



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Clermont Middle School

301 EAST AVE

Clermont, FL 34711

352-243-2460

<http://lake.k12.fl.us/clm>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 58%
Alternative/ESE Center No	Charter School No	Minority Rate 46%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 A	2009-10 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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	30
Part III: Coordination and Integration	43
Appendix 1: Professional Development Plan to Support Goals	44
Appendix 2: Budget to Support Goals	46

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

Clermont Middle School

Principal

Steven W. Benson II

School Advisory Council chair

Carol Lilley

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

Name	Title
Erica Driggers	Assistant Principal
Charles Williams	Assistant Principal
Lora Calton	Literacy Coach
Jason Kovacsev	Language Arts Chair - Writing
Amy Bartek	Language Arts Chair - Reading
Janie Cates	Mathematics Chair
Ivette Ciccio	Science Chair
Howard Gowan	Social Studies Chair
Joe Dotson	Electives Chair
Yolanda Lopez	ESE School Specialist
Sonia Cintron	6th Grade Chair
Jodi Hoadley	8th Grade Chair
Joyce Whicker	Guidance Counselor
Anaceli Rodriguez	Guidance Counselor

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

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

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, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The officers include a Chairperson, Vice-Chairperson, and Secretary.

Involvement of the SAC in the development of the SIP

The SAC will convene to review the SIP, provide input, and recommend changes, additions, and/or deletions prior to submission of the final draft to the Florida Department of Education.

Activities of the SAC for the upcoming school year

- Approval of the School Improvement Plan.
- Approval of School Improvement Funding Proposals.
- Support for the District's C2 Readiness Plan.
- Input and Feedback for School Safety Initiatives, Student Activities, and School Calendar.
- Feedback on Principal's performance.

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

Classroom and instructional supplies and technology. Amounts for each project to be determined at a later date.

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:

Steven W. Benson II

Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

Bachelor of Science-Business Education, Illinois State University; Associate of Arts - Manufacturing Engineering Technology, Danville Area Community College; Master of Science in Educational Leadership, Nova Southeastern University

Performance Record

Principal of Clermont Middle School 2012-13, School Grade "B", Total Points 560, Reading Mastery 59%, Math Mastery 62%, Science Mastery 52%, Writing Mastery 50%, Reading LG 63%, Math LG 70%, Lowest 25% improve in Reading 55%, Lowest 25% improve in Math 61%; AMO:Black & ELL Subgroups met AMO in Reading, White & ELL met AMO in Math.

Assistant Principal of East Ridge High School 2011-2012, School Grade "A", Total Points 525. Reading Mastery 51%, Math Mastery 70%, Science Mastery N/A, Writing Mastery 83%, Reading LG 60%, math LG 66%, Lowest 25% improve in Reading 62%, Lowest 25% improve in Math 70%.

Assistant Principal of East Ridge High School 2010-2011, School Grade "B", Total Points NA, Reading Mastery 47%, Math Mastery 69%, Science Mastery 33%, Writing Mastery 77%, Reading LG 49%, Math LG 70%, Lowest 25% improve in Reading 43%, Lowest 25% improve in Math 54%; AYP: No Subgroups made AYP in Math, No Subgroups except Blacks made AYP in Reading 31% via Safe Harbor, All Subgroups met Writing AYP; White 95%, Black 95%, Hispanic 91%, Asian 94%, Econ. Dis 93%, ELL 71%, SWD 86%.

Erica Driggers		
Asst Principal	Years as Administrator: 8	Years at Current School: 1
Credentials	Bachelors Degree in Psychology from University of Florida. MED. EDS from University of Florida. Educational Leadership certification from the University of Central Florida.	
Performance Record	<p>Assistant Principal/2012-13 Umatilla Middle School: School Grade C, Reading Mastery: 52%, Math Mastery: 60%, Writing mastery: 32%, Science mastery: 45%, Learning Gains in Math: 69% with lower Quartile Learning Gains: 64%, Learning Gains in Reading: 60% with lower Quartile Learning Gains: 63%.</p> <p>Assistant Principal/2011-12 Umatilla Middle School: School Grade B, Reading Mastery: 57%, Math Mastery: 59%, Writing mastery: 76%, Science mastery: 46%, Learning Gains in Math: 67% with lower Quartile Learning Gains: 66%, Learning Gains in Reading: 65% with lower Quartile Learning Gains: 68%. SWD met AMO in Math; Hispanic, ED, and SWD met AMOs in Reading.</p> <p>Assistant Principal/2010-11 Umatilla Middle School: School Grade A, Reading Mastery: 66%, Math Mastery: 75%, Writing mastery: 68%, Science mastery: 42%, Learning Gains in Math: 66% with lower Quartile Learning Gains: 74%, Learning Gains in Reading: 60% with lower Quartile Learning Gains: 66%. AYP: 92%. White and ED made AYP in Math, but not in Reading.</p>	

Charles Williams		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Bachelor of Arts in Music, Stony Brook University; Master of Arts in Music, Long Island University; Masters of Education in Educational Leadership, University of Cincinnati; Doctorate of Education in Educational Leadership, Argosy University	
Performance Record	<p>Assistant Principal at Clermont Middle School 2012-13, School Grade "B", Total Points 560, Reading Mastery 59%, Math Mastery 62%, Science Mastery 52%, Writing Mastery 50%, Reading LG 63%, Math LG 70%, Lowest 25% improve in Reading 55%, Lowest 25% improve in Math 61%; AMO:Black & ELL Subgroups met AMO in Reading, White & ELL met AMO in Math.</p> <p>Instructional Dean at Clermont Middle School 2011-12, School Grade "A", Total Points NA, Reading Mastery 62%, Math Mastery 59%, Science Mastery 52%, Writing Mastery 80%, Reading LG 67%, math LG 69%, Lowest 25% improve in Reading 66%, Lowest 25% improve in Math 55%.</p> <p>Assistant Principal at Avon Park High 2010-11, School Grade "D". Reading Mastery Grade: 33% Math Mastery Grade: 65% Lowest 25% Learning Gains: Reading 39% Math 60%</p>	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lora Calton

Full-time / School-based

Years as Coach: 1

Years at Current School: 6

Areas

Reading/Literacy

Credentials

B.S. IN ELEMENTARY EDUCATION 1-6; CERTIFIED IN PRIMARY EDUCATION K-3; ESOL ENDORSED & READING ENDORSED.

Performance Record

Language Arts Teacher 2012-13 Clermont Middle School - Grade of "B"
 Language Arts Teacher 2011-12 Clermont Middle School - Grade of "A"
 Language Arts Teacher 2010-11 Clermont Middle School - Grade of "A"

Classroom Teachers

of classroom teachers

50

receiving effective rating or higher

50, 100%

Highly Qualified Teachers

100%

certified in-field

48, 96%

ESOL endorsed

18, 36%

reading endorsed

9, 18%

with advanced degrees

21, 42%

National Board Certified

2, 4%

first-year teachers

2, 4%

with 1-5 years of experience

4, 8%

with 6-14 years of experience

28, 56%

with 15 or more years of experience

16, 32%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

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).

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

1. Advertise position openings online. (Steven Benson - Principal, June/July 2013 and ongoing)
2. Hold a New Teacher Orientation at the school site and hold a meeting during pre-planning to disseminate information to new teachers. (Conducted by Steven Benson - Principal, August 2013)
3. Encourage collaboration among teachers through common planning periods. (Administration, August 2013 and ongoing).
4. Teacher Quality Retention designee to monitor new teacher support, assign mentors and buddies, etc. (Erica Driggers - Assistant Principal, September 2013 and ongoing)
5. New Teacher coach to work one-on-one to support and coach new teachers. (Lora Calton - Literacy Coach, August 2013 and ongoing)

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

Assigned "mentors" to new teachers to our school that are new to the education profession. Assigned "buddies" to new teachers to our school that are experienced educators in Lake County. New teachers will be assigned buddies/mentors within their own academic department that are experienced and considered to be "capacity builders" at our school.

New Teachers to the education profession:
Anaceli Rodriguez (mentor - Joyce Whicker)
Harley Hall (mentor - Lora Calton)
New Teacher to Lake County Schools:
Debra Moyer (mentor - Amy Bartek)
New Teachers to Clermont Middle School:
Bridgette Emigh

Suzanne Garner
Craig Willis
Kelly Willis
Amy Herman
Shyam Raghunauth
Kimberly Pawlowski

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 team meets monthly or as needed, 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.
- Review progress monitoring data to review behavioral deficiencies and identify effective interventions.
- Upon identifying at-risk students, the team will identify professional development and resources to meet the needs of the individual at-risk students.
- The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills to meet the needs of the individual at-risk students.

-The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation of best practices to better meet the needs of at-risk students.

Teachers will meet monthly during grade level meetings to formally support MTSS for students. Student names that are being considered for RTI will be submitted, indicating if the student is being recommended for academics, behavioral, or attendance. Short discussions of interventions attempted will take place to examine effectiveness of the interventions. Teachers that do not have the student being discussed in their classroom are to provide intervention ideas to others.

If the grade level team has attempted several interventions (including a parent conference) and the student is still not successful, an Anecdotal Form will be completed which provides a snapshot of the problem. Also, an RTI Student/Teacher Interaction Sheet will be completed for any students being recommended for Tier 2.

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

Steven W. Benson II, Principal
Erica Driggers, Assistant Principal
Charles Williams, Assistant Principal
Lora Calton, Literacy Coach
Yolanda Lopez, ESE School Specialist
Joyce Whicker, Guidance Counselor
Anaceli Rodriguez, Guidance Counselor
Sonia Cintron, 6th Grade Chair
Jason Kovacsev, 7th Grade Chair
Jodi Hoadley, 8th Grade Chair
Cheryl Kelly, School Psychologist
Elizabeth Carreras, Social Worker

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

The RtI Leadership Team meets with the School Advisory Council (SAC) and principal to help develop the SIP. The RtI Leadership team consists of all grade level chairpersons and educational support staff. The objectives and strategies are developed in the School Leadership meetings and department meetings with the teachers in their respective departments. Academic data is provided from the state and is disaggregated by use of the FCAT Star. Behavioral data is provided by AS400 and Discipline Manager. A different SIP goal is reviewed each month in department meetings based on the subject area. MTSS systems are monitored by the leadership team during grade level meetings, as well as in parent conferences and RtI meetings.

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

- Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, EduSoft, Florida Comprehensive Assessment Test (FCAT), Discipline Manager
- Progress Monitoring: PMRN, FAIR, EduSoft, Florida Comprehensive Assessment Test (FCAT) Simulation, Discipline Manager
- Midyear: Progress Monitoring and Reporting Network (PMRN), FAIR, EduSoft, Florida Comprehensive Assessment Test (FCAT) Simulation, Discipline Manager
- End of Year: FCAT, FAIR, Discipline Manger
- Frequency of Data Days: Monthly for data analysis

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

- The MTSS team will evaluate additional professional development needs during the weekly MTSS Leadership Team meetings.
- County MTSS Specialist will be available for workshops at the school site as requested by administration.
- School capacity builders will be trained in MTSS initiatives at C2 Professional Cohort meetings on a monthly basis.

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:** 5,265

Academic tutoring sessions will be offered before school (three days per week) and after school (two days per week) to provide support and assistance to our lowest quartile reading and math students, as well as students that were retained. Tutoring in core academic subjects for targeted students will be offered before school on Mondays, Wednesdays, and Fridays, and after school on Tuesdays and Thursdays for 45 minute sessions. Qualified teachers will serve in the tutoring sessions on a rotating basis, with only one teacher per daily session. PENDA learning opportunities in Science and Math are available during this time utilizing the computer lab.

Strategy Purpose(s)

- Instruction in core academic subjects

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

This will be measured throughout the year with analysis of LBA baseline and midyear data for Reading, Math, and Writing. Growth and gains should be evident as students meet and exceed their Accelerated Math goals. Results will also be measured by comparing the retention rate with that of the previous school year. Attendance logs are kept by the teachers serving as tutors, to track the frequency of students utilizing the learning opportunities, and for which subjects/skills they are seeking assistance with. PENDA learning usage reports will be analyzed.

Who is responsible for monitoring implementation of this strategy?

Administration and Literacy Coach

Strategy: Summer Program**Minutes added to school year:** 5,280

Summer school grade recovery services will be offered through the E2020 curriculum from June 10-30 and July 1-3, for eight hours per day. Summer school recovery services will require staffing by two qualified teachers, trained in E2020.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected through the E2020 software to track student completion percentage, progress, etc. At the end of the Summer school recovery period, data is analyzed to determine the impact on the retention rate, number of students promoted, etc.

Who is responsible for monitoring implementation of this strategy?

Steven Benson - Principal, as well as the two Summer school teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Lora Calton	Literacy Coach & LLT Chair
Nethia McConnell	Reading Teacher
Howard Gowan	Social Studies Teacher
Betsy Bains	Science Teacher
Lorenzo Rodgers	Math Teacher
Linda Delaney	Language Arts Teacher
Kim Pawlowski	Media Specialist
Steven Benson	Principal

How the school-based LLT functions

The team will meet quarterly, usually before school. The Literacy Coach will serve as literacy leadership team chair, with other members providing ideas and creating implementation strategies for literacy initiatives.

Major initiatives of the LLT

- Increased participation by students in the Superintendent’s Reading Challenge program
- Providing incentives for struggling readers who participate in the Superintendent’s Reading Challenge program
- Launch a school-based Reading Challenge, utilizing the top 15 books as selected nationally by Students' Choice Voting. Purchase those books as a part of our Media Center collection.
- Planning Literacy Week activities
- Increased content area literacy activities in content area classes
- Increased family literacy support at home
- School-wide (single school culture) expectations that students will have reading materials with them at all times, in all classes
- Provide school-wide professional development in AVID instructional strategies

Every Teacher Contributes to Reading Instruction

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

Teachers will attend in-services conducted by our literacy coach on reading strategies in all disciplines. Teachers will document in their lesson plans literary strategies used in their lessons. We will also identify our lowest 25% in reading and develop a plan for monitoring their progress, which will include assigned teachers and administrators as mentors. All reading intervention programs developed and utilized will be monitored. Consistent classroom walk-throughs will take place to monitor the process. Every teacher will complete individual data chat forms and conduct data chats with each student in their homeroom, utilizing FCAT Star reports, as well as Benchmark Baseline and Mid-Year data.

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).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Not 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 the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

- AVID & CTE CAP Academy
- Computer usage in all academic classes
- Career planning in Social Studies classes, once a week, through a S.S. career lesson/activity

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

- Utilization of EPEPs for each student to assist with career planning
- Advise on course selections through Spring student schedule selection forms with course descriptions
- Support 8th grade students by advising on 9th grade course selections, promoting high school orientation
- Assist with Lake Sumter State College Talent Search
- Assist with Duke Talent Search
- AVID College Visits

Strategies for improving student readiness for the public postsecondary level

District staff from the Career & Technical Education department visit each Spring to speak with 8th graders about high course selection

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	66%	59%	No	69%
American Indian				
Asian	70%	65%	No	73%
Black/African American	51%	51%	Yes	56%
Hispanic	62%	54%	No	66%
White	71%	63%	No	74%
English language learners	37%	38%	Yes	43%
Students with disabilities	43%	26%	No	48%
Economically disadvantaged	56%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	421	59%	61%
Students scoring at or above Achievement Level 4	88	12%	15%

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)	452	63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	98	55%	66%

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]		50%
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]		50%
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]		50%

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	120	50%	80%
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	68%	62%	No	71%
American Indian				
Asian	86%	68%	No	87%
Black/African American	52%	42%	No	57%
Hispanic	63%	53%	No	67%
White	71%	71%	Yes	74%
English language learners	37%	44%	Yes	43%
Students with disabilities	35%	26%	No	42%
Economically disadvantaged	58%	52%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	383	62%	65%
Students scoring at or above Achievement Level 4	71	12%	15%

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]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	432	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	94	61%	67%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	99	14%	15%
Middle school performance on high school EOC and industry certifications	95	13%	15%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	96%	100%
Students scoring at or above Achievement Level 4	52	53%	60%

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	125	51%	60%
Students scoring at or above Achievement Level 4	61	25%	34%

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)	20		
Participation in STEM-related experiences provided for students	718	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	547	76%	80%
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%	3%
Passing rate (%) for students who take CTE industry certification exams		0%	100%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	25%	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			
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	45	4%	2%
Students who fail a mathematics course	17	3%	1%
Students who fail an English Language Arts course	15	2%	1%
Students who fail two or more courses in any subject	17	3%	1%
Students who receive two or more behavior referrals	80	14%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	98	17%	8%

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

To increase the percentage of parents participating/volunteering in school activities by:

- Establish a quarterly newsletter to involve parents regarding middle school information, issues, and topics.
- Develop a better volunteer tracking system/check-in process to determine the level of volunteer participation.
- Develop an inventory of teacher needs to utilize volunteers, via a survey.
- Develop a School Improvement Plan brochure and distribute to the parents of every student

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Quarterly newsletters	1	25%	100%
Track level of volunteer participation	0	0%	100%
Teacher surveys completed and returned	0	0%	100%
School Improvement Plan brochure	0	0%	100%

Area 10: Additional Targets

Additional targets for the school

The targets listed below, if met, should have a significant positive impact on the school's SIP goals for Reading, Mathematics, Writing, and Science.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teacher Collaboration - All teachers will have a common planning time for collaboration to ensure aligned standards-based instruction, analysis of student performance data, and shared strategies for student-to-student discourse, student engagement, and increased text complexity.	0	0%	100%
Attendance - Student attendance will increase by 1%, decreasing the percentage of students with 10 or more absences.	53	94%	96%
Suspensions - Reduce the number of suspensions and the number of students suspended by 10%.	98	17%	7%
Bullying - Reduce the number of bullying incidents	1	%	%

Goals Summary

- G1.** Reading Goal - The percentage of students achieving proficiency on FCAT Reading will increase by 2%.
- G2.** Math Goal - Increase the percentage of students scoring at Level 3 and above on FCAT Math by 3%, and on the Algebra I EOC by 4%.
- G3.** Writing Goal - Increase the percentage of students scoring 3.5 or higher on FCAT 2.0 Writing by 30%.
- G4.** Thinking Maps Goal - All teachers will incorporate Thinking Maps in their regular instructional practices in every grade and content area, utilize multiple maps in combination to deepen knowledge and understanding, and to generate academic discussion.
- G5.** Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science by 5%.

Goals Detail

G1. Reading Goal - The percentage of students achieving proficiency on FCAT Reading will increase by 2%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- - Thinking Maps
- - C2 Connection Cards & Scope/Sequence
- - Curriculum Task Cards
- - AVID Strategies
- - 1-year old computers in all LA and Reading classrooms
- - LAKE Writes plan
- - FCIM Focus Calendars
- - Common Planning Time
- - Turnover in personnel

Targeted Barriers to Achieving the Goal

- - Inconsistent monitoring of lower quartile reading students (attendance, grades, benchmark assessments, discipline, etc.)

Plan to Monitor Progress Toward the Goal

Determining progress toward increasing the percentage of proficient readers

Person or Persons Responsible

Principal, APs, and Literacy Coach

Target Dates or Schedule:

Midyear

Evidence of Completion:

Benchmark assessments, FAIR results, observation

G2. Math Goal - Increase the percentage of students scoring at Level 3 and above on FCAT Math by 3%, and on the Algebra I EOC by 4%.

Targets Supported

- 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)
- Algebra 1 EOC

Resources Available to Support the Goal

- - Thinking Maps
- - Common Planning Time
- - Turnover in personnel
- - C2 Connection Cards & Scope/Sequence
- - Curriculum Task Cards
- - FCIM Focus Calendars
- - PENDA Learning
- - Accelerated Math
- - BrainPop Subscription
- - Interactive Math Notebooks in Advanced Classes
- - Springboard Curriculum in Advanced Classes
- - Before & After School Tutoring
- - AVID

Targeted Barriers to Achieving the Goal

- - Additional training needed to ensure alignment of standards and curriculum in the teaching and learning process
- - Insufficient Springboard Materials for all Advanced classes

Plan to Monitor Progress Toward the Goal

Monitor progress toward increasing math proficiency

Person or Persons Responsible

Department Chair and Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Benchmark data and observation

G3. Writing Goal - Increase the percentage of students scoring 3.5 or higher on FCAT 2.0 Writing by 30%.

Targets Supported

- Writing

Resources Available to Support the Goal

- - LAKE Writes Plan
- - C2 Collaborative Cohort Sessions
- - LAKE Writes Professional Learning Community
- - DBQs in Social Studies
- - Cross curricular writing applications
- - Access to FCAT Writes Anchor Sets
- - Writing Task Cards
- - AVID

Targeted Barriers to Achieving the Goal

- - Lack of planned daily writing opportunities in all content areas
- - Limited use of student writing data and state-provided writing anchor sets to drive instruction

Plan to Monitor Progress Toward the Goal

Measure progress toward the goal of increasing Writing proficiency

Person or Persons Responsible

Principal, APs, and Literacy Leadership team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

CWT observation, analysis of Lake Writes data, review of student output

G4. Thinking Maps Goal - All teachers will incorporate Thinking Maps in their regular instructional practices in every grade and content area, utilize multiple maps in combination to deepen knowledge and understanding, and to generate academic discussion.

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

- - Thinking Maps Binder
- - Initial Thinking Maps Training for New Hires
- - Refresher Thinking Maps Training for Returning Teachers

- - Turnover in personnel; several new hires already have experience with Thinking Maps
- - Common Planning Periods
- - Follow up Thinking Maps training for Leadership Team (May 2013)

Targeted Barriers to Achieving the Goal

- - If Leaders do not provide modeling, follow-up, and feedback
- - Attitude of "another thing to do"

Plan to Monitor Progress Toward the Goal

Meet with administrative team to determine progress toward meeting the goal

Person or Persons Responsible

Principal and APs

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Teachers have moved from the sense of "another thing to do", to demonstrating use of the Thinking Maps in instructional strategies and applications across all content areas, with evidence posted and updated frequently in classrooms. Use of the cognitive processes and key words used in discussions, as the common language takes hold. Frame of reference evident on maps. Questions generated by students and teachers by using Thinking maps.

G5. Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science by 5%.

Targets Supported

- Science
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- - Curriculum Blue Prints and Task Cards
- - Interactive Science Notebooks
- - Weekly Hands-On Science Lab Experiments
- - PENDA Learning for Science enrichment/remediation
- - FCIM Focus Calendars
- - Virtual Labs
- - Safari Montage resources
- - Science Fair
- - Common Planning period for all Science teachers
- - PLCs
- - Turnover in personnel
- - Reader's journals
- - Writing: critical analysis of data from experiments, writing activities in interactive journals
- - BrainPop subscription
- - Sharing of learning goals, rubrics, and scales
- - AVID strategies
- - Thinking Maps
- - Common Assessments
- - Lake Benchmark Assessment baseline and midyear data
- - Science 6th-8th grade FCIM mini-assessments

Targeted Barriers to Achieving the Goal

- - Limited preparation and training for increased rigor needed for CCSS

Plan to Monitor Progress Toward the Goal

Collaborative analysis of the SIP Science Goal

Person or Persons Responsible

All Science teachers and Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Not yet determined

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Reading Goal - The percentage of students achieving proficiency on FCAT Reading will increase by 2%.

G1.B3 - Inconsistent monitoring of lower quartile reading students (attendance, grades, benchmark assessments, discipline, etc.)

G1.B3.S1 - Assign teacher/administrator mentors to all lower quartile reading students

Action Step 1

Assign teacher/administrator mentors to all lower quartile reading students

Person or Persons Responsible

Principal and Literacy coach

Target Dates or Schedule

September

Evidence of Completion

Mentor List

Action Step 2

Develop a mentoring binder/toolkit

Person or Persons Responsible

Principal and Literacy Coach

Target Dates or Schedule

October

Evidence of Completion

Binders assigned to mentors

Action Step 3

Fidelity of Mentoring

Person or Persons Responsible

Principal and Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Mentoring Binder Evidence, Follow-up meeting

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Monitoring

Person or Persons Responsible

Principal, APs, Literacy Coach, and LA Department Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Data analysis reports, Mentor binder documentation, benchmark assessments

Plan to Monitor Effectiveness of G1.B3.S1

Monitoring effectiveness of mentoring program for lower quartile readers

Person or Persons Responsible

Principal and APs

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark assessments, discipline & attendance reports, discussion with teacher mentors

G1.B3.S4 - Increase monitoring of lower quartile students (attendance, grades, benchmark assessments, discipline, etc.)

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Math Goal - Increase the percentage of students scoring at Level 3 and above on FCAT Math by 3%, and on the Algebra I EOC by 4%.

G2.B1 - Additional training needed to ensure alignment of standards and curriculum in the teaching and learning process

G2.B1.S1 - Identify capacity builders in the Math Department and send them to the C2 Collaborative Cohort Sessions

Action Step 1

Identify Capacity Builders and determine appropriate training sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

TNL registration, sharing of strategies with principal, transfer of knowledge to instructional practices

Facilitator:

District staff

Participants:

Janie Cates and Sonia Cintron

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Minutes from department/PLC meetings to demonstrate collaboration and sharing of strategies, Observation and analysis of lesson plans to demonstrate transfer of knowledge to instructional practices "doing".

Plan to Monitor Effectiveness of G2.B1.S1

Review benchmark data and conduct observations to monitor effectiveness

Person or Persons Responsible

Department Chair and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark data, teacher lesson plans, CWTs, and student output

G2.B3 - Insufficient Springboard Materials for all Advanced classes

G2.B3.S1 Secure funding for non-district funded Springboard materials for newly trained Advanced Math and LA teachers.

Action Step 1

Determine the approximate cost of needed Springboard materials

Person or Persons Responsible

Charles Williams- Assistant Principal

Target Dates or Schedule

September

Evidence of Completion

Draft order form

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Task was completed

Person or Persons Responsible

Principal received the order estimate

Target Dates or Schedule

September

Evidence of Completion

Draft order form

Plan to Monitor Effectiveness of G2.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Writing Goal - Increase the percentage of students scoring 3.5 or higher on FCAT 2.0 Writing by 30%.

G3.B1 - Lack of planned daily writing opportunities in all content areas

G3.B1.S1 All students will participate in authentic writing activities for every class, every day.

Action Step 1

Underperforming sub group students and lower level writers will work with mainstream and gifted/ advanced writers to complete one or two essays in 8th grade as a group assignment.

Person or Persons Responsible

LA teachers

Target Dates or Schedule

One or two time during the year

Evidence of Completion

Student Output. Student growth on Lake Writes writing assessments

Action Step 2

Increased focus on student SS DBQs - one will be graded by both Social Studies and LA teachers. LA teachers will grade for conventions, support, and focus; SS teachers will grade for content, support, and focus.

Person or Persons Responsible

LA and Social Studies teachers

Target Dates or Schedule

October-November

Evidence of Completion

Student output - DBQs, with teacher feedback/scoring

Action Step 3

Social Studies Department will participate in LA Department meeting, regarding areas of focus from FCAT Writes from last year.

Person or Persons Responsible

LA and Social Studies teachers

Target Dates or Schedule

September

Evidence of Completion

Department meeting minutes

Action Step 4

Schedule one day per week for the LA department to participate in a writing activity that includes the three parts to the writing process (Brainstorming, Writing, Editing/Revising) for 10-15 minutes. Quick Write, Journaling, Free Writing, etc.

Person or Persons Responsible

Jason Kovacsev and Amy Bartek (Department Chairs)

Target Dates or Schedule

Weekly

Evidence of Completion

PLC minutes

Action Step 5

Plan cross-curricular writing activities, with Language Arts and Social Studies teachers sharing strategies and collaborating with other content areas.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

School-based writing plan, to include

Facilitator:

Lake Writes PLC trainers

Participants:

Nethia McConnell, and Chris Fontecchio

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Ensure that all teachers are "doing" the writing plan, not just in name only.

Person or Persons Responsible

Jason Kovacsev, LA Writing Chairperson, and Administration

Target Dates or Schedule

October and ongoing

Evidence of Completion

Evidence of authentic writing in student output, examples of student writing posted in classrooms, writing activities in teacher lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Monitor effectiveness of the school-based writing plan

Person or Persons Responsible

Literacy Leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Lake Writes data, review of teacher lesson plans, and inspection of student writing samples with feedback.

G4. Thinking Maps Goal - All teachers will incorporate Thinking Maps in their regular instructional practices in every grade and content area, utilize multiple maps in combination to deepen knowledge and understanding, and to generate academic discussion.

G4.B1 - If Leaders do not provide modeling, follow-up, and feedback

G4.B1.S1 Leaders will model Thinking Maps during Leadership Team meetings, faculty meetings, and in administrative problem solving. Leaders will provide follow-up and feedback as a part of the classroom walkthrough and observation process.

Action Step 1

Leaders provide modeling of Thinking Maps.

Person or Persons Responsible

Principal and Assistant Principals

Target Dates or Schedule

At any meeting that involves the faculty: leadership, faculty, etc.

Evidence of Completion

Correct and completed maps, aligned to the cognitive process/skill required, in meeting presentations, professional development, etc.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monthly analysis/evaluation of leaders' modeling of maps. Review of classroom walkthrough feedback.

Person or Persons Responsible

Principal

Target Dates or Schedule

Administration meetings

Evidence of Completion

Classroom walkthrough feedback on TNL, examples of maps shared by leaders in meetings.

Plan to Monitor Effectiveness of G4.B1.S1

Survey leadership team to collect feedback on the effectiveness of leaders' modeling of the maps

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Leadership team surveys

G4.B2 - Attitude of "another thing to do"

G4.B2.S1 Create an awareness of a common visual language, while ensuring that teachers lead the students through the thought process when creating the maps.

Action Step 1

Content area PLCs

Person or Persons Responsible

Department chairs, capacity builders, and Administration

Target Dates or Schedule

PLC meetings during Common Planning periods

Evidence of Completion

PLC minutes, observation, student output

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Monitoring use of Thinking Maps in classroom instruction, while determining if the common visual language of the maps is taking hold

Person or Persons Responsible

Principal and APs

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough evidence on TNL, Review of DA Checklists used during walkthroughs

Plan to Monitor Effectiveness of G4.B2.S1

Monitoring fidelity of classroom walkthroughs and aligned teacher lesson plans

Person or Persons Responsible

Principal and APs

Target Dates or Schedule

Ongoing

Evidence of Completion

CWTs demonstrate monitoring and feedback of Thinking Maps implementation, Teacher lesson plans demonstrate use of C2 Connection cards and Task cards in developing rigorous tasks and deeper cognitive processes that require use of the maps. Evidence of student Thinking Maps output in classrooms, specifically in the writing process.

G5. Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science by 5%.

G5.B1 - Limited preparation and training for increased rigor needed for CCSS

G5.B1.S2 - Capacity builder training through C2 Collaborative Cohort Sessions

Action Step 1

Identify capacity builders in the Science department

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

- TNL registration - Follow-up with the principal - Minutes from department meetings/PLCs demonstrating sharing of strategies

Facilitator:

District Academic Services Unit Staff

Participants:

Ivette Ciccio and Betsy Bains

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Observation and examining the evidence of completion

Person or Persons Responsible

Science Department Chair and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Department/PLC meeting agendas, evidence of collaboration and training, classroom walkthroughs, writing activities in Science, evidence of increased complex texts

Plan to Monitor Effectiveness of G5.B1.S2

Professional development schedules, student growth from Baseline to Mid-Year Benchmark Testing

Person or Persons Responsible

Science Department Chair and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Transfer of knowledge from PD into the classroom teaching and learning process, Benchmark Testing Data

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S3

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).

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

As a non-Title I school, we will utilize Title I funding available for homeless students in our school to provide tutoring. Through our Supplemental Academic Instruction (SAI) funds, we will provide tutoring to all other students, to include economically disadvantaged and lower quartile students in Reading in Math. SAI funds will also be used to provide academic grade recovery to underperforming students, as well as to provide subscriptions for instructional support/enrichment/remediation support such as Accelerated Math, BrainPop, etc. School discretionary funds will be utilized to support all students, to include underperforming subgroups, to enhance instructional technology equipment, classroom resources and materials, and programs that support the goals of the School Improvement Plan. IDEA funds will be utilized to provide student technology equipment and resources, as well as resources and materials that support specific deficiencies in the underperforming Students With Disabilities subgroup.

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.

G2. Math Goal - Increase the percentage of students scoring at Level 3 and above on FCAT Math by 3%, and on the Algebra I EOC by 4%.

G2.B1 - Additional training needed to ensure alignment of standards and curriculum in the teaching and learning process

G2.B1.S1 - Identify capacity builders in the Math Department and send them to the C2 Collaborative Cohort Sessions

PD Opportunity 1

Identify Capacity Builders and determine appropriate training sessions

Facilitator

District staff

Participants

Janie Cates and Sonia Cintron

Target Dates or Schedule

Ongoing

Evidence of Completion

TNL registration, sharing of strategies with principal, transfer of knowledge to instructional practices

G3. Writing Goal - Increase the percentage of students scoring 3.5 or higher on FCAT 2.0 Writing by 30%.

G3.B1 - Lack of planned daily writing opportunities in all content areas

G3.B1.S1 All students will participate in authentic writing activities for every class, every day.

PD Opportunity 1

Plan cross-curricular writing activities, with Language Arts and Social Studies teachers sharing strategies and collaborating with other content areas.

Facilitator

Lake Writes PLC trainers

Participants

Nethia McConnell, and Chris Fontecchio

Target Dates or Schedule

Ongoing

Evidence of Completion

School-based writing plan, to include

G5. Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science by 5%.

G5.B1 - Limited preparation and training for increased rigor needed for CCSS

G5.B1.S2 - Capacity builder training through C2 Collaborative Cohort Sessions

PD Opportunity 1

Identify capacity builders in the Science department

Facilitator

District Academic Services Unit Staff

Participants

Ivette Ciccio and Betsy Bains

Target Dates or Schedule

Throughout the year

Evidence of Completion

- TNL registration - Follow-up with the principal - Minutes from department meetings/PLCs demonstrating sharing of strategies

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Reading Goal - The percentage of students achieving proficiency on FCAT Reading will increase by 2%.	\$100
Total		\$100

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
	\$0	\$0	\$0
Discretionary	\$0	\$100	\$100
Total	\$0	\$100	\$100

Budget Details

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

G1. Reading Goal - The percentage of students achieving proficiency on FCAT Reading will increase by 2%.

G1.B3 - Inconsistent monitoring of lower quartile reading students (attendance, grades, benchmark assessments, discipline, etc.)

G1.B3.S1 - Assign teacher/administrator mentors to all lower quartile reading students

Action Step 2

Develop a mentoring binder/toolkit

Resource Type

Evidence-Based Materials

Resource

Binders, dividers, printouts of student data, data chat forms, etc.

Funding Source

Discretionary

Amount Needed

\$100

G2. Math Goal - Increase the percentage of students scoring at Level 3 and above on FCAT Math by 3%, and on the Algebra I EOC by 4%.

G2.B1 - Additional training needed to ensure alignment of standards and curriculum in the teaching and learning process

G2.B1.S1 - Identify capacity builders in the Math Department and send them to the C2 Collaborative Cohort Sessions

Action Step 1

Identify Capacity Builders and determine appropriate training sessions

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B3 - Insufficient Springboard Materials for all Advanced classes

G2.B3.S1 Secure funding for non-district funded Springboard materials for newly trained Advanced Math and LA teachers.

Action Step 1

Determine the approximate cost of needed Springboard materials

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5. Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science by 5%.

G5.B1 - Limited preparation and training for increased rigor needed for CCSS

G5.B1.S2 - Capacity builder training through C2 Collaborative Cohort Sessions

Action Step 1

Identify capacity builders in the Science department

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed