



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Tavares Middle School
1335 LANE PARK CUTOFF OFC
Tavares, FL 32778
352-343-4545
<http://lake.k12.fl.us/tms>

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 58%
Alternative/ESE Center No	Charter School No	Minority Rate 32%

School Grades History

2013-14 C	2012-13 C	2011-12 B	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

Tavares Middle School

Principal

Trella Mott

School Advisory Council chair

Laura Chandler

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

Name	Title
Kevin Caldwell	Assistant Principal
Daphane Wagner	Assistant Principal
Diane Goolsby	Assisstant Principal

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

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

Membership of the SAC

Trella Mott- Principal
 Laura Chandler-Chairperson
 Kelly Cook -Secretary
 Tiffany Chisem-Faculty Member
 Diane Goolsby-Assistant Principal
 Tom Miranda-Parent
 Claire Moore-Faculty Member
 Tim Morris-Business/Community
 Gloria Reyes-Staff Member
 Grace Weber- Faculty Member
 Doris Weizenecker-Staff Member
 Judie Whittaker-Faculty Member
 Sandy Wooster-Parent
 Kevin Caldwell-Assistant Principal
 Don Campbell-Parent

Sharor Couture-Parent
Monica James-Parent
Daphne Wagner-Assistant Principal

Involvement of the SAC in the development of the SIP

The SAC members during meetings and/or through emails are given the opportunity to provide input into the SIP.

Activities of the SAC for the upcoming school year

SAC will continue to review school data and provide input into improving school initiatives on a monthly basis. SAC will be present at the Open House and Orientation to promote increased parent involvement.

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

The District does not provide the schools with school improvement funds for SAC. The remaining balance will be used for the school website and teacher grants.

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Trella Mott		
Principal	Years as Administrator: 16	Years at Current School: 5
Credentials	<p>Bachelor of Arts – Consumer Science, Florida State University. Master of Science – Educational Leadership, Nova Southeastern University. Certification: Principal, State of Florida</p>	
Performance Record	<p>2012-2013 Principal Tavares Middle School Grade C 2011-2012 Principal Tavares Middle School Grade B 2010-2011 Principal Tavares Middle School Grade A 66% Reading mastery 63% Mathematics mastery Tavares middle school did not meet federal adequate yearly progress under no child left behind. AYP: 70% White, 51% African American, 55% Hispanic, 58% Economically Disadvantaged and 36% students with disabilities made AYP in Reading. AYP: 66% White, 43% African American, 56% Hispanic, 53% Economically Disadvantaged and 38% students with disabilities made AYP in mathematics. 2009-2010 Principal Tavares Middle School Grade A 67% Reading mastery 62% Mathematics mastery Tavares middle school did not meet federal adequate yearly progress under no child left behind. AYP: 30% White, 33% African American, 35% Hispanic, 42% Economically Disadvantaged and 62% students with disabilities did not make AYP in Reading. AYP: 33% White, 66% African American, 42% Hispanic, 49% Economically Disadvantaged and 64% students with disabilities did not make AYP in mathematics. 2008-09 Assistant Principal – Leesburg HS Grade D 37% Reading Mastery 65% Math Mastery AYP: 73% SWD, 55% African Americans, and 45% Economically Disadvantaged did not make AYP in Math. 54% Whites, 85% SWD, 83% African Americans, and 74% Economically Disadvantaged did not make AYP in Reading. Ms Mott was charged with the 9th grade class which made gains in all categories. Additionally, the 9th grade had a 49% decrease in discipline. 2007-08 Assistant Principal Leesburg HS Grade D Significant gains over the previous year. 2007-08 Assistant Principal – Leesburg HS Grade D Significant gains over the previous year. 2006-07 Assistant Principal – Leesburg HS Grade D Significant gains over the previous year.</p>	

Daphne Wagner

Asst Principal

Years as Administrator: 11

Years at Current School: 0

Credentials

BA- from the University of Central Florida
 MS-Education from Barry University
 Certification: School Principal (All Levels), Elementary Education (1-6),
 ESOL Endorsement

Performance Record

Assistant Principal Eustis Middle School 2011 –2012 Grade: B
 Assistant Principal Eustis Middle School 2010-2011 Grade: B
 Assistant Principal Eustis Middle School 2009-2010 Grade: A
 Assistant Principal Eustis Middle School 2008-2009 Grade: A
 Assistant Principal Eustis Middle School 2007-2008 Grade: A
 Assistant Principal Gray Middle School 2006-2007 Grade: B
 Assistant Principal Gray Middle School 2005-2006 Grade: A
 Assistant Principal Gray Middle School 2004-2005 Grade: C

Kevin Caldwell

Asst Principal

Years as Administrator: 8

Years at Current School: 0

Credentials

Masters Degree-Educational Leadership
 Bachelor of Fine Arts-Behavioral Science
 Florida Professional Certificate-Principal State Of Florida, Ed Leadership; ESOL Endorsement; Exceptional Student Education (K-12)

Performance Record

Mount Dora High School (2012-2013): School Grade TBA; FCAT percent meeting high standards: Reading-55%; Math-71%; Writing-50%; Science-69 FCAT percent making learning gains: Reading-62%; Math-82%; LQ Reading-59%; LQ Math-79%

Mount Dora High School (2011-2012): School Grade B; Percent of Criteria met: N/AFCAT percent meeting high standards: Reading-51%; Math-68%; Writing-72% FCAT percent making learning gains: Reading-60%; Math-54%; LQ Reading-59%; LQ Math-48%

Mount Dora High School (2010-2011): School Grade D; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading-50%; Math-77%; Writing-85%; Science-37% FCAT percent making learning gains: Reading-54%; Math-75%; LQ Reading-44%; LQ Math-49%

Mount Dora High School (2009-2010): School Grade B; Percent of Criteria met: 87% FCAT percent meeting high standards: Reading-50%; Math-76%; Writing-81%; Science-37% FCAT percent making learning gains: Reading-56%; Math-74%; LQ Reading-44%; LQ Math-47%

Mount Dora High School (2008-2009): School Grade C; Percent of Criteria met: 79% FCAT percent meeting high standards: Reading-42%; Math-72%; Writing-69%; Science-43% FCAT percent making learning gains: Reading-46%; Math-71%; LQ Reading-38%; LQ Math-55%

Tavares High School (2007-2008): School Grade B; Percent of Criteria met: 82% FCAT percent meeting high standards: Reading- 50%; Math-79%; Writing –82%; Science-39% FCAT percent making learning gains: Reading-58%; Math-77%; LQ Reading-57%; LQ Math-72%

Tavares High School (2006-2007): School Grade B; Percent of Criteria met: 87%FCAT percent meeting high standards: Reading-40%; Math-75%; Writing –85%; Science-39% FCAT percent making learning gains: Reading-52%; Math-74%; LQ Reading-53%; LQ Math-67%

Diane Reid-Goolsby

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Educational Leadership/All Levels
 Elementary Education/ Grades 1-6
 English for Speakers of Other Languages Endorsement
 Gifted Endorsement

Performance Record

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Felicia Thibodeau		
Full-time / District-based	Years as Coach: 3	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	<p>Bachelor's of Arts Degree in International Studies Certified: Elementary. Ed. K-6 Middle Grades Integrated Curriculum 5-9 Social Science 6-12 ESOL Endorsed Reading Endorsed</p>	
Performance Record	<p>2011-2012 Grade B 59% Reading mastery 55% Mathematics mastery Tavares middle school did not meet federal adequate yearly progress under no child left behind. AYP: 64% White, 33% African Americans, 51% Hispanic, 47% Economically Disadvantaged, and 32% of students with disabilities made AYP in Reading. AYP: 58% White, 39% African American, 52% Hispanic, 47% Economically Disadvantaged, and 31% of students with disabilities made AYP in Mathematics.</p> <p>2010-2011 Grade A 66% Reading mastery 63% Mathematics mastery Tavares middle school did not meet federal adequate yearly progress under no child left behind. AYP: 70% White, 51% African American, 55% Hispanic, 58% Economically Disadvantaged and 36% students with disabilities made AYP in Reading. AYP: 66% White, 43% African American, 56% Hispanic, 53% Economically Disadvantaged and 38% students with disabilities made AYP in mathematics.</p> <p>2009-2010 Grade A 72% Reading mastery 66% Mathematics mastery 60% lowest quartile students made AYP in Reading Tavares middle school did not meet federal adequate yearly progress under no child left behind. AYP: 30% White, 33% African American, 35% Hispanic, 42% Economically Disadvantaged and 62% students with disabilities did not make AYP in Reading. AYP: 33% White, 66% African American, 42% Hispanic, 49% Economically Disadvantaged and 64% students with disabilities did not make AYP in mathematics.</p> <p>2008-2009 Grade A Reading-Level 3 and above 67% Learning Gains- 68% AYP Lowest 25%- 67% Math-Level 3 and above 65%</p>	

Learning Gains- 73%
 AYP Lowest 25%- 78%
 2007-2008 Grade A
 Reading-Level 3 and above 67%
 Learning Gains- 68%
 AYP Lowest 25%- 67%
 Math-Level 3 or above 65%
 Learning Gains- 73%
 AYP Lowest 25%- 79%

Classroom Teachers

of classroom teachers

64

receiving effective rating or higher

64, 100%

Highly Qualified Teachers

100%

certified in-field

64, 100%

ESOL endorsed

38, 59%

reading endorsed

38, 59%

with advanced degrees

7, 11%

National Board Certified

4, 6%

first-year teachers

5, 8%

with 1-5 years of experience

21, 33%

with 6-14 years of experience

21, 33%

with 15 or more years of experience

22, 34%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

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

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

1. Provide on-going training to assist teachers in achieving the Highly Qualified status.
Principal; Teacher Quality Retention Administrator
2. Seek out and hire Highly Qualified applicants for all future openings.
Principal; School Administration
3. Provide training at the beginning and throughout the school year to better meet the needs of the SIP. Principal;
School Administration; Leadership Team

Teacher Mentoring Program/Plan

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

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

New teachers to TMS will be paired up with their department chair. Most Grade Levels have common planning and are involved in a weekly PLC to review data, create, modify and review focus calendars, vertical and horizontal alignments. Department Chairs are Capacity Builders for their area and can offer the most accurate curricular assistance.

Teachers will participate in the district program New Beginnings

Teachers will participate in the half day school program for new teachers

Teachers will participate in the school PLC for New Teachers

Coaches will attend a 13 day program on mentoring new teachers

Coaches will mentor, observe, provide feedback and model for our new teachers

Administrators will observe and provide feedback to our new teachers

New teachers will participate in peer-to-peer classroom observations to better assist in the implementation of teaching and/or learning strategies.

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

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

Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implantation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities through

website, SAC, phone contact, and meetings. Select General Education Teachers (Wolfe-Science, Harris-Math, Richardson-Language Arts) provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials to instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Specialist, Anthony Fazio, participates in student data collection, integrates core instructional activities into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

The Reading Coach (Instructional Specialist), Felicia Thibodeau, provides guidance on the k-12 reading plan and specifically the 6-8 reading plan; facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier1, Tier 2, and Tier 3 intervention plans.

Avid Leader, Kelly Cook, develops, leads, and evaluates the AVID program for Middle of the Road students.

School Psychologists, Anne Shutze and David Johnson (Interim), participate in the collection, interpretation, and analysis of school data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including: data collection, data analysis, intervention planning; and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skill.

Student Services Personnel (school-based counselors): Joani Westmoreland, Brenda Lettsome, and Lisa Veazey: provide quality service and expertise on issues ranging from program design to assessment and intervention with individual students and their needs. In addition to providing interventions, the school social worker, Rachael Sadelmeyer, continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

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

Trella Mott, Principal: Provides a common vision for the use of data-based decision-making, ensures that the schoolbase team in implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities Kevin Caldwell, Assistant Principal: Helps the principal in the implementation of a common vision for the use of databased decision making, ensures that the school-base team in implementing MTSS, conducts assessments of MTSS skills with the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities. Felicia Thibodeau, Literacy Coach: Provides guidance on the K-12 reading plan; facilitates and supports data collection; assistsin data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of the Multi-Tiered Systems approach. Develops, leads, and evaluates the core content standards and programs; identifies and analyzes existing literature on scientifically-based curriculum intervention strategies; assists with whole group screening programs that provide early intervention services for students that are considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis.

Daphne Wagner, Assistant Principal: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Zohar Cain, Cooperative Consultation Teacher: Participates in student data collection, integrates core instructionalactivities/materials, assists with the implementation of Tier 3

instruction, and collaborates with the general education teachers through consultation and co-teaching. Lisa Whittaker, Guidance Counselor: Provides quality services and expertise on different programs. Rachel Sadmire, School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school workers continue to link child-serving and community agencies to the schools and families to support the child in academics, emotional, behavioral, and social success.

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

The school provided a mandatory inservice on MTSS during preplanning in order to create a common language and consistency in expectations. This inservice was presented by some of the school's MTSS members and was attended by all instructional staff. The school's MTSS team meets on a monthly basis to discuss data relating to specific students. The MTSS team consists of an administrator, guidance representative, math and literacy coaches, cooperative consultation teacher, school social worker, school psychologist, and selected teachers. Interventions are planned on the basis of data and discussion. The individual responsible for the implementation of the intervention uses the progress monitoring tool to graph the results of the intervention. The interventionist also records the duration and frequency of the intervention on a fidelity form to ensure consistency in delivery. This team constantly reviews data related to the instructional needs of specific groups through trends, as well as individual student needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data

- *Florida Comprehensive Assessment Test
- *Curriculum-based measurement and Benchmark assessments (FCIM/LBAs)
- *Florida Assessment in the Instruction of Reading (FAIR)
- *Mock Writing Assessments
- *Discipline Referrals
- *Failures
- *Absences
- *Comprehensive English Language Learner Assessment (CELLA)
- Midyear data
- End of year data
- *EOC's
- EduSoft Mini Assessments

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

Professional development will be offered to the School-based team through the district C2 Collaborative Cohorts. During this process the MTSS site coordinator will be responsible for development of a plan of implementation at the school site to share information with their faculty and staff. The district is providing each school with an MTSS Toolkit to make the delivery of best practices most effective. The goal is to ensure a common language and understanding with shared expectations for all faculty and staff. The staff will participate in continuing professional development based on the information relayed at the C2 Cohorts, regular data chats within departments, mentoring with at-risk and lower quartile students, and continued MTSS 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: Extended Day for All Students

Minutes added to school year: 450

Before and after school tutoring is provided three times a week by teachers or peers to help reinforce instruction in core academic subjects.

Strategy Purpose(s)

- Instruction in core academic subjects

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

EduSoft mini-assessments
 eSembler
 Common assessments
 Progress Reports
 Report Cards

Who is responsible for monitoring implementation of this strategy?

Teachers, Administrators

Literacy Leadership Team (LLT)

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

Name	Title
Trella Mott	Principal
Felicia Thibodeau	Chair Person/Literacy Coach
Lillian Richardson	Language Arts Department Chairperson
Linda Wooten	8th Grade Language Arts Teacher
Sharon Lolley	Media Specialist
Terri Roberts	7th Grade Team Leader
Kelly Cook	AVID Chairperson
Annemarie Munroe	6th Grade Social Studies Teacher
Susan Wolf	Science Department Chair

How the school-based LLT functions

The Literacy Leadership Team meets once per month and uses the school data to determine one or two school wide initiatives. Throughout the year, the data is used to come up with a variety of strategies / activities to support the initiatives. The major role of the LLT is to positively promote literacy within the various departments of the middle school and to support content area teachers with implementing the school wide initiatives established.

Major initiatives of the LLT

School wide LLT initiatives for the 2013-2014 school year include the 30 minutes reading during homeroom period twice per week; the monthly writing PLCs; and teacher / student read alouds.

Every Teacher Contributes to Reading Instruction

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

We emphasize the importance and impact of reading within every content area at every opportunity. For example, we spend 10-15 minutes at faculty meeting discussing / demonstrating a different anchor standard and how it is used in various content areas. AVID strategies are also discussed to ensure rigor and relevance. We emphasize individual student reading improvement in PLCs, as well as through one-on-one coaching by the instructional coaches. Each department is expected to supplement their materials with rigorous informational text, and both the media specialist and coaches are assisting teachers with the selection of such materials. We also emphasize the importance of scaffolded instruction and use of the reading data by all teachers. Small group instruction and student collaborative activities within every classroom provide opportunities for every teacher to scaffold the reading instruction within their own class rooms. In addition, we have two 30- minute sessions of school wide reading each week, during which time the entire school reads.

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

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

Tavares Middle School offers a variety of integrated courses to help the students see the relationship between subjects and relevant future careers. Some of the integrated courses include culinary classes and allow our students to run a full-fledged restaurant. We also provide a keyboarding class as well as an upper-level technology and career readiness course, which provides students the opportunities to work with various technologies within reading and writing curriculum, and also aides in orientating students to career-based learning. We have 3 sections of AVID which provides students the rigor in writing, reading, inquiry, organization and collaboration curriculum to be college and career ready.

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

Through our guidance department, students can take a career quiz to see what careers fit their personality and interests. Guidance counselors routinely meet with students to advise them on course selections and ensure they're meeting expectations. Students may request a meeting with a counselor at any time. To better assist with career planning, our guidance counselors rotate with their respective class each year so they serve the same students throughout their middle school career. AVID brings in guest speakers to expose students to an array of college and careers.

Strategies for improving student readiness for the public postsecondary level

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	67%	55%	No	70%
American Indian				
Asian	71%	86%	Yes	74%
Black/African American	50%	36%	No	55%
Hispanic	58%	49%	No	63%
White	70%	59%	No	73%
English language learners	48%	11%	No	54%
Students with disabilities	44%	24%	No	50%
Economically disadvantaged	58%	44%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	280	28%	40%
Students scoring at or above Achievement Level 4	177	17%	25%

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>		70%
Students scoring at or above Level 7	11	85%	70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	558	55%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	384	52%	70%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	316	38%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		70%

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	62%	38%	No	66%
American Indian				
Asian	78%	73%	No	80%
Black/African American	48%	35%	No	54%
Hispanic	55%	44%	No	60%
White	65%	56%	No	69%
English language learners	43%		No	48%
Students with disabilities	46%	26%	No	51%
Economically disadvantaged	54%	43%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	243	27%	61%
Students scoring at or above Achievement Level 4	178	17%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		70%
Students scoring at or above Level 7	[data excluded for privacy reasons]		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	555	62%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	116	58%	63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	63%	75%
Students scoring at or above Achievement Level 4	53	49%	55%

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	67	21%	50%
Students scoring at or above Achievement Level 4	60	19%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		60%
Students scoring at or above Level 7	[data excluded for privacy reasons]		85%

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)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

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

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	270	26%	15%
Students who fail a mathematics course	61	6%	10%
Students who fail an English Language Arts course	94	9%	10%
Students who fail two or more courses in any subject	74	7%	10%
Students who receive two or more behavior referrals	85	8%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	18	2%	1%

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

All parents with an emphasis on the lower quartile.
AVID parental involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the level of lower quartile parent involvement	235	38%	50%
AVID parent involvement.	7	18%	50%

Area 10: Additional Targets

Additional targets for the school

1. Social Science -- Civics EOC Scores; Passing scores (level 3 and above) for the 2014 EOC test.
2. Exceptional Student Education -- Increase reading proficiency for students with disabilities.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The Target on the pass rate for the Civics EOC will be 80%.			
Increase by 31 percentage points the number of students with disabilities reaching proficiency in reading			

Goals Summary

- G1.** Increase by 6 percentage points the number of students reaching proficiency (Level 3 and above) in reading.
- G2.** 70% of 8th graders will achieve a score of 3.5 or higher on FCAT Writes.
- G3.** Students scores will increase from level 3 to 4 by 20%
- G4.** Increase student Algebra EOC scores from level 3 to 4 by 25%

Goals Detail

G1. Increase by 6 percentage points the number of students reaching proficiency (Level 3 and above) in reading.

Targets Supported

- Reading (CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Common planning, PLCs, Data Chats, Lesson Study, Professional Development, PENDA learning, CRISS Strategies, Cornell notes

Targeted Barriers to Achieving the Goal

- Over populated class sizes and higher than desired student to teacher ratio; Reading comprehension; Limited vocabulary; Deficit in math skills; Students thinking the Science FCAT 2.0 test does not matter to graduate
- Technology and curriculum limitations.

Plan to Monitor Progress Toward the Goal

Grades on esemblem, LBAs on edusoft, PENDA learning, Science Research Paper and Research Project

Person or Persons Responsible

Administration; Classroom teachers; PENDA Implementation Manager, Janet Balzano; ESE teachers, Co-operative teachers, 504 teachers, Inclusion teachers, Guidance counselors

Target Dates or Schedule:

Daily and/or weekly

Evidence of Completion:

LBA reports on edusoft, Grades from PENDA on a weekly basis, Essembler grades for progress reports and report cards, Science research project in the science fair

G2. 70% of 8th graders will achieve a score of 3.5 or higher on FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- ELA: Cornell Notes, short response, journaling, research paper, mechanics and conventions of writing taught across all units, at least 2 book reports per nine weeks will be extended written response, Science: Cornell Notes, weekly lab write-ups, research paper, Science Fair projects for 7th and 8th grades, and Advanced 6th grade classes Social Studies: DBQs 4 times a year, document analysis, current event articles summaries Math: word problem analysis School side strategies: common essay structure across all curriculum areas will be implemented: CRISS and AVID writing strategies including but not limited to Learning Logs, Cornell Notes, QuickWrites and Storyboards will be implemented schoolwide.

Targeted Barriers to Achieving the Goal

- Possible changes in state's score scale of proficiency Lack of authentic writing in all content areas. Inconsistency in curriculum and students' understanding of writing styles.

Plan to Monitor Progress Toward the Goal

Lake Writes, LBA Writing Springboard writing practice Research papers

Person or Persons Responsible

Administration, classroom teachers, guidance counselors, ESE teachers, inclusion teachers, 504 teachers

Target Dates or Schedule:

Daily and/or weekly

Evidence of Completion:

Lake Writes scores LBA scores on Edusoft Essembler grade for writing assignments FCAT Writes Essembler for progress reports and report card grades

G3. Students scores will increase from level 3 to 4 by 20%

Targets Supported

Resources Available to Support the Goal

- PENDA Common Core Task Cards Strategies AVID Trainers EDUSOFT

Targeted Barriers to Achieving the Goal

- Lack of Rigor in Instruction, Lack of Higher Order Thinking Questions

Plan to Monitor Progress Toward the Goal

Emphasis on Rigor used within the classroom

Person or Persons Responsible

Math Department Teachers

Target Dates or Schedule:

Discuss during Math Department Meetings

Evidence of Completion:

Improvement on FCAT 2.0

G4. Increase student Algebra EOC scores from level 3 to 4 by 25%

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Year Round Tutoring Sessions, PENDA, Edusoft, Khan Academy, AVID Strategies

Targeted Barriers to Achieving the Goal

- Lack of mathematical fundamental skills, Lack of Rigor in instruction, Lack of Differentiated Instruction

Plan to Monitor Progress Toward the Goal

Strategies for Rigor within the classroom

Person or Persons Responsible

Math Department Head

Target Dates or Schedule:

Discuss during Math Department Meetings

Evidence of Completion:

PENDA Usage, EDUSOFT Mid and Post Test, End of Course Exam scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase by 6 percentage points the number of students reaching proficiency (Level 3 and above) in reading.

G1.B1 Over populated class sizes and higher than desired student to teacher ratio; Reading comprehension; Limited vocabulary; Deficit in math skills; Students thinking the Science FCAT 2.0 test does not matter to graduate

G1.B1.S1 Disaggregate student data by metriculating test scores and analyzing performance on previous standardized testing.

Action Step 1

Scheduling and student documentation

Person or Persons Responsible

Guidance Counselors and Literacy Coach

Target Dates or Schedule

Schedule Students in appropriate Reading and Language Arts classes at the beginning of the school year and/or at the beginning of each grading period.

Evidence of Completion

Disaggreagte Student Data.

Action Step 2

FCAT Waivers

Person or Persons Responsible

Guidance Counselor and Literacy Coach

Target Dates or Schedule

Address FCAT Wiavers and set up meetings with parents to discuss progress monitoring options at the beginning of the school year and/or beginning of the grading period.

Evidence of Completion

Attend FCAT Waiver meetings with parents to discuss progress monitoring options. Parental sign-off of documentation and implementation of action plan.

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

Oversight of scheduling

Person or Persons Responsible

Guidance Counselors and Literacy Coach

Target Dates or Schedule

Counselor will monitor student placement in Intensive Reading classes twice per 9 weeks grading period.

Evidence of Completion

Coach will test students for FAIR, LBA, and Star Reader a minimum of three times per school year.

Plan to Monitor Effectiveness of G1.B1.S1

Monitoring of testing and student performance in mastering subject-area benchmarks.

Person or Persons Responsible

Guidance Counselor and Literacy Coach

Target Dates or Schedule

Counselor will monitor student grades and student performance on both formative and standardized testing throughout the year. Counselor will also converse with the student's Language Arts teacher for possible Rtl measures or conversely, student success.

Evidence of Completion

Coach will monitor student performance on FAIR, LBA, and STAR Reader and use data to determine if student is making learning gains in areas of reading comprehension and fluency.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Technology and curriculum limitations.

G1.B2.S2 Teachers will attend professional development geared towards instructing how to navigate and troubleshoot various technology and software programs.

Action Step 1

Professional Development on Edusoft, PENDA, FCAT, and PMRN

Person or Persons Responsible

Media Specialist, Literacy Coach, ILS

Target Dates or Schedule

Professional Development will be offered at a minimum of once a month during small group faculty meetings.

Evidence of Completion

Teacher verification/attendance sign-in sheet..

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

Monitor faculty and staff participation in Professional Development.

Person or Persons Responsible

Administration Team, Media Specialist, Edusoft Contact, and Test Coordinator

Target Dates or Schedule

Verification of attendance per meeting date and time.

Evidence of Completion

Faculty and staff attendance.

Plan to Monitor Effectiveness of G1.B2.S2

Troubleshooting technology issues

Person or Persons Responsible

ILS, Media Specialist, Test Coordinator

Target Dates or Schedule

During specific testing windows for Beginning of Year, Mid-Year, and End-of-Year assessments.

Evidence of Completion

Teacher survey of technology awareness.

G2. 70% of 8th graders will achieve a score of 3.5 or higher on FCAT Writes.

G2.B1 Possible changes in state's score scale of proficiency Lack of authentic writing in all content areas. Inconsistency in curriculum and students' understanding of writing styles.

G2.B1.S1 ELA: Cornell Notes, short response, journaling, research paper, mechanics and conventions of writing taught across all units, at least 2 book reports per nine weeks will be extended written response, Science: Cornell Notes, weekly lab write-ups, research paper, Science Fair projects for 7th and 8th grades, and Advanced 6th grade classes Social Studies: DBQs 4 times a year, document analysis, current event articles summaries Math: word problem analysis School side strategies: common essay structure across all curriculum areas will be implemented: CRISS and AVID writing strategies including but not limited to Learning Logs, Cornell Notes, QuickWrites and Storyboards will be implemented schoolwide.

Action Step 1

Teachers will use various stated strategies frequently in the classroom. Administrators will check for strategy use during formal and informal evaluations as well as classroom walk-throughs.

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule

Daily/weekly dependent on activities At least twice per semester

Evidence of Completion

Exemplars will be displayed in classrooms Student binder checks Exemplar assignment descriptions Evaluation notes submitted in TrueNorthLogic.

Facilitator:

PLC Facilitators

Participants:

Teachers and Administrators

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

Lake Writes essays for 8th Grade four times a year Lake Benchmark Writing for 6th and 7th Grade three times per year FCAT Writes

Person or Persons Responsible

ELA Department Administrators

Target Dates or Schedule

September, October, December, February May

Evidence of Completion

Submission of scores for Lake Writes Final scores on FCAT Writes

Plan to Monitor Effectiveness of G2.B1.S1

Lake Writes Lake Benchmark Writing FCAT Writes

Person or Persons Responsible

ELA teachers Administrators

Target Dates or Schedule

September, October, December, February May

Evidence of Completion

Teacher scoring State scores

G3. Students scores will increase from level 3 to 4 by 20%

G3.B1 Lack of Rigor in Instruction, Lack of Higher Order Thinking Questions

G3.B1.S1 Develop focus lessons that go in-depth and concentrate on higher order –thinking problems. AVID trained personnel will share AVID strategies with instructors to implement in classroom instruction throughout the school year. Common Core Task Cards.

Action Step 1

Chart assessments and incorporate in data folder to discuss in Math Department Meetings

Person or Persons Responsible

A.P. in charge of curriculum, Kevin Caldwell Classroom teacher Trained AVID instructors
Department head, Dave Harris

Target Dates or Schedule

2013-2014

Evidence of Completion

LBA's graded through Edusoft FCAT 2.0 Class evaluation

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

Testing Rigor within the classroom

Person or Persons Responsible

Math Department Head and Teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Students scores on FCAT and class evaluations

Plan to Monitor Effectiveness of G3.B1.S1

Strategies for Rigor within the classroom

Person or Persons Responsible

Math Department Teachers

Target Dates or Schedule

Math Department Meetings

Evidence of Completion

Chart assessments and incorporate in data folder to discuss in Math Department Meetings

G4. Increase student Algebra EOC scores from level 3 to 4 by 25%

G4.B1 Lack of mathematical fundamental skills, Lack of Rigor in instruction, Lack of Differentiated Instruction

G4.B1.S1 Use of Springboard Strategies Start to learn and implement Common Core Strategies Differentiated Instruction (Internet and video teaching) AVID strategies

Action Step 1

Different strategies used within the classroom and their benefits

Person or Persons Responsible

Algebra Teacher Team

Target Dates or Schedule

Discuss during Math Department Meetings

Evidence of Completion

Higher percentage of students scoring a level 4 or better

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

Implementation of Strategies within the class

Person or Persons Responsible

Algebra Teacher Team

Target Dates or Schedule

Math Department Meetings

Evidence of Completion

Data from PENDA Production of AVID, Khan Academy, and Common Core Strategies (teachers will learn and implement throughout the year)

Plan to Monitor Effectiveness of G4.B1.S1

AVID, Common Core, and technology strategies

Person or Persons Responsible

Math Department Head

Target Dates or Schedule

Math Meetings

Evidence of Completion

Data from PENDA Production of AVID, Khan Academy, and Common Core Strategies (teachers will learn and implement throughout the year) EDUSOFT Mid and Post Test Algebra 1 EOC scores

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. 70% of 8th graders will achieve a score of 3.5 or higher on FCAT Writes.

G2.B1 Possible changes in state's score scale of proficiency Lack of authentic writing in all content areas. Inconsistency in curriculum and students' understanding of writing styles.

G2.B1.S1 ELA: Cornell Notes, short response, journaling, research paper, mechanics and conventions of writing taught across all units, at least 2 book reports per nine weeks will be extended written response, Science: Cornell Notes, weekly lab write-ups, research paper, Science Fair projects for 7th and 8th grades, and Advanced 6th grade classes Social Studies: DBQs 4 times a year, document analysis, current event articles summaries Math: word problem analysis School side strategies: common essay structure across all curriculum areas will be implemented: CRISS and AVID writing strategies including but not limited to Learning Logs, Cornell Notes, QuickWrites and Storyboards will be implemented schoolwide.

PD Opportunity 1

Teachers will use various stated strategies frequently in the classroom. Administrators will check for strategy use during formal and informal evaluations as well as classroom walk-throughs.

Facilitator

PLC Facilitators

Participants

Teachers and Administrators

Target Dates or Schedule

Daily/weekly dependent on activities At least twice per semester

Evidence of Completion

Exemplars will be displayed in classrooms Student binder checks Exemplar assignment descriptions Evaluation notes submitted in TrueNorthLogic.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G2. 70% of 8th graders will achieve a score of 3.5 or higher on FCAT Writes.

G2.B1 Possible changes in state's score scale of proficiency Lack of authentic writing in all content areas. Inconsistency in curriculum and students' understanding of writing styles.

G2.B1.S1 ELA: Cornell Notes, short response, journaling, research paper, mechanics and conventions of writing taught across all units, at least 2 book reports per nine weeks will be extended written response, Science: Cornell Notes, weekly lab write-ups, research paper, Science Fair projects for 7th and 8th grades, and Advanced 6th grade classes Social Studies: DBQs 4 times a year, document analysis, current event articles summaries Math: word problem analysis School side strategies: common essay structure across all curriculum areas will be implemented: CRISS and AVID writing strategies including but not limited to Learning Logs, Cornell Notes, QuickWrites and Storyboards will be implemented schoolwide.

Action Step 1

Teachers will use various stated strategies frequently in the classroom. Administrators will check for strategy use during formal and informal evaluations as well as classroom walk-throughs.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed