B2.S2 Promote NGCAR-PD professional development

PD Opportunity 1

Take 60-Hour Completers and Assist through the 20-Hour Practicum Provide incentives for attending the 60-Hour course

Facilitator

Administrator/District Trainer

Participants

Administration

Target Dates or Schedule

By January 1, 2014

Evidence of Completion

Number of Completers at both levels in the building by January 1, 2014.

Appendix 2: Budget to Support School Improvement Goals