



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Avon Park Middle School
401 S LAKE AVE
Avon Park, FL 33825
863-452-4333
<http://www.highlands.k12.fl.us/~apm/>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
83%

Alternative/ESE Center
No

Charter School
No

Minority Rate
65%

School Grades History

2013-14
C

2012-13
D

2011-12
C

2010-11
C

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

Avon Park Middle School

Principal

Katina Kramer D

School Advisory Council chair

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

Mr. Wallace P Cox

Date of school board approval of SIP

12/11/2013

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

Sara Franza President
 Nicole Schlosser Vice-Chair
 Linda Roman-Secretary
 Yvonne Gonzalez-Treasurer
 Dawn Miller is the DSAC representative.
 Arnold Davis-Community Leader

Involvement of the SAC in the development of the SIP

Activities of the SAC for the upcoming school year

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

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

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

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%

Performance Record

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

of 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 Teachers

79%

certified in-field

, 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

, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

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).

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

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).

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 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.

Function and responsibility of each school-based leadership team member as related to 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.

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.

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

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.

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

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.

Strategy Purpose(s)

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

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	Language Arts
Linda Albritton	Dean/Resource Teacher
Dan Fantin	Media Specialist

How the school-based LLT 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.

Major initiatives of the LLT

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

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 the school incorporates 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 the school promotes 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.

Strategies for improving student readiness for the public postsecondary level

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) Students scoring at or above 3.5		38%	
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%	

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

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

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).

Parental involvement targets for the 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 %
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Goals Summary

G1. School-wide writing focus across the curriculum

Goals Detail

G1. School-wide writing focus across the curriculum

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

- School-wide faculty PD in setting school focus goal in writing
- Staff PD training with writing rubric/samples
- Teacher strength in curriculum

Targeted Barriers to Achieving the Goal

- Classrooms have a variety of different types of writing

Plan to Monitor Progress Toward the Goal

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

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. School-wide writing focus across the curriculum

G1.B1 Classrooms have a variety of different types of writing

G1.B1.S1 CLT develops writing rubric for all teachers to use in classroom instruction

Action Step 1

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 G1.B1.S1

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 G1.B1.S1

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).

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

G1. School-wide writing focus across the curriculum

G1.B1 Classrooms have a variety of different types of writing

G1.B1.S1 CLT develops writing rubric for all teachers to use in classroom instruction

PD Opportunity 1

Development and implementation of school-wide writing rubric

Facilitator

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

Improve FCAT writing 2%

Appendix 2: Budget to Support School Improvement Goals