



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Gulf Middle School**  
6419 LOUISIANA AVE  
New Port Richey, FL 34653  
727-774-8000  
[www.pasco.k12.fl.us](http://www.pasco.k12.fl.us)

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 81%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 35%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> D	<b>2011-12</b> D	<b>2010-11</b> C
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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
Focus Year 1	4	Jim Browder

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Gulf Middle School

##### Principal

Stanley Trapp G

##### School Advisory Council chair

Debra Brousseau

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

Name	Title
Jennifer Ippolito	LA PLC Facilitator
Bart Brandi	Math PLC Facilitator
Tisha Doohen	Science PLC Facilitator
Starr Stevens	Math PLC Facilitator
Holly Jennings	Science PLC Facilitator
Daniela Bruno	LA PLC Facilitator
Matt Bruno	Soc. St. PLC Facilitator
Janet Kengott	LA PLC Facilitator
Susan Murtha	Soc. St. PLC Facilitator
Mary Costantino	Math PLC Facilitator
Robert Strasser	Math PLC Facilitator
Anthony Johnson	Soc. St. PLC Facilitator
Faye Falzone	CTE Coordinator
Cheri Lehmkner	MTSS Team Leader

#### District-Level Information

##### District

Pasco

##### Superintendent

Mr. Kurt S Browning

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Bart Brandi: Teacher  
Debra Brousseau: Parent  
Michael Giles: Parent  
Donna Howard: Parent  
Rebecca Musselman: District Liaison  
Janet Niland: Administrative Assistant  
Ron Rice: Parent  
Thelma Richter: Parent  
Stan Trapp: Principal  
Renee Tyner: Parent

**Involvement of the SAC in the development of the SIP**

School Advisory Council will periodically review school data and make recommendations for the School Improvement Plan. In addition the council will monitor implementation of the School Improvement Plan and will budget SAC Lottery funds to support School Improvement. The council will also function as a parent focus group providing feedback to administration and staff regarding school programs.

**Activities of the SAC for the upcoming school year**

School Advisory Council will periodically review school data and make recommendations for the School Improvement Plan. In addition the council will monitor implementation of the School Improvement Plan and will budget SAC Lottery funds to support School Improvement. The council will also function as a parent focus group providing feedback to administration and staff regarding school programs.

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

Staff Development: \$1,000.00  
Student Incentives: \$1,000.00  
Materials and Supplies: \$500.00  
After School Intervention Program: \$1,000.00

**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:**

<b>Stanley Trapp G</b>		
Principal	Years as Administrator: 16	Years at Current School: 10
<b>Credentials</b>	BA English Literature, MA English Education, MA + 18 Adm. Supervision	
<b>Performance Record</b>	2013: D, 2012: D, 2011:C, 2010: B, 2009: A, 2008:A, 2007:B,2006: A. AYP has never been met.	

<b>Paul Lipinski</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
<b>Credentials</b>	B.S. Univ. of Pennsylvania, M.A. Educational Leadership U.S.F.	
<b>Performance Record</b>	2013 D, 2012: D, 2011: C, 2010: B, 2009: A, AYP has never been met.	

<b>Lori Mobley</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
<b>Credentials</b>	B.S. in Secondary Social Studies Education, MA in Educational Leadership	
<b>Performance Record</b>	GMS 2013 D, Weightman Middle School: 2012: A, 2011: A.	

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Shannon Schultz</b>		
Full-time / District-based	Years as Coach: 2	Years at Current School: 1
<b>Areas</b>	Science	
<b>Credentials</b>	BS Criminal Justice, UCF; Masters Ed. Leadership, USF.	
<b>Performance Record</b>	2013 GMS D ( 12% point increase in Science Proficiency); 2011-2012: Marlowe Elem C & Hudson Elem D	



<b>Linda Blake</b>		
Full-time / District-based	Years as Coach: 7	Years at Current School: 0
<b>Areas</b>	Mathematics	
<b>Credentials</b>	B.S. in Education, Hofstra University; M.S. in Ed. Leadership, Walden University. Certified in Elem. Ed. K-6 and Math 5-9.	
<b>Performance Record</b>	Math Coach at Marlowe Elementary from 2009-2013. 2010: B, 2011:D, 2012: C, 2013: C. Last two years at Marlowe Elem. showed gains in the number of students who were proficient on the Math FCAT and noteworthy learning gains for students in lowest quartile in Math.	

<b>Jennifer Ippolito</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 3
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BS in English Education at USF. Certified in English 6-12 with ESOL and Reading Endorsement.	
<b>Performance Record</b>		

**Classroom Teachers**

**# of classroom teachers**

52

**# receiving effective rating or higher**

52, 100%

**# Highly Qualified Teachers**

92%

**# certified in-field**

50, 96%

**# ESOL endorsed**

13, 25%

**# reading endorsed**

12, 23%

**# with advanced degrees**

19, 37%

**# National Board Certified**

1, 2%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

13, 25%

**# with 6-14 years of experience**

26, 50%

**# with 15 or more years of experience**

13, 25%

**Education Paraprofessionals****# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

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

5

**# receiving effective rating or higher**

(not entered because basis is &lt; 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 Administration and Faculty Committees provide ongoing staff development as well as recognition programs. In addition, teachers work in professional learning communities organized around grade level and content area and have shared planning time built into the master schedule. New teachers are matched with mentors.

**Teacher Mentoring Program/Plan**

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

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

A new teacher training program is scheduled with sessions from August until March. Mentors are paired with mentees based on subject matter taught and the completion by the mentor of Clinical Education course work.

**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**

Dashboard School-wide Needs Assessment Completed in March and Updated in August  
Quarterly assessment of Early Warning System Data by MTSS Committee and SBLT

Professional Learning Community Proficiency Data Base reviewed biweekly by Academic Steering Committee.

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

Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.

- Identification of critical Rtl infrastructure already established and/or in need of development and provide plan for building capacity.
- Analysis of schoolwide and grade-level data in order to identify student achievement trends.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
- Development of data review plans, supports, and calendars.
- Development of processes to ensure intervention fidelity
- Review of Progress Monitoring data.
- Planning for Interventions.
- Assessment of MTSS implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI)).
- Assessment of school staff's skill development .
- Development of professional development/technical assistance plan to support MTSS implementation.

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

Dashboard School-wide Needs Assessment Completed in March and Updated in August  
Quarterly assessment of Early Warning System Data by MTSS Committee and SBLT  
Professional Learning Community Proficiency Data Base reviewed biweekly by Academic Steering Committee.

### **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**

Dashboard School-wide Needs Assessment Completed in March and Updated in August  
Quarterly assessment of Early Warning System Data by MTSS Committee and SBLT  
Professional Learning Community Proficiency Data Base reviewed biweekly by Academic Steering Committee.

Language Arts Writing Assessment Data Base  
Administrative school-wide walk through data  
Differentiated Accountability Instructional Review Documents

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

MTSS Committee will periodically review the MTSS Benchmarks of Quality and identify areas in need of further refinement.

## **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:** 5,600

Students who are below grade level in Reading and/ or Math have the opportunity to attend the Extended School Day program (ESD) on campus 2 days a week. Students receive support for current classes as well as engage in enrichment activities in these areas based on need. This need is determined through analysis of their FCAT scores, teacher input, and Discovery Education interim assessments.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is collected through teacher input, student grades, and Discovery Education interim assessments. This data will be analyzed in PLC meetings as well as part of the MTSS and SBLT meetings, and the Academic Steering Committee to determine if the students participating in the program are experiencing increases in academic progress in these areas. ESD teachers assess student knowledge periodically during the program to guide instruction based on student need.

**Who is responsible for monitoring implementation of this strategy?**

Administration will be responsible for monitoring the implementation of this strategy.

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

<b>Name</b>	<b>Title</b>
Daniela Bruno	Language Arts Teacher
Faye Falzone	CTE Coordinator
Jennifer Ippolito	ICT Coach for Literacy
Kathy Michaelides	Soc. St. Teacher
Holly Jennings	Science Teacher
Linda Blake	Math Coach
Joyce Johnson	ESE Dept. Chair
Charles Key	Reading Teacher

**How the school-based LLT functions**

The LLT performs the following functions:

- Meets regularly
- reviews and discusses literature regarding best practices
- participates in school-wide walk throughs

recommends best practices teaching activities  
contributes to the School Improvement Plan

### **Major initiatives of the LLT**

The LLT performs the following functions with a primary focus on writing instruction for this year:  
Meets regularly  
reviews and discusses literature regarding best practices  
participates in school-wide walk throughs  
recommends best practices teaching activities  
contributes to the School Improvement Plan

## **Every Teacher Contributes to Reading Instruction**

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

As teachers work through the PLC process of selecting, unpacking, developing a scale and assessments for standards they will also choose a blended CC ELA Anchor Standard/FCAT 2.0 Reading standard that supports the level of comprehension required for the standard as well as the level of rigor expressed in the standard description. Teachers will provide a proficiency report on content based standards and matching reading standards and will use the data to lesson plan for teaching and reteaching.

## **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 for middle school.

## **College and Career Readiness**

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

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

All seventh grade students participate in the Career and Technical Education Wheel. They spend 12 weeks in each of the three courses listed for a total of 36 weeks or one school year. The courses are Food and Consumer Science, Technology Education, and Business Computers Technology.

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

The school promotes academic and career planning by:

- \*providing lessons in 7th grade CTE courses (students explore the Florida Choices website as well as completing other career related activities throughout the year);
- \*surveying each 8th grade student to further determine specific career areas that students can explore during classroom guidance lessons;
- \*giving information on local high school vocational and career academies to specific students with interests in those areas;
- \*offering students opportunities to visit local high schools to learn about those vocational and career academies;

\*providing and assisting 8th grade students with individualized course selection forms for zoned or chosen high schools.

**Strategies for improving student readiness for the public postsecondary level**

We have a school-wide On Track program that uses Early Warning System data to identify students who are On Track for High School Graduation. The criteria for being On Track fall into the three categories of attendance, grades, and behavior. Students who are On Track receive recognition, incentives, and privileges. We also have a Student Support and Assistant Program Counselor who works with at risk students.

## Expected Improvements

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

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	47%	No	62%
American Indian				
Asian	58%	67%	Yes	1%
Black/African American	37%	19%	No	43%
Hispanic	53%	41%	No	57%
White	58%	49%	No	63%
English language learners	35%	15%	No	42%
Students with disabilities	33%	16%	No	39%
Economically disadvantaged	53%	43%	No	57%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	208	26%	30%
Students scoring at or above Achievement Level 4	156	20%	24%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	446	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	93	54%	60%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	50%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		
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>		

**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	77	30%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	41%	No	58%
American Indian				
Asian	58%	47%	No	63%
Black/African American	30%	19%	No	37%
Hispanic	56%	33%	No	60%
White	53%	43%	No	58%
English language learners	35%	14%	No	42%
Students with disabilities	31%	20%	No	38%
Economically disadvantaged	49%	35%	No	54%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	215	27%	30%
Students scoring at or above Achievement Level 4	125	15%	17%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	476	59%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	105	64%	67%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	87	33%	36%
Middle school performance on high school EOC and industry certifications	78	90%	91%



**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	59%	65%
Students scoring at or above Achievement Level 4	24	30%	34%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		14%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		86%

**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	62	24%	26%
Students scoring at or above Achievement Level 4	43	16%	17%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		7
Participation in STEM-related experiences provided for students	884	0%	0%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	400	47%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	0	0%	0%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	207	25%	22%
Students who fail a mathematics course	82	10%	9%
Students who fail an English Language Arts course	70	8%	7%
Students who fail two or more courses in any subject	77	9%	8%
Students who receive two or more behavior referrals	140	17%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	175	21%	19%

## Goals Summary

- G1.** Explicit evidence based writing instruction delivered to all students in all content areas.
- G2.** Increase student achievement through building school-wide capacity in data-based problem solving to guide planning, instruction and learning.
- G3.** Increase the percent of students on-track in attendance, behavior, and grades each quarter compared to 2012-2013 data.

## Goals Detail

**G1. Explicit evidence based writing instruction delivered to all students in all content areas.****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
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

**Resources Available to Support the Goal**

- ITC for Literacy
- Common Planning Periods for PLC's
- SW Regional Support Team, District, and State Team
- Common Core Bell Ringers and Caught Ya's
- State Writing Rubric and Anchor Sets
- DBQ's for Social Studies
- Math and Science Coach
- Interactive Notebooks
- Kagan Cooperative Learning Training

**Targeted Barriers to Achieving the Goal**

- Writing is not embedded into everyday instruction in all content areas.

## Plan to Monitor Progress Toward the Goal

Increases in student achievement data in all content areas from the beginning of the year.

**Person or Persons Responsible**

Administration, Academic Coaches, PLC Facilitator Leadership, State and District Support Teams

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Interim Writing Assessments, District Assessments, FCAT 2.0, End of Course Exams, Data Chats

**G2. Increase student achievement through building school-wide capacity in data-based problem solving to guide planning, instruction and learning.**

### **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, High School, High School AMO's, 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

### **Resources Available to Support the Goal**

- PLC Facilitators
- Academic Coaches, school and district
- Master Schedule
- Refining structure and process from previous year
- Monitoring Tool with resources aligned around a hybrid of DuFour Four Essential Questions for PLC's
- Marzano Professional Growth Model

### **Targeted Barriers to Achieving the Goal**

- Lack of practice and guidance in the process of planning standards-based instruction and using analysis of student work and formative assessments to deliver differentiated instruction.

### Plan to Monitor Progress Toward the Goal

Increase in student achievement data in all content areas from the beginning of the year.

**Person or Persons Responsible**

Administration, Regional Support Team, DA Team

**Target Dates or Schedule:**

Quarterly, End of Year

**Evidence of Completion:**

District Assessments, End of Course Exams, FCAT 2.0, Proficiency Database

**G3.** Increase the percent of students on-track in attendance, behavior, and grades each quarter compared to 2012-2013 data.

**Targets Supported**

- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- MTSS Committee
- Student Data System connected to quarterly Early Warning System (EWS) and Positive Behavior Supports (PBS) data
- Incentive programs connected to EWS data
- Specialized personnel: Full time Social Worker, SSAP Counselor, Attendance specialist, and full time Behavior Specialist
- Professional Learning Communities focused on academic success
- School-wide PBS systems

**Targeted Barriers to Achieving the Goal**

- Inconsistent use of intentional classroom strategies to engage all students and support expected behaviors.

### Plan to Monitor Progress Toward the Goal

Monitor the percent of students who are on-track each quarter

**Person or Persons Responsible**

MTSS committee and SBLT

**Target Dates or Schedule:**

After each quarter

**Evidence of Completion:**

Meeting notes, graphs of student data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Explicit evidence based writing instruction delivered to all students in all content areas.

**G1.B1** Writing is not embedded into everyday instruction in all content areas.

**G1.B1.S1** Provide training to the faculty to incorporate explicit writing instruction across all content areas with examples specific to all content and in giving quality feedback.

#### Action Step 1

Planning professional development around evidence based writing for all teachers.

##### Person or Persons Responsible

Administrators, Academic Coaches, PLC Facilitator Leadership Team

##### Target Dates or Schedule

Semester 1

##### Evidence of Completion

Action Plan for providing professional development.

#### Action Step 2

Provide training and follow up in disciplinary content areas in appropriate use of evidence based writing to provide daily practice in content area writing and in the use of rubrics for feedback.

##### Person or Persons Responsible

Administration, Academic Coaches

##### Target Dates or Schedule

On-going

##### Evidence of Completion

Student work samples

##### Facilitator:

##### Participants:

teachers



### **Action Step 3**

Rubric and anchor sets training for the faculty.

#### **Person or Persons Responsible**

Academic Coaches, School ITC Coach, and Regional ELA/CCSS Specialist

#### **Target Dates or Schedule**

October 30, 2013

#### **Evidence of Completion**

Sign-In Sheet and Agenda

#### **Facilitator:**

#### **Participants:**

### **Action Step 4**

Teachers will train their students in providing feedback to each other in their writing in cooperative groups.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Student work with peer feedback

### **Action Step 5**

Teachers in all content areas, supported by the academic coaching process, will incorporate writing activities that require evidence based writing for students to frequently demonstrate learning in both content and writing.

#### **Person or Persons Responsible**

All teachers, Academic Coaches, Administration, State and Regional Support Team

#### **Target Dates or Schedule**

Ongoing weekly and during PLCs

#### **Evidence of Completion**

Student writing samples, PLC Monitoring Tool and Companion, Meeting Notes, Walk throughs

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

Walk throughs, PLC monitoring, Professional Development Timeline.

#### **Person or Persons Responsible**

Administration, Academic Coaches, PLC Facilitators

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

PD logs, sign in sheets, student work samples, walk through data, PLC Monitoring Tool and Companion

### **Plan to Monitor Effectiveness of G1.B1.S1**

Writing embedded into every lesson in all content areas.

#### **Person or Persons Responsible**

Administration, Academic Coaches, PLC Facilitators

#### **Target Dates or Schedule**

On going

#### **Evidence of Completion**

Walk through data, lesson plans, PLC Monitoring Tool and Companion

**G2.** Increase student achievement through building school-wide capacity in data-based problem solving to guide planning, instruction and learning.

**G2.B4** Lack of practice and guidance in the process of planning standards-based instruction and using analysis of student work and formative assessments to deliver differentiated instruction.

**G2.B4.S1** Provide practice and guidance in process of planning standards-based instruction and analysis of student work and assessments to deliver differentiated instruction.

**Action Step 1**

Will meet with grade level content area teacher PLC's to develop common assessments aligned with CCSS and then to analyze the result of student responses to the assessments supported by continued professional development provided by the district regarding planning and responding to student assessment data.

**Person or Persons Responsible**

Academic Coaches, Administrators and PLC Facilitators

**Target Dates or Schedule**

Weekly during common planning periods beginning August 15, 2013 until May 31, 2014

**Evidence of Completion**

PLC monitoring tool which includes lesson plans, classroom walk throughs and PLC visits.

**Facilitator:**

**Participants:**

Academic Coaches and PLC Facilitators

**Action Step 2**

Teachers will deliver differentiated instruction and receive feedback from academic coaches through differentiated coaching cycles based on need and aligned with district initiatives.

**Person or Persons Responsible**

Administration, Academic Coaches

**Target Dates or Schedule**

On going through the end of the school year

**Evidence of Completion**

Classroom observations, coaches logs, school-wide walk throughs, and I observation data

### **Plan to Monitor Fidelity of Implementation of G2.B4.S1**

Periodic agenda item for PLC Facilitator Leadership meetings along with documentation completed by PLC facilitators as well as administrative visits to PLC's and a rubric for PLC's maintained by admin. Attendance at district provided PLC training.

#### **Person or Persons Responsible**

Administration, Academic Coaches, PLC Facilitators

#### **Target Dates or Schedule**

Quarterly for PLC Leadership meeting. Weekly PLC visits. Monthly score for PLC use of resource/ monitoring tool.

#### **Evidence of Completion**

Minutes from Quarterly meeting and feedback or adjustments provided to faculty. Scores and feedback for PLCs on administration spreadsheet. Attendance and use of strategies from district provided training.

### **Plan to Monitor Effectiveness of G2.B4.S1**

Teachers will collaboratively create assessments during PLC's aligned with standards and utilize data from the assessments to plan and deliver differentiated instruction.

#### **Person or Persons Responsible**

Administration, Regional Support Team, and DA Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

PLC monitoring scale data and feedback.

**G3.** Increase the percent of students on-track in attendance, behavior, and grades each quarter compared to 2012-2013 data.

**G3.B1** Inconsistent use of intentional classroom strategies to engage all students and support expected behaviors.

**G3.B1.S1** School-wide development and implementation of intentional cooperative learning strategies focused on increasing the level of student engagement.

**Action Step 1**

Cooperative learning training for all teachers

**Person or Persons Responsible**

Consultant and administration

**Target Dates or Schedule**

Ongoing throughout 2013-14 school year

**Evidence of Completion**

Attendance and sign-in logs Follow-up activities

**Facilitator:**

Consultant

**Participants:**

All teachers

**Action Step 2**

Support teachers in their implementation of cooperative learning in the classroom

**Person or Persons Responsible**

Academic Coaches and Administration

**Target Dates or Schedule**

Ongoing throughout the 2013-14 school year

**Evidence of Completion**

Coaches' logs, strategic coaches' plans, classroom walk throughs and observations

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

Coaches' logs, strategic coaching plans, classroom walk through and observations

#### Person or Persons Responsible

Administrators, academic coaches, Southwest Regional Team, DA Team

#### Target Dates or Schedule

Ongoing-at least twice quarterly

#### Evidence of Completion

Walk-through and observation data

### Plan to Monitor Effectiveness of G3.B1.S1

Percent of students on-track for grades and behavior each quarter

#### Person or Persons Responsible

MTSS Committee and SBLT

#### Target Dates or Schedule

Following the end of each academic quarter: October, January, and April

#### Evidence of Completion

Increased percentage of students on track

### G3.B1.S2 Development and implementation of a data-driven school-wide positive behavior system.

#### Action Step 1

Consistent teaching of the BEARS essentials and reinforcement through Bears Bucks.

#### Person or Persons Responsible

Everyone in school

#### Target Dates or Schedule

Quarterly teaching of essentials Team assemblies each semester Daily, ongoing reinforcement of appropriate behaviors

#### Evidence of Completion

Students cashing in their bears bucks Informal polling of students on BEARS essentials

## Action Step 2

Incentive program to promote students being on track in grades, behavior, and attendance.

### Person or Persons Responsible

Faculty and Staff, MTSS Committee, SBLT

### Target Dates or Schedule

Ongoing throughout the 2013-14 school year

### Evidence of Completion

Rewards and incentives for being On Track have increased during the 2013-14 school year

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

Ensure behavior lessons are taught based on a timeline. Rewards and incentives for being on track have increased.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Each academic quarter

### Evidence of Completion

Walk throughs, calendar, incentive plan

## Plan to Monitor Effectiveness of G3.B1.S2

Daily reinforcement of BEARS essentials throughout the school and incentives provided for being on track

### Person or Persons Responsible

All staff members

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Weight of the trash bag with all used BEARS bucks each quarter and on track incentives plan

**G3.B1.S3** Development and implementation of a data-driven attendance enhancement system.

**Action Step 1**

Develop an attendance system that includes: Universal attendance incentives (ex: fast-pass at lunch) and targeted attendance check-in program with incentives.

**Person or Persons Responsible**

MTSS committee

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Periodic rewards for perfect attendance and check-in log

**Plan to Monitor Fidelity of Implementation of G3.B1.S3**

Incentives are delivered based on a timeline

**Person or Persons Responsible**

MTSS committee

**Target Dates or Schedule**

Ongoing based on differentiated timeline

**Evidence of Completion**

Students receive incentives

**Plan to Monitor Effectiveness of G3.B1.S3**

Track the number of incentives earned each quarter

**Person or Persons Responsible**

MTSS committee

**Target Dates or Schedule**

At least quarterly

**Evidence of Completion**

Data related to the incentives earned



## Coordination and Integration

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

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

Title One Part A: Working with our district we are able to fund a full-time K-12 Literacy Coach and split the cost of a full time Science Coach. In similar fashion we are able to fund a full-time Social Worker. A full time Math Coach is funded by the district through a School Improvement Grant.

Supplemental Academic Instruction: Extended School Day provides additional instructional opportunities for students who are not proficient in Reading, Writing, or Math after regular school hours through SAI funding.

Violence Prevention Programs: Title One funds a full-time Behavior Specialist in our school who, in addition to coordinating the development and monitoring of behavior plans, conducts Anger Management group sessions.

## 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. Explicit evidence based writing instruction delivered to all students in all content areas.

#### G1.B1 Writing is not embedded into everyday instruction in all content areas.

**G1.B1.S1** Provide training to the faculty to incorporate explicit writing instruction across all content areas with examples specific to all content and in giving quality feedback.

#### PD Opportunity 1

Provide training and follow up in disciplinary content areas in appropriate use of evidence based writing to provide daily practice in content area writing and in the use of rubrics for feedback.

##### Facilitator

##### Participants

teachers

##### Target Dates or Schedule

On-going

##### Evidence of Completion

Student work samples

#### PD Opportunity 2

Rubric and anchor sets training for the faculty.

##### Facilitator

##### Participants

##### Target Dates or Schedule

October 30, 2013

##### Evidence of Completion

Sign-In Sheet and Agenda

**G2.** Increase student achievement through building school-wide capacity in data-based problem solving to guide planning, instruction and learning.

**G2.B4** Lack of practice and guidance in the process of planning standards-based instruction and using analysis of student work and formative assessments to deliver differentiated instruction.

**G2.B4.S1** Provide practice and guidance in process of planning standards-based instruction and analysis of student work and assessments to deliver differentiated instruction.

**PD Opportunity 1**

Will meet with grade level content area teacher PLC's to develop common assessments aligned with CCSS and then to analyze the result of student responses to the assessments supported by continued professional development provided by the district regarding planning and responding to student assessment data.

**Facilitator**

**Participants**

Academic Coaches and PLC Facilitators

**Target Dates or Schedule**

Weekly during common planning periods beginning August 15, 2013 until May 31, 2014

**Evidence of Completion**

PLC monitoring tool which includes lesson plans, classroom walk throughs and PLC visits.

**G3.** Increase the percent of students on-track in attendance, behavior, and grades each quarter compared to 2012-2013 data.

**G3.B1** Inconsistent use of intentional classroom strategies to engage all students and support expected behaviors.

**G3.B1.S1** School-wide development and implementation of intentional cooperative learning strategies focused on increasing the level of student engagement.

**PD Opportunity 1**

Cooperative learning training for all teachers

**Facilitator**

Consultant

**Participants**

All teachers

**Target Dates or Schedule**

Ongoing throughout 2013-14 school year

**Evidence of Completion**

Attendance and sign-in logs Follow-up activities

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Explicit evidence based writing instruction delivered to all students in all content areas.	\$150,000
G2.	Increase student achievement through building school-wide capacity in data-based problem solving to guide planning, instruction and learning.	\$8,000
G3.	Increase the percent of students on-track in attendance, behavior, and grades each quarter compared to 2012-2013 data.	\$2,000
Total		\$160,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
District Grants	\$8,000	\$8,000
Title One	\$2,000	\$2,000
Title One and District School Improvement Grant	\$150,000	\$150,000
Total	\$160,000	\$160,000

### Budget Details

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

**G1.** Explicit evidence based writing instruction delivered to all students in all content areas.

**G1.B1** Writing is not embedded into everyday instruction in all content areas.

**G1.B1.S1** Provide training to the faculty to incorporate explicit writing instruction across all content areas with examples specific to all content and in giving quality feedback.

#### Action Step 2

Provide training and follow up in disciplinary content areas in appropriate use of evidence based writing to provide daily practice in content area writing and in the use of rubrics for feedback.

#### Resource Type

Evidence-Based Program

#### Resource

Academic Coaches, Substitute and Stipends as needed

#### Funding Source

Title One and District School Improvement Grant

#### Amount Needed

\$150,000

**G2.** Increase student achievement through building school-wide capacity in data-based problem solving to guide planning, instruction and learning.

**G2.B4** Lack of practice and guidance in the process of planning standards-based instruction and using analysis of student work and formative assessments to deliver differentiated instruction.

**G2.B4.S1** Provide practice and guidance in process of planning standards-based instruction and analysis of student work and assessments to deliver differentiated instruction.

**Action Step 1**

Will meet with grade level content area teacher PLC's to develop common assessments aligned with CCSS and then to analyze the result of student responses to the assessments supported by continued professional development provided by the district regarding planning and responding to student assessment data.

**Resource Type**

Evidence-Based Program

**Resource**

Academic Coaches (funding listed under goal one), After school training in the right work of PLCs

**Funding Source**

District Grants

**Amount Needed**

\$8,000

**G3.** Increase the percent of students on-track in attendance, behavior, and grades each quarter compared to 2012-2013 data.

**G3.B1** Inconsistent use of intentional classroom strategies to engage all students and support expected behaviors.

**G3.B1.S1** School-wide development and implementation of intentional cooperative learning strategies focused on increasing the level of student engagement.

**Action Step 1**

Cooperative learning training for all teachers

**Resource Type**

Evidence-Based Program

**Resource**

Cooperative Learning Training After school hours

**Funding Source**

Title One

**Amount Needed**

\$2,000