



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mandarin Middle School
5100 HOOD RD
Jacksonville, FL 32257
904-292-0555
<http://www.duvalschools.org/mandarin>

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 38%
Alternative/ESE Center No	Charter School No	Minority Rate 36%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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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

Mandarin Middle School

Principal

Deborah Smith

School Advisory Council chair

Bill Winton

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

Name	Title
Deborah Smith	Principal
Angela Galyan	Assistant Principal
Cicely Tyson	Assistant Principal
Labrina Miles	Reading Coach
Maxine Bergman	Language Arts
Vicki Barnes	Mathematics
Amy McClung	Science
Sue Snitzer	Social Studies
John Kern	Reading
Jennifer Duarte	Electives

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

Parents: Bill Winton (SAC Chairperson), Kari Bell (Secretary), Mattie Davis, Tammy Castro, Lori Lewis (District Support), Tamika Miller

Teacher: Jill D'Zamko-White

School Support Staff: Vanna Parks

Principal: Deborah Smith

Community Member: Lynn Baldwin (Mandarin Public Library), Kathy Gilmore (St. Johns Learning Center)

Involvement of the SAC in the development of the SIP

Members of the SAC met in September to give feedback on areas of concern for the 2013-2014 school year. Suggestions for areas of improvement were provided in the area of parent communication and student attendance. Instructional strategies related to the academic goals were shared with members which also included information regarding new programs and resources.

Activities of the SAC for the upcoming school year

SAC will be meeting on the second Monday of every month. Each meeting will involve discussion of current events at the school. Information will be provided regarding data that communicates the current level of performance of the students in the academic areas. Additional data will be presented to show attendance, discipline and parental involvement. SAC will work closely with the school PTSA to provide feedback to the school administration on areas for improvement. SAC will work with the Principal on topics including budget, use of school improvement funds (when made available), and school recognition funds.

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

Information regarding school improvement funds was not available at the time the plan was written. As funds are made available, they will be used to support student achievement. Priority allocation will go toward the improvement of instructional technology within the classrooms. This may include laptops, tablets, printers, and LCD projectors. These devices will be used to provide teachers the opportunity to use the resources purchased by the district to support differentiated instruction.

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:

Deborah Smith

Principal

Years as Administrator: 17

Years at Current School: 3

Credentials

Master's Degree in Educational Leadership
 Bachelor's Degree in Mathematics Education
 Certification: School Principal, Education Leadership K-12,
 Mathematics 6-12

Performance Record

Received satisfactory evaluations during all 17 years as an administrator. Maintained school grade of A while at Mandarin Middle school (2 years), increased school grade at First Coast High school from F to D to C (3 years). Increased school grade at Arlington Middle School from D to C and maintained C for three years while increasing total points earned during each of the three years as principal.

2012-2013: Mandarin Middle School -
 Principal
 Overall school Grade - A
 Reading Mastery: 66%
 Math Mastery: 69%
 Writing Mastery: 70%
 Science Mastery: 65%
 Algebra EOC Mastery: 90%

2011-2012: Mandarin Middle School -
 Principal
 Overall school Grade - A
 Reading Mastery: 66%
 Math Mastery: 67%
 Writing Mastery: 82%
 Science Mastery: 68%
 Algebra EOC Mastery: 76%

Angela Galyan

Asst Principal

Years as Administrator: 10

Years at Current School: 3

Credentials

Master's Degree in Educational Leadership
 Bachelor's Degree in Elementary Education
 Certifications: Educational Leadership K-12 and Elementary

Performance Record

2012-2013: Mandarin Middle School -
 Assistant Principal
 Overall school Grade - A
 Reading Mastery: 66%
 Math Mastery: 69%
 Writing Mastery: 70%
 Science Mastery: 65%
 Algebra EOC Mastery: 90%
 2011-2012: Mandarin Middle School -
 Assistant Principal
 Overall school Grade - A
 Reading Mastery: 66%
 Math Mastery: 67%
 Writing Mastery: 82%
 Science Mastery: 68%
 Algebra EOC Mastery: 76%
 Assistant Principal-Mandarin Middle School
 in 2010-2011
 Grade A – Overall School Grade
 Reading Mastery: 81%
 Math Mastery: 77%
 Writing Mastery: 88%
 Science Mastery: 67%
 African American and Hispanic students did
 not make AYP in Reading or Math. In
 addition, Economically Disadvantaged and
 Students with Disabilities did not make AYP
 in Reading or Math.
 Teacher -Thomas Jefferson Elementary
 2009-2010 Grade B – Met AYP
 Teacher - Thomas Jefferson Elementary
 2008-2009 Grade B Met AYP
 Teacher Thomas Jefferson Elementary
 2007-2008 Grade A – Did not meet AYP

Cicely Tyson		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Master's Degree in Educational Leadership Bachelor's Degree in English Education Certification: Educational Leadership K-12 and English 6-12	
Performance Record	2012-2013: Mandarin Middle School - Assistant Principal Overall school Grade - A Reading Mastery: 66% Math Mastery: 69% Writing Mastery: 70% Science Mastery: 65% Algebra EOC Mastery: 90%	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher	(not entered because basis is < 10)
Instructional Coach Information:	

Labrina Miles		
Full-time / School-based	Years as Coach: 5	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Certified: Middle Grades 5-9 Degree: BA Elementary Education	
Performance Record	Writing. Coach data: 2008-2009 Northwestern Middle School 75% to 91% +19 pt gain 2009-2010 Arlington Middle School 90% +19 pt gain 2010-2012 Matthew Gilbert Middle School *70% to 73% +3 pt gain\ 73% to 47% *the state changed goals Teacher data: 2007-2008 Arlington Middle School Writing 91% Reading (56%)	

Classroom Teachers

# of classroom teachers	73
# receiving effective rating or higher	73, 100%

Highly Qualified Teachers

100%

certified in-field

71, 97%

ESOL endorsed

21, 29%

reading endorsed

5, 7%

with advanced degrees

28, 38%

National Board Certified

4, 5%

first-year teachers

0, 0%

with 1-5 years of experience

8, 11%

with 6-14 years of experience

32, 44%

with 15 or more years of experience

33, 45%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

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

The Principal (Deborah Smith) works with the administrators and members of the Leadership Team to hire highly qualified teachers as positions become available. There is very little turn over of staff. This is mostly due to the success of the school and an effort to maintain a culture of respect. Teachers are provided with a large variety of resources to support instruction. The school Professional Development Facilitator (Labrina Miles) serves as the facilitator for teachers new to teaching by working with the

teachers through the district MINT program. Mentors are assigned to support new teachers in both content and teaching pedagogy. Regular meetings are held to support new teachers with training and working to create and implement their Individual Professional Development Plans. Teachers and School Counselors are afforded the opportunity to further their knowledge of teaching through a variety of professional development trainings. Some include AVID strategies, Reading Endorsement, Counseling, Mentoring and areas specific to academic content.

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

All teachers new to teaching are assigned a mentor for their first two to three years. Mentors are selected based on having the required CET training and their content area certification. Every effort is made to provide a mentor who is teaching in a similar content in order to provide support with content and pedagogy. Veteran teachers who are new to the school are assigned to a buddy who is also CET trained who will support the teacher as he/she gets comfortable in the new school.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team will meet monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition to the oversight work of the MTSS Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student needs
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps.

For the most intensive interventions at Tier 3, the current Multidisciplinary Team (MRT) structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students.

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

The school's Leadership Team leads the faculty in a review of the data and, with input from the school's instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory

Council for review and recommendations. The school's Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team meets regularly to revise and update the plan as the needs of the students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS to inform instruction and make midcourse adjustments as data are analyzed.

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

The school's Leadership Team will meet biweekly to analyze results of student assessments to determine if modifications are needed for classroom instruction. The team will work with the department chairpersons and administrators to determine if the school-wide instructional strategies are being implemented with fidelity. The reading coach and administrators along with some of the teachers on staff will provide follow up professional development to provide support for teachers. The school will participate in bi-annual Instructional Reviews with the district administrative team to monitor the level of instruction taking place in the classes according to the quarterly curriculum guides.

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

The data sources and management system(s) used to summarize data at each tier includes; Baseline data from district created Curriculum Guide Assessment baselines in all core subjects, Florida Assessments for Instruction in Reading (FAIR) for initial placement in reading intervention programs, IOWA test for reading, Florida Comprehensive Assessment Test (FCAT), SRA and DAR. The mid-year data assessment system includes DAR and District Benchmark Assessments through quarterly Curriculum Guide Assessments. The end of the year data assessment system includes IOWA, FCAT, and End of Course Exams (EOC). The on-going assessment system includes, DAR, District Curriculum Guide Assessments and summatives, and teacher created assessments. Behavior is monitored through weekly meetings with all Assistant Principals and the Principal. The Dean of students provides weekly updates on discipline referrals. The Assistant Principals provide monthly data on student attendance.

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

School staff will meet during pre-planning to discuss the responsibilities of the MTSS. Examples of data that will be monitored will be discussed so that the faculty understands what is being monitored. Staff will be engaged in discussions involving current student performance and the 5-year trends in performance. Similar information will be shared with parents through participation in PTSA, the School Advisory Committee and Parent meetings.

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:** 21,600

Mandarin Middle School provides students with the opportunity to participate in an After School Enrichment program. This program is a fee based program that provides the students with enrichment in art, computers, physical education and homework assistance. The activities are designed to balance enrichment with academic coursework.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Attendance data is collected and is used to compare school daily attendance with those students who are not involved in the enrichment program. Quarterly grades and GPA are analyzed to determine if the program helps students to maintain or increase overall school performance.

Who is responsible for monitoring implementation of this strategy?

The program is monitored by the ASE Director (Lauretha Hughes).

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

Name	Title
Deborah Smith	Principal
Angela Galyan	Assistant Principal
Cicely Tyson	Assistant Principal
Labrina Miles	Reading Coach
Maxine Bergman	Language Arts Chairperson
Jonathan Kern	Lead Reading Teacher
Jill D"Zamko-White	Lead ESE Literacy Teacher

How the school-based LLT functions

The school's Reading Coach (Labrina Miles) will take the lead with the LLT. She will facilitate monthly meetings and provide information related to overall student performance. Members of the team will analyze data and discuss results. The team will plan for professional development on research based instructional strategies that have been proven to be effective with middle school students.

Major initiatives of the LLT

The LLT will focus on implementing the newly restructured reading program. Teachers will utilize the new curriculum and resources to focus reading instruction for students currently scoring below grade level. The Reading Coach will provide performance data after each round of assessment. The team will analyze the data to determine next steps.

The language arts teachers will be implementing the components of the restructured curriculum guides for all ELA classes. This will include the use of new novels.

Every Teacher Contributes to Reading Instruction

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

Reading improvement is provide in two components. One component is direct instruction of reading through the Intensive Reading, Critical Thinking and Learning Strategies courses. Teachers use the district curriculum which involves the use of assessments to determine student performance levels and materials designed to address the areas for improvement. The assessment materials include DAR, IOWA, FCAT, FAIR (previous year's scores), Curriculum Guide Assessments and teacher made assessments. The resource materials include SRA, novels and district create curriculum guides. The reading teachers work closely with the school based reading coach to design and implement lessons using research based instructional strategies that have proven to be effective.

The second component involves teachers using school wide instructional strategies. These strategies include the WICOR (Writing, Inquiry, Cooperation, Organization, and Reading) strategies used in the school's AVID program. These WICOR strageties are taught to the teachers by both the reading coach and the lead AVID teacher. Teachers have common planning periods every day which gives them the opportunity to share best practices and discuss additional strategies to support reading comprehension.

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

The school provides elective courses that allow students to see the connections between academics and their futures. Courses include 2D and 3D art, music including Band, Chorus and Piano Keyboarding, CET courses for computer applications and Television Production. Academic electives include Spanish and AVID.

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

All students in the 8th grade will complete a unit on college and career planning. The school counselors will work with the social studies teachers to have these units completed prior to the end of March so that the students can meet with the high school counselors to plan their high school course selections. The school offers the AVID college preparation program to all students in grades 6 through 8. Students explore college and career choices through college visits, field trips to local businesses and guest speakers to discuss college and career opportunities. A career fair is conducted every year in the early spring as a project through the social studies department. Representative from local companies meet with 8th grade students to discuss career options and what credentials are needed to work in the various industries.

Strategies for improving student readiness for the public postsecondary level

The AVID program is designed to help students prepare for postsecondary educational opportunities. Students in this program are required to take advanced courses that will prepare them for the higher level courses that are required to meet the entry requirements for admissions. Students also learn about the entry exams including ACT and SAT. High school courses are offered in the areas of mathematics (Algebra and Geometry) and Spanish.

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	74%	66%	No	77%
American Indian				
Asian	69%	73%	Yes	72%
Black/African American	66%	52%	No	69%
Hispanic	67%	55%	No	70%
White	78%	70%	No	80%
English language learners	36%	14%	No	42%
Students with disabilities	49%	44%	No	54%
Economically disadvantaged	64%	54%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	908	66%	
Students scoring at or above Achievement Level 4	520	37%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	13	52%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	909	65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	839	60%	65%

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)	24	60%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	32%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		42%

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	333	70%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		79%

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	73%	69%	No	75%
American Indian				
Asian	70%	75%	Yes	73%
Black/African American	60%	56%	No	64%
Hispanic	66%	53%	No	69%
White	76%	74%	No	78%
English language learners	39%	26%	No	45%
Students with disabilities	48%	42%	No	53%
Economically disadvantaged	63%	56%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	931	69%	74%
Students scoring at or above Achievement Level 4	420	30%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		33%
Students scoring at or above Level 7	[data excluded for privacy reasons]		42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	993	71%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	965	69%	74%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	453	98%	98%
Middle school performance on high school EOC and industry certifications	409	89%	91%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	380	98%	98%
Students scoring at or above Achievement Level 4	134	35%	40%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	99%	99%
Students scoring at or above Achievement Level 4	63	86%	88%

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	315	65%	70%
Students scoring at or above Achievement Level 4	184	37%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		22%

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)	2		3
Participation in STEM-related experiences provided for students	1182	65%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1050	75%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	1050	75%	75%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		93%	94%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	4	6%	6%

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	156	11%	9%
Students who fail a mathematics course	12	0%	0%
Students who fail an English Language Arts course	6	0%	0%
Students who fail two or more courses in any subject	9	0%	0%
Students who receive two or more behavior referrals	334	24%	22%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	11	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Attendance at Fall Open House, Parent Nights, Orientation

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	716	51%	53%
Parent Night (AVID, 8th grade, 6th grade)	522	52%	55%
Student Orientation	743	53%	57%
PTSA General Meetings	42	3%	15%

Goals Summary

- G1.** Increase student engagement during instructional delivery through the use of WICOR (Writing, Inquiry, Cooperation, Organization and Reading) strategies.
- G2.** Increase students' critical thinking skills by using the gradual release model for instruction in all content area courses
- G3.** Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms.

Goals Detail

G1. Increase student engagement during instructional delivery through the use of WICOR (Writing, Inquiry, Cooperation, Organization and Reading) strategies.

Targets Supported

Resources Available to Support the Goal

- AVID program
- Funding for classroom consumable supplies
- In-house professional development opportunities

Targeted Barriers to Achieving the Goal

- Students are not always engaged during the work period of instructional lessons.

Plan to Monitor Progress Toward the Goal

Conduct classroom walkthrough visits that focus on student engagement while using WICOR strategies

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule:

December 2013 - February 2014

Evidence of Completion:

Classroom walkthrough documentation

G2. Increase students' critical thinking skills by using the gradual release model for instruction in all content area courses

Targets Supported

- 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)
- Algebra 1 EOC
- Geometry EOC
- Civics EOC
- Science - Middle School
- STEM - All Levels

Resources Available to Support the Goal

- Instructional coaches for reading, math and science
- Professional development books
- Teacher instructional videos

Targeted Barriers to Achieving the Goal

- Teacher misconceptions of the gradual release model for instruction

Plan to Monitor Progress Toward the Goal

Analyze results of student curriculum guide assessments to determine performance growth

Person or Persons Responsible

Teachers

Target Dates or Schedule:

January 2014

Evidence of Completion:

Student performance data on assessments, student work samples including personal note-taking based on individual comprehension

G3. Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (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
- Geometry EOC
- Science
- Science - Middle School

Resources Available to Support the Goal

- Reading Coach
- Subject Area Specialists within each department
- Financial support to purchase professional development materials
- District provided technology resources including i-ready, and reflex math

Targeted Barriers to Achieving the Goal

- Teacher understanding on how to provide differentiated instruction to all subgroups of students.

Plan to Monitor Progress Toward the Goal

Analyze results of student curriculum guide assessments to determine performance growth

Person or Persons Responsible

Core teachers, administrative staff

Target Dates or Schedule:

January 2014

Evidence of Completion:

Student performance data on CGAs, teacher made assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student engagement during instructional delivery through the use of WICOR (Writing, Inquiry, Cooperation, Organization and Reading) strategies.

G1.B1 Students are not always engaged during the work period of instructional lessons.

G1.B1.S1 Provide professional development to all teachers in the use of WICOR strategies

Action Step 1

Conduct training on WICOR strategies to all faculty members during early dismissal training days and faculty meetings

Person or Persons Responsible

AVID Coordinator, Principal, AVID trained teachers

Target Dates or Schedule

Early dismissal training sessions and faculty meetings in December 2013

Evidence of Completion

Sign in sheets, handouts of strategies

Facilitator:

AVID Coordinator

Participants:

All teachers

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

Video tape the training sessions

Person or Persons Responsible

Television Production teacher

Target Dates or Schedule

During each of the early dismissal training sessions and faculty meetings

Evidence of Completion

Samples of teacher lessons examples, sign in sheets, videos

Plan to Monitor Effectiveness of G1.B1.S1

Conduct classroom walkthroughs to determine if the WICOR strategies are being implemented as part of the classroom instructional practices

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

December, 2013 - February 2014

Evidence of Completion

Walkthrough documentation

G1.B1.S2 Implement school wide WICOR strategies into all classroom instruction

Action Step 1

Use WICOR strategies as part of lesson presentations in all content courses

Person or Persons Responsible

All teachers

Target Dates or Schedule

December 2013 - June 2014

Evidence of Completion

Lesson plans, video taped teacher lessons, student questionnaires

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

Review lesson plans from teachers using the strategies

Person or Persons Responsible

Teachers, Administrative staff

Target Dates or Schedule

December 2013 - March 2014

Evidence of Completion

Lesson plans, classroom visitation logs

Plan to Monitor Effectiveness of G1.B1.S2

Conduct student chats to determine the level of engagement with the strategies

Person or Persons Responsible

Teachers, Administrative staff

Target Dates or Schedule

January 2014 - March 2014

Evidence of Completion

Student surveys, classroom visitation logs

G2. Increase students' critical thinking skills by using the gradual release model for instruction in all content area courses

G2.B3 Teacher misconceptions of the gradual release model for instruction

G2.B3.S1 Conduct a book study on the gradual release model for instruction using Better Learning Through Structured Teaching

Action Step 1

Teacher lead book talk using Better Learning through Structured Teaching

Person or Persons Responsible

Core content teachers, administrative staff, reading coach

Target Dates or Schedule

During common planning period PLC meetings

Evidence of Completion

Completion of book talk using publisher produced study guide Teacher sign in sheets

Facilitator:

Principal and Assistant Principals

Participants:

Core content teachers

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

Book Study

Person or Persons Responsible

Core content teachers, Principal, Assistant Principals

Target Dates or Schedule

Weekly common planning period PLC meetings during the second nine week grading period

Evidence of Completion

Sign in sheets, Completed study guides

Plan to Monitor Effectiveness of G2.B3.S1

Discussions using study guides

Person or Persons Responsible

Core content area teachers

Target Dates or Schedule

Weekly discussion sessions

Evidence of Completion

Completed study guides from all participants, sign in sheets

G2.B3.S2 Provide modeling opportunities for teachers to see the gradual release method being used in teaching new content

Action Step 1

Model effective use of gradual release of instruction for core teachers using school and district staff teachers.

Person or Persons Responsible

Content area teachers, school and district instructional coaches

Target Dates or Schedule

December 2013 - February 2014

Evidence of Completion

Video taped lessons using current instructional and district staff TDE (temporary duty elsewhere) leave forms for teachers observing model teachers presenting lessons to students

Facilitator:

Lead teachers, reading coach, administrative staff

Participants:

Core content teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Classroom walkthroughs to observe presentation of new content

Person or Persons Responsible

Administrative staff

Target Dates or Schedule

Weekly during the months of November 2013 - February 2014

Evidence of Completion

Classroom walkthrough notes, teacher feedback forms

Plan to Monitor Effectiveness of G2.B3.S2

Debriefing meetings with teachers

Person or Persons Responsible

Lead teachers, core content teachers, administrative staff

Target Dates or Schedule

Weekly common planning period PLC meetings

Evidence of Completion

Sign in sheets, observation notes and feedback forms

G3. Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms.

G3.B1 Teacher understanding on how to provide differentiated instruction to all subgroups of students.

G3.B1.S1 Use book study to provide teachers with professional development on differentiated instruction.

Action Step 1

Purchase the book *Leading and Managing a Differentiated Classroom*

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Copies of purchase order

Facilitator:

Principal, Assistant Principals, Reading Coach

Participants:

Math, Science, Language Arts and Social Studies Teachers

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

Book talk

Person or Persons Responsible

Principal, Assistant Principal, Core teachers

Target Dates or Schedule

Weekly PLC common planning time - first nine weeks of school

Evidence of Completion

Sign in sheets, Completed study guides

Plan to Monitor Effectiveness of G3.B1.S1

Completion of book talk

Person or Persons Responsible

Core teachers, administrative staff

Target Dates or Schedule

Weekly meeting

Evidence of Completion

Completed study guides from all participants

G3.B1.S2 Use common planning time and early dismissal time to provide professional development to teachers.

Action Step 1

Professional Development on how to plan for differentiated instruction using district and teacher made resources.

Person or Persons Responsible

Core teachers

Target Dates or Schedule

Early dismissal professional development days

Evidence of Completion

copies of resources, sign in sheets

Facilitator:

Principal, Assistant Principals and Reading Coach

Participants:

Core teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Review lesson frameworks, assessment results with next steps, use of district resources

Person or Persons Responsible

Core teachers

Target Dates or Schedule

Early dismissal dates in October and November 2013

Evidence of Completion

Sign in sheets, Classroom walkthroughs, Computer reports of software usage

Plan to Monitor Effectiveness of G3.B1.S2

Review of lesson plans showing use of differentiated strategies and structures

Person or Persons Responsible

Principal, Core teachers

Target Dates or Schedule

Early dismissal days in second grading period

Evidence of Completion

Lesson plans, results on district curriculum guide assessments, classroom walkthroughs

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

Mandarin Middle School does not receive any additional funds besides those provided through the staff allocation budget plan. Funding is provided for supplies to be used for instruction. Supplies include basic classroom consumable supplies. Additional teaching positions (2) were provided through the use of the SAI funds. These two positions support the core academic programs for science and language arts.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student engagement during instructional delivery through the use of WICOR (Writing, Inquiry, Cooperation, Organization and Reading) strategies.

G1.B1 Students are not always engaged during the work period of instructional lessons.

G1.B1.S1 Provide professional development to all teachers in the use of WICOR strategies

PD Opportunity 1

Conduct training on WICOR strategies to all faculty members during early dismissal training days and faculty meetings

Facilitator

AVID Coordinator

Participants

All teachers

Target Dates or Schedule

Early dismissal training sessions and faculty meetings in December 2013

Evidence of Completion

Sign in sheets, handouts of strategies

G2. Increase students' critical thinking skills by using the gradual release model for instruction in all content area courses

G2.B3 Teacher misconceptions of the gradual release model for instruction

G2.B3.S1 Conduct a book study on the gradual release model for instruction using Better Learning Through Structured Teaching

PD Opportunity 1

Teacher lead book talk using Better Learning through Structured Teaching

Facilitator

Principal and Assistant Principals

Participants

Core content teachers

Target Dates or Schedule

During common planning period PLC meetings

Evidence of Completion

Completion of book talk using publisher produced study guide Teacher sign in sheets

G2.B3.S2 Provide modeling opportunities for teachers to see the gradual release method being used in teaching new content

PD Opportunity 1

Model effective use of gradual release of instruction for core teachers using school and district staff teachers.

Facilitator

Lead teachers, reading coach, administrative staff

Participants

Core content teachers

Target Dates or Schedule

December 2013 - February 2014

Evidence of Completion

Video taped lessons using current instructional and district staff TDE (temporary duty elsewhere) leave forms for teachers observing model teachers presenting lessons to students

G3. Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms.

G3.B1 Teacher understanding on how to provide differentiated instruction to all subgroups of students.

G3.B1.S1 Use book study to provide teachers with professional development on differentiated instruction.

PD Opportunity 1

Purchase the book *Leading and Managing a Differentiated Classroom*

Facilitator

Principal, Assistant Principals, Reading Coach

Participants

Math, Science, Language Arts and Social Studies Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Copies of purchase order

G3.B1.S2 Use common planning time and early dismissal time to provide professional development to teachers.

PD Opportunity 1

Professional Development on how to plan for differentiated instruction using district and teacher made resources.

Facilitator

Principal, Assistant Principals and Reading Coach

Participants

Core teachers

Target Dates or Schedule

Early dismissal professional development days

Evidence of Completion

copies of resources, sign in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase students' critical thinking skills by using the gradual release model for instruction in all content area courses	\$900
G3.	Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms.	\$600
Total		\$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Total
Internal funds	\$1,200	\$0	\$1,200
Substitute account from staff allocation budget plan	\$0	\$300	\$300
Total	\$1,200	\$300	\$1,500

Budget Details

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

G2. Increase students' critical thinking skills by using the gradual release model for instruction in all content area courses

G2.B3 Teacher misconceptions of the gradual release model for instruction

G2.B3.S1 Conduct a book study on the gradual release model for instruction using Better Learning Through Structured Teaching

Action Step 1

Teacher lead book talk using Better Learning through Structured Teaching

Resource Type

Professional Development

Resource

Copies of the book Better Learning through Structured Teaching

Funding Source

Internal funds

Amount Needed

\$600

G2.B3.S2 Provide modeling opportunities for teachers to see the gradual release method being used in teaching new content

Action Step 1

Model effective use of gradual release of instruction for core teachers using school and district staff teachers.

Resource Type

Personnel

Resource

Class coverage for teachers to model and observe peer teachers

Funding Source

Substitute account from staff allocation budget plan

Amount Needed

\$300

G3. Increase students' comprehension of content through the use of differentiated instruction techniques in all core classrooms.

G3.B1 Teacher understanding on how to provide differentiated instruction to all subgroups of students.

G3.B1.S1 Use book study to provide teachers with professional development on differentiated instruction.

Action Step 1

Purchase the book Leading and Managing a Differentiated Classroom

Resource Type

Professional Development

Resource

Book - Leading and Managing a Differentiated Classroom

Funding Source

Internal funds

Amount Needed

\$600