



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Eustis Middle School

18725 BATES AVE

Eustis, FL 32736

352-357-3366

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

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 61%
Alternative/ESE Center No	Charter School No	Minority Rate 40%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	18
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	34
Part III: Coordination and Integration	61
Appendix 1: Professional Development Plan to Support Goals	62
Appendix 2: Budget to Support Goals	64

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

Eustis Middle School

Principal

David Cunningham

School Advisory Council chair

Cindy Lajeunesse

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

Name	Title
Vicky Grable	Math Department Chair
Mary Ellen Griffith-Russo	Language Arts Department Chair
Cynthis Powers	Science Department Chair
Whitney Cassidy	Literacy Coach
Karen Flores	Social Studies Department Chair
Rose Sedely	AVID Coordinator

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

SAC is a group of stakeholders voted in by parents to continuously monitor the improvement of the school. SAC consists of a chairman, co-chairman, and secretary. The membership is comprised of the principal, teachers, staff, parents, and community members. The membership should mirror the ethnicity of the student body. Business and community partners are recommended by the principal and approved by the SAC.

Involvement of the SAC in the development of the SIP

The SAC has been given the information and the data for the school. SAC will be given the opportunity to provide suggestions to improve the needs of the students. Throughout the year the SAC and the school based leadership team will have ongoing collaboration.

Activities of the SAC for the upcoming school year

The SAC meets monthly to solicit input for the school improvement plan and guide the process of developing the plan. They are given monthly reports on educational plans and activities. The SAC is given input from our stakeholders and it is shared during the monthly meetings.

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

The SAI budget is \$18, 816. The funds will be used for AVID tutors, My Access, Reanaisance (AR and STAR reading), and extended learning.

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:

David Cunningham

Principal

Years as Administrator: 26

Years at Current School: 3

Credentials

MS- Educational Leadership, Nova Southeastern University
 BS- Education/History/
 Political Science, Alabama A&M University
 Certifications: Educational Leadership,
 History,
 Political Science
 Certification: School Principal (All Levels)

Performance Record

Principal of Eustis Middle School 2012-2013:
 School Grade: C (549 points)
 FCAT % meeting high standards: Reading-59%; Math-52%
 Writing-61%; Science-51%
 FCAT% making learning gains: Reading-66%, Math-59%
 LQ Reading-62%; Math-54%
 Principal of Eustis Middle School 2011 – 2012: School Grade: B
 Principal of Eustis Middle School 2010 – 2011: School Grade: B
 Principal of East Ridge High School 2009-2010: School Grade: C
 Principal of East Ridge High School 2008-2009: School Grade: C
 Reading Mastery:44%, Math Mastery75%, Science Mastery 36%,
 AYP: 77% (N), White, Black, Hispanic, economically
 disadvantaged, students with disabilities did not make AYP in
 Math
 2007-2008 Assistant Superintendent Lake County Schools
 2006-2007 Assistant Superintendent Lake County Schools
 2005-2006 Assistant Superintendent Lake County Schools
 2004-2005 Principal of Mount Dora Middle School
 Grade B: Reading Mastery: 37%, Math Mastery 44%, Science
 Mastery N/A, AYP: 87% (Y), Only White subgroup made AYP in
 both Reading and Math, Hispanic subgroup made AYP in Reading
 but did not make AYP in Math, Black subgroup did not make AYP
 in Reading and Math, economically disadvantaged subgroup
 make AYP in Math . Total writing proficiency was met, 95% tested
 in all subgroups.

Kim Walker-Lawrence

Asst Principal

Years as Administrator: 7

Years at Current School: 0

Credentials

Master of Science degree in Educational Leadership
 Nova Southeastern University
 Bachelor of Science degree in Elementary Education,
 University of South Florida
 Certified in the state of Florida in School Principal (all levels)
 National Board Certified-Middle Grades Integrated
 ESOL Endorsement

Performance Record

Carver Middle School Year 2013- 2013
 School Grade: C (549 points)
 FCAT % meeting high standards: Reading-48%; Math-48%
 Writing-32%; Science-39%
 FCAT% making learning gains: Reading-63%, Math-60%
 LQ Reading-67%; Math-54%
 Carver Middle School SY 2012: School Grade-C (544 points)
 FCAT % meeting high standards: Reading-49%; Math-47%
 Writing-77%; Science-49%
 FCAT% making learning gains: Reading-59%, Math-51%
 LQ Reading-65%; Math-58%
 AYP—Met 77%
 Carver Middle School SY 2011: School Grade – B (503 points)
 FCAT % meeting high standards: Reading – 63%; Math – 63%;
 Writing – 89%; Science – 46%
 FCAT % making learning gains: Reading – 55%; Math – 61%; LQ
 Reading – 61%; LQ Math – 65%
 AYP – Met 77% of criteria
 Tavares Middle School SY 2010: School Grade – A (527 points)
 FCAT % meeting high standards: Reading – 72%; Math – 66%;
 Writing – 87%; Science – 50%
 FCAT % making learning gains: Reading – 66%; Math – 65%; LQ
 reading – 60%; LQ math – 61%
 AYP – Met 72% of criteria

Kevin Thompson

Asst Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

B..S. Education and M..Ed. .in Education Administration

Assistant Principal Eustis Middle School 2012-2013

School Grade: C (549 points)

FCAT % meeting high standards: Reading-59%; Math-52%

Writing-61%; Science-51%

FCAT% making learning gains: Reading-66%, Math-59%

LQ Reading-62%; Math-54%

Assistant Principal Eustis High School 2011-21012: School

Grade: B

Assistant Principal of Eustis High School:

2010-2011:

Increased graduation rate from 85% in 2009 to 87% in 2010.

White subgroup graduation rate increased from 87% in 2009 to

89% in 2010. Economically disadvantage graduation rate

decreased from 82% in 2009 to 81% in 2010. Decreased

Graduation Rate from 84% in 2009 for the Black subgroup to 77%

in 2010.

Based on School Grades Data meeting high standards in reading

46%; math 71%; writing 68%; science 42%. AYP: white, black, &

economically disadvantaged students did not make AYP in

reading. Black and economically disadvantaged students did not

make AYP in math. Writing proficiency was met.

2009-2010:

School Grade B. Meeting high standards in reading 46%; math

77%; writing 83%; science 43%. AYP: white, black, &

economically disadvantaged students did not make AYP in

reading. Black and economically disadvantaged students did not

make AYP in math. Writing proficiency was met.

2008-2009:

Grade D: meeting high standards in reading 49%; math 76%;

writing 76%; science 46%. AYP: 79%, white, black, and

economically disadvantaged students did not make AYP in

reading. Black and economically disadvantaged students did not

make AYP in math. Writing proficiency was not met; however,

graduation criterion was met.

2007-2008:

Grade C: meeting high standards in reading 46%; math 78%;

writing 86%; science 41%. AYP: 85%, white, black and

economically disadvantaged students did not make AYP in

reading. Black students did not make AYP in math. Writing

proficiency was met; however, graduation criterion was not met.

Performance Record

Mary Shriner

Asst Principal

Years as Administrator: 9

Years at Current School: 0

Credentials

Master of Education- Educational Leadership
 Nova Southeastern University
 Bachelor of Arts -- Education in K-12 Mentally Handicapped and
 Specific Learning Disabilities
 Pfeiffer University
 State of Florida Certifications:
 Specific Learning Disabilities K-12
 Educational Leadership

Performance Record

Assistant Principal Grassy Lake Elementary
 2012-2013 School Grade B
 2011-12 Assistant Principal at Grassy Lake Elementary
 School Grade: A
 % of Students meeting high standards:
 70% Reading; 66% Mathematics; 86% Writing, 57% Science.
 2010-11 Assistant Principal
 School Grade: A
 AYP: 100%
 2009-10 Assistant Principal
 School Grade: A
 % of students meeting high standards:
 82% Reading; 82% Mathematics; 88% Writing; 57% Science.
 AYP: 95%
 Economically Disadvantaged and Hispanic subgroups did not
 meet proficiency in reading.
 2008-09 Assistant Principal at Clermont Middle.
 School Grade: A
 % of students meeting high standards:
 71% Reading; 68% Mathematics; 96% Writing; 51% Science.
 AYP: 92%
 African-American subgroup did not meet Reading and Math
 Proficiency.
 2007-08 Assistant Principal
 School Grade: A
 67% Reading; 69% Mathematics; 91% Writing; 40% Science.
 AYP: 95%
 Economically Disadvantaged subgroup did not meet Reading and
 Math Proficiency.
 2006-07 Assistant Principal
 School Grade: B
 64% Reading; 67% Mathematics; 91% Writing; 45% Science.
 AYP: 90%
 Economically Disadvantaged, Hispanic, and African American
 subgroups did not meet Reading Proficiency. African-American
 subgroup did not meet Math Proficiency.
 2005 -06 Assistant Principal
 School Grade: A
 % of students meeting high standards:

64% Reading; 67% Mathematics; 92% Writing.
 AYP: 87% Provisional
 African Americans did not meet math proficiency. Economically Disadvantaged subgroup did not meet reading or math proficiency. Students with disabilities did not meet math or reading proficiency.
 2004-2005 Assistant Principal
 School Grade: B
 % of students meeting high standards;
 60% Reading; 62% Mathematics; 86% Writing.
 AYP: 87% Provisional
 African-American and Economically Disadvantaged students did not meet math proficiency. Students with Disabilities did not meet Reading or Math Proficiency.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Whitney Cassidy

Full-time / District-based	Years as Coach: 0	Years at Current School: 3
----------------------------	-------------------	----------------------------

Areas	Reading/Literacy
--------------	------------------

Credentials	Elementary Education, (grades K - 6) Reading, (grades K - 12) English For Speakers Of Other Languages Reading, Endorsement
--------------------	-------------------------------------------------------------------------------------------------------------------------------------

Performance Record	Eustis Middle School 2012-2013; school Grade:C Eustis Middle School 2011 – 2012:School Grade: B Eustis Middle School 2010 – 2011:School Grade: B Eustis Middle School 2009-2010: School Grade: A
---------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Classroom Teachers

of classroom teachers

65

receiving effective rating or higher

65, 100%

Highly Qualified Teachers

100%

certified in-field

100, 154%

ESOL endorsed

25, 38%

reading endorsed

12, 18%

with advanced degrees

23, 35%

National Board Certified

2, 3%

first-year teachers

5, 8%

with 1-5 years of experience

21, 32%

with 6-14 years of experience

27, 42%

with 15 or more years of experience

12, 18%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Establish a PLC including all new teachers to Eustis Middle. The PLC will meet on a regular basis to provide new staff with assistance and support.
2. Provide veteran teachers as mentors to all new teachers.
3. Provide opportunities for staff development to support areas of weaknesses demonstrated by new teachers.
4. Thinking maps will be used in all classes.

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

Each teacher will be assigned a mentor, which is normally a department chair.

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

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

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

The administrative team has a weekly walkthrough schedule to monitor the effectiveness of core instruction. (Tier I) The school based leadership team and the MTSS committee will meet as needed for the following: identification of at risk students, discussion and implementation of behavioral and instructional interventions, problem-solving, sharing effective practices, strategies, and interventions, and finally to review screening/progress monitoring/diagnostic data by grade level, classroom level, small group, and individual student needs. (Tier 2 and Tier3)

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

Principal and Assistant Principal (David Cunningham and Mary Shriner) provide data-driven vision and ensure the MTSS is implemented. Literacy Coach (Whitney Cassidy) develops, leads, and evaluates school core content and provides data-based strategies and interventions. Identifies student needs with the use of FAIR data. Guidance Counselors (Debra Chapman, Michelle Equevilley, and Ashley Ward) provide input on services for individual students that range from assessment to intervention. ESE Specialist (Rhoda Williams) will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. School Psychologist (Sue Robinson) and Social Worker (Sherry Thornton) will participate in the collection, interpretation, and analysis of data; facilitate development of interventions, provide support for interventions; provide professional development and technical assistant for problem-solving activities including data collection, analysis, intervention planning and program evaluation, facilitate data-based decision making activities.

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

When students are unsuccessful in the core subjects, Tier I, the MTSS committee, grade level administrator, grade level guidance counselor, and team of teachers will meet as needed to determine when students will be placed in Tier 2 and Tier 3 of RtI. The team will collaborate and determine the intervention(s) to be monitored. The grade level administrator and grade level will monitor the fidelity of the data collected and graphed on a weekly basis. The team will reconvene after four weeks to determine the effectiveness of the intervention(s). If a team member determines the intervention(s) is/are unsuccessful after the second week, the team will reconvene and implement different intervention(s). The school based leadership team and the MTSS committee will continuously review the goals set in the school improvement plan.

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

The data management systems include, AS400, FIDO, PMRN, FCAT Star, PENDA, ESE data tracking grid. Each system is designed for progress monitoring students. Data from all students' prior FCAT scores will be reviewed by the Rtl team for placement into appropriate courses. Individual student progress will be monitored using Florida Assessment for Instruction in Reading (FAIR) and district based benchmark assessments through Edusoft. Additional information may be gathered from teacher generated assessments and/or anecdotal information. The progress monitoring assessments will take place at least three times during the school year on dates prescribed by the Florida Department of Education. Students at each tier will be reviewed for appropriate strategies. Information on each student will be shared with appropriate faculty and staff members through regular and frequent team, departmental and PLC meetings. Discipline and attendance data will be pulled from AS400 and FIDO. Positive Behavior Support and Check In/Check Out systems will be used to monitor discipline.

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

On-going professional development will be provided during grade level collaborative planning and professional learning community meetings. The leadership team will provide input on staff professional development needs specific to subgroups and targeted benchmarks. Administrators will support MTSS by planning and facilitating data chats with core area teachers. Additional support for teachers will be provided by the guidance counselors.

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: 1,440

Teachers will provide before or after school tutoring. Students are provided remediation and acceleration in core subjects and enrichment courses. Our master schedule provides students to have a team of teachers who collaborate to determine the areas of strenghts and weaknesses. Teachers are able to provide remediation for weaknesses and acceleration for strenghts with real world activities.

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?

During monthly professional learning communities teachers will discuss the progress monitoring taking place in the classroom. Teachers will analyze data collected from mini assessments, LBA's, Edusoft, common assessments, FAIR, and PMRN.

Who is responsible for monitoring implementation of this strategy?

Administrators, department chairs, literacy coach, and the test coodinator will be responsible for monitoring effective strategies. The plan, do, check, act system will be used throughout the year.

Literacy Leadership Team (LLT)

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

Name	Title
David Cunningham	Principal
Whitney Crawford	Literacy Coach
Kim Walker-Lawrence	Assistant Principal
Sara Rodgers	8th Grade Intensive Reading Teacher
Rose Sedely	AVID and Test Coordinator

How the school-based LLT functions

The Literacy Leadership Team will focus meetings around student needs. The team will meet quarterly to do the following: Identify students at risk (Level 1,2, low 3's, subgroups on FCAT 2.0) Discuss and implement instructional interventions (changes in instruction).

Major initiatives of the LLT

The Literacy Leadership team will encourage school-wide participation in the Accelerated Reading Program, Avid reading strategies in Reading and Content Area classrooms, the use of our class sets of novels along with the continuation of utilizing Thinking Maps.

Every Teacher Contributes to Reading Instruction

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

The NGCAR-PD, CAR-PD, and Reading Endorsement professional developments has been completed by the language arts teachers. Monthly Professional Learning Community will focus on lesson study and differentiated instruction based on data analysis of student needs. There will be a continuation of the AVID program, Cornell note taking, and Thinking Maps. Benchmark Task cards along with C2 Connection cards will be utilized for the planning of classroom instruction.

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

NA

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

Core subject area teachers and elective teachers will incorporate real world connections throughout the curriculum. Activities, assignments, and projects will be focused on real world events. Writing has been incorporated across the curriculum. Teachers will collaborate to ensure students how the content being taught is connected to future jobs. Students in seventh and eighth grade will have the opportunity to participate in the AVID Program.

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

Middle School Promotion to High School

Promotion from a Florida public middle school to high school requires successful completion of all grade level requirements (grades 6 – 8)

Promotion from middle school requires that a student successfully complete the following courses:

English – 3 courses

Mathematics – 3 middle school or higher courses

Social Studies – 3 courses to include one year of civics education

Science – 3 courses

Strategies for improving student readiness for the public postsecondary level

Students will be provided with real life scenarios to solve throughout their middle school experience. Students will be given the opportunity to work independently and in groups to prepare a solution(s) and present the solution(s) orally to their peers. Engaging students in these real life scenarios will help prepare students for vocational or college careers. Students are given the opportunity to participate in classes such as business keyboarding and introduction to technology.

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	64%	59%	No	68%
American Indian				
Asian	73%		No	75%
Black/African American	48%	38%	No	53%
Hispanic	58%	53%	No	62%
White	71%	68%	No	74%
English language learners	36%	8%	No	42%
Students with disabilities	35%	20%	No	42%
Economically disadvantaged	55%	47%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	251	29%	32%
Students scoring at or above Achievement Level 4	301	34%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	73%	78%
Students scoring at or above Level 7	13	87%	92%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	595	67%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	131	53%	58%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		15%

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.	[data excluded for privacy reasons]		0%

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	197	61%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

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	63%	52%	No	66%
American Indian				
Asian	86%	0%	No	87%
Black/African American	41%	31%	No	47%
Hispanic	59%	46%	No	63%
White	70%	60%	No	73%
English language learners	38%	20%	No	44%
Students with disabilities	36%	24%	No	42%
Economically disadvantaged	52%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	226	27%	35%
Students scoring at or above Achievement Level 4	143	17%	21%

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>		15%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	619	59%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	566	54%	58%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	120	12%	15%
Middle school performance on high school EOC and industry certifications	116	97%	99%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	26%	26%
Students scoring at or above Achievement Level 4	85	71%	73%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	26%	30%
Students scoring at or above Achievement Level 4	70	22%	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>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	400	40%	60%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	436	42%	45%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	85	1%	2%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		1%	2%
Students taking CTE industry certification exams	13	1%	2%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	33%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	81	8%	6%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	196	19%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	159	15%	10%

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

Foster parental involvement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children’s academic achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Provide FCAT Parent Night	0	0%	35%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** In grade 6,7,and 8 Math, 10% increased percentage of students scoring Level 3 by moving a percentage of Level 2 students up to Level 3.
- G2.** In grades 6 and 7, Increase the percentage of students scoring Level 3 or above in math by 5%.
- G3.** In grade 6,7,8, Increase the percentage of students making learning gains in Math by 10%.
- G4.** The percentage of students in the Lowest 25% making gains in Math will increase by 10%
- G5.** In grade 8, 80% of students will achieve a level 3.5 or higher on the 2014 FCAT 2.0 Writing Assessment.
- G6.** Increase 10% of students scoring level 4 and 5 on FCAT 2.0 by integrating higher order questions/critical thinking and developing challenging reading requirements in both fiction and nonfiction genre.
- G7.** Increase the number of students who are making learning gains in reading to 68%
- G8.** In grade 8, 30% of students will achieve proficiency (Level 3) on the FCAT 2.0 science assessment.
- G9.** In grade 8, 25% of students will achieve above proficiency (Level 4 or 5) on the FCAT 2.0 science assessment.
- G10.** Increase the opportunity for STEM related experiences school-wide.
- G11.** Increase the percentage of students scoring level 3 by moving 10% of level 1 and level 2 up to a level 3 on the FCAT 2.0 Reading Assessment.

Goals Detail

G1. In grade 6,7,and 8 Math, 10% increased percentage of students scoring Level 3 by moving a percentage of Level 2 students up to Level 3.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

- Small group remediation of skills and data from Edusoft benchmark assessments and identified area of need from FCAT 2.0 data to help identify weaknesses.
- Student/ Teacher Data Chats; AVID support strategies

Targeted Barriers to Achieving the Goal

- Lack of student awareness of strengths and weaknesses

Plan to Monitor Progress Toward the Goal

Student Self-monitor Data Chats, Teachers document areas of concentration and proficiency based on FCAT, Edusoft and benchmark Assessments

Person or Persons Responsible

Students, Teachers and Parents

Target Dates or Schedule:

Daily, Monthly and Semi annually

Evidence of Completion:

Data Chats, Data notebooks and Edusoft Reports.

G2. In grades 6 and 7, Increase the percentage of students scoring Level 3 or above in math by 5%.

Targets Supported

Resources Available to Support the Goal

- Edusoft Lake Benchmark Testing Data and Mini- Assessments. FCAT 2.0 Data and Testing resources, Penda, Online textbook resources and integration of Springboard in Advanced curriculum. . Integrating Springboard into Advanced Curriculum. AVID support.

Targeted Barriers to Achieving the Goal

- Socio-Economic Background of students, Access to technology from home.

Plan to Monitor Progress Toward the Goal

Check logs and usage

Person or Persons Responsible

Teacher and Students

Target Dates or Schedule:

Daily, weekly, monthly, quarterly and yearly as needed

Evidence of Completion:

Usage logs and data chats

G3. In grade 6,7,8, Increase the percentage of students making learning gains in Math by 10%.

Targets Supported

Resources Available to Support the Goal

- Small group remediation, online textbook resources. Edusoft Data reporting, AVID Program and resources.

Targeted Barriers to Achieving the Goal

- Different student Learning modalities Difficulty Recalling and Retaining Material

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. The percentage of students in the Lowest 25% making gains in Math will increase by 10%

Targets Supported

Resources Available to Support the Goal

- ESE resource teacher Followup on completed assignments while in the Student Success Center
Esembler Lake Benchmark Assessments Data FCAT 2.0 Data results RTI Process AVID
Program resources

Targeted Barriers to Achieving the Goal

- 1. Limited Basic Mathematical knowledge and skill base 2. Teachers will participate in the school wide Positive Behavior Support Initiative 3. Teachers will utilize the Response to Intervention Process 4. Organizational planning

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. In grade 8, 80% of students will achieve a level 3.5 or higher on the 2014 FCAT 2.0 Writing Assessment.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, 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 - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- My Access Software
- Write Source Text
- Blue Book of Grammar and Punctuation
- Caught Ya's/Daily Language Review
- Classroom use of Calibration Papers/Exemplars

- Thinking Maps
- Classroom use of Calibration Papers/Exemplars
- Prentice Hall Literature Text (Specifically Literary Terms and Application)
- Prentice Hall Grammar Exercise Workbook
- Prentice Hall All-in-One Workbook (Specifically Grammar and Writing Activities)
- Avid

Targeted Barriers to Achieving the Goal

- Students enter middle school gravely deficient in the composition, punctuation, and grammar skills needed to meet the rigorous standards anticipated on the 2014 FCAT 2.0 Writes Exam.
- Writing is thought of by many instructors as compartmentalized. Content area teachers relegate writing to language arts teachers, and language arts teachers often fail to integrate writing with critical thinking/analysis of literature/complex text.

Plan to Monitor Progress Toward the Goal

Students will show improvement in their area of supplemental instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Eighty percent of students participating in the program will score 4.0 on final My Access essay.

G6. Increase 10% of students scoring level 4 and 5 on FCAT 2.0 by integrating higher order questions/ critical thinking and developing challenging reading requirements in both fiction and nonfiction genre.

Targets Supported

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

Resources Available to Support the Goal

- EBSCO is the resource that we will be using to help find more complex text for teachers to use. We are also using Lexile.com to help teacher become aware of the level of text being used. Once teachers have found the material we will be adding it to the share folder. Teachers will be provided with a list of Avid reading strategies to help incorporate Avid reading strategies into his or her daily program.

Targeted Barriers to Achieving the Goal

- Lack of materials that are considered a complex text . Students who are a level 4 and level 5 on FCAT 2.0 do not have a specific reading class.

Plan to Monitor Progress Toward the Goal

Literacy Coach along with classroom teachers will analyze student data to determine if students who have scored a level 4 and 5 on FCAT 2.0 are making progress towards our end result.

Person or Persons Responsible

Literacy Coach Classroom teacher

Target Dates or Schedule:

Edusoft - Beginning, middle and end of the year.

Evidence of Completion:

Edusoft FAIR Assessment

G7. Increase the number of students who are making learning gains in reading to 68%

Targets Supported

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

Resources Available to Support the Goal

- C2 Connection cards along with task cards will help teachers better understand the expectations of the tested benchmarks. EBSCO will be used to pull supplemental material along with Lexile.com. Teachers have been given the Literacy Design Collaborative Task Chart to help up the rigor and expectations for students final outcome.

Targeted Barriers to Achieving the Goal

- Not all level 3, 4 and 5 FCAT students have a reading class in 7th and 8th grade. Many content area teachers do not use reading strategies in their classrooms.

Plan to Monitor Progress Toward the Goal

Literacy Coach along with administration will do classroom walk throughs. Literacy coach will create a focus calendar that addresses the needs of the school. Language arts teachers will be responsible for assigning mini assessments for the tested benchmarks and following through with remediation for students who do not show gains.

Person or Persons Responsible

Literacy Coach Administration Language Arts Teachers

Target Dates or Schedule:

Classroom Walkthroughs- Weekly Edusoft- beginning and midyear FAIR - Beginning, middle and end of the year. Mini-assessments- monthly

Evidence of Completion:

Edusoft mini assessments Edusoft FAIR Classroom walk through forms

G8. In grade 8, 30% of students will achieve proficiency (Level 3) on the FCAT 2.0 science assessment.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- 1a.1 PENDA computer review and enrichment program
- 1a.2 Benchmark Task Cards
- 1a.3 Thinking Maps

Targeted Barriers to Achieving the Goal

- 1a.1 Students are lacking access to cognitively complex text and data that motivate and engage higher level thinking skills.
- 1a.2 Earth/Space and Life science concepts not being retained from when they were taught in the 6th and 7th grade curriculum (as demonstrated by the subtest category on the FCAT test).
- 1a.3 Students are not aware of thinking skills that drive their learning.

Plan to Monitor Progress Toward the Goal

Grade level science teams (PLC) will discuss/evaluate the data collected from task cards.

Person or Persons Responsible

Classroom teacher Grade level science teams

Target Dates or Schedule:

Monthly

Evidence of Completion:

Grade Level Science teams (PLC) meeting agenda

G9. In grade 8, 25% of students will achieve above proficiency (Level 4 or 5) on the FCAT 2.0 science assessment.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- 1a.1 PENDA computer enrichment program
- 1a.2 Benchmark Task Cards
- 1a.3 Thinking Maps

Targeted Barriers to Achieving the Goal

- 1a.1 Students lack access to cognitively complex text and data that motive and engage higher level thinking skills.
- 1a.2 Earth/Space and Life science concepts not being retained from when they were taught in the 6th and 7th grade curriculum (as demonstrated by the subtest category on the FCAT test).
- 1a.3 Students are not aware of thinking skills that drive their learning.

Plan to Monitor Progress Toward the Goal

Grade level science teams (PLC) will discuss/evaluate the data collected from task cards.

Person or Persons Responsible

Classroom teacher Grade level science teams

Target Dates or Schedule:

Monthly

Evidence of Completion:

Grade level science teams (PLC) meetings agenda

G10. Increase the opportunity for STEM related experiences school-wide.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- 1a.1 STEM -related online interactive websites and activities
- 1b.1 STEM -related science kits provided by our district science coordinator for 6th and 8th graders

Targeted Barriers to Achieving the Goal

- 1a.1 Further education is needed for teachers about the STEM initiative-What is it? Why is it important? How do we do it?
- 1b.1 Teachers may not be proficient in the strategies/knowledge needed to effectively use the STEM kits provided by the county.

Plan to Monitor Progress Toward the Goal

Chairpersons and technology teachers will collect and evaluate the occurrence of STEM activities in the classroom.

Person or Persons Responsible

Department chairpersons for science and math; technology teachers

Target Dates or Schedule:

Data collection will be throughout the school year.

Evidence of Completion:

Meeting of department chairpersons and technology teachers to discuss STEM activity implementation

G11. Increase the percentage of students scoring level 3 by moving 10% of level 1 and level 2 up to a level 3 on the FCAT 2.0 Reading Assessment.

Targets Supported

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

Resources Available to Support the Goal

- All students will be receiving remediation during a "Zero Period" which is an extra hour in the middle of the day where teachers can focus on students who need remediation in specific areas.

Targeted Barriers to Achieving the Goal

- Not all students in 7th and 8th grade have a reading teacher. Not all teachers are trained in the AVID Reading Strategies Program. Not all teachers are trained in the Spring Board Program.

Plan to Monitor Progress Toward the Goal

Literacy coach will create a schedule for teachers to bring his or her class to the media center to take the FAIR and Edusoft test. The data from both assessments will be used during monthly PLCs to help teachers know which way instruction will be going.

Person or Persons Responsible

Literacy Coach Classroom teachers

Target Dates or Schedule:

FAIR: Beginning, Midyear and end of the year Edusoft: Beginning and Midyear

Evidence of Completion:

FAIR and Edusoft data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

G2. In grades 6 and 7, Increase the percentage of students scoring Level 3 or above in math by 5%.

G2.B1 Socio-Economic Background of students, Access to technology from home.

G2.B1.S1 1. Allow students access to Penda, online resources and peer tutoring 2. Allow students available opportunities to frequent on site computer labs and technology.

Action Step 1

1. Allow students access to online resources and peer tutoring 2. Allow students available opportunities to frequent on site computer labs and technology.

Person or Persons Responsible

Teachers, Students and Parents

Target Dates or Schedule

Before, During and After School

Evidence of Completion

Online record and reports of usage. Including increased skill mastery.

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

Person or Persons Responsible

School Administrators and School Stakeholders

Target Dates or Schedule

Daily, Monthly and Annually

Evidence of Completion

Data and reports along with logs of usage and resource access

Plan to Monitor Effectiveness of G2.B1.S1

Accessibility to technological resources

Person or Persons Responsible

School Administrators and School Stakeholders

Target Dates or Schedule

Quarterly, Annually

Evidence of Completion

Usage logs and data

G3. In grade 6,7,8, Increase the percentage of students making learning gains in Math by 10%.

G3.B1 Different student Learning modalities Difficulty Recalling and Retaining Material

G3.B1.S1 Whole Group/ Center Activities which integrates Manipulative resources and or computer assisted instruction.Remidiation and Team effort instruction/communication

Action Step 1

Informal Formative Assessments Review of Edusoft Benchmark Assessments progress monitoring data results

Person or Persons Responsible

Teachers, Student and parents

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Notebooks FCAT STAR-FCAT 2.0 Edusoft Benchmark testing

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

Monitor and identify growth and concerns

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

Yearly

Evidence of Completion

FCAT 2.0 and Edusoft benchmark testing. Student data.

Plan to Monitor Effectiveness of G3.B1.S1

Montor testing results

Person or Persons Responsible

Teacher and Adminstrations

Target Dates or Schedule

Yearly

Evidence of Completion

FCAT 2.0 Edusoft testing

G4. The percentage of students in the Lowest 25% making gains in Math will increase by 10%

G4.B1 1. Limited Basic Mathematical knowledge and skill base 2. Teachers will participate in the school wide Positive Behavior Support Initiative 3. Teachers will utilize the Response to Intervention Process 4. Organizational planning

G4.B1.S1 Teachers will allow students to seek support and services as available on IEP or RTI plan. Implement FOCUS Calendar lessons that give extra time to areas where our data shows ESE resource teacher Followup on completed assignments is utilized for remediation

Action Step 1

Analyze and report data and gains/concerns

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Weekly, Monthly and Quarterly

Evidence of Completion

Esembler Grade program Edusoft Lake Benchmark Testing 2 times a year FCAT 2.0 Mini-benchmark Assessments

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

Monitor academic growth

Person or Persons Responsible

Administration, Teacher

Target Dates or Schedule

Weekly, Monthly and Quarterly

Evidence of Completion

Assessments including Mini-benchmark Assessments and Mid Year Edusoft reports.

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. In grade 8, 80% of students will achieve a level 3.5 or higher on the 2014 FCAT 2.0 Writing Assessment.

G5.B1 Students enter middle school gravely deficient in the composition, punctuation, and grammar skills needed to meet the rigorous standards anticipated on the 2014 FCAT 2.0 Writes Exam.

G5.B1.S1 Teachers will scaffold remediation in punctuation, grammar, and composition across grade levels, by differentiating classroom instruction.

Action Step 1

Remediating and scaffolding writing instruction through differentiation.

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Class Periods

Evidence of Completion

My Access Data Lake Writes Results FCAT 2.0 Writes Scores

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Increase in My Access overall scores Teacher Observation and Conservation of Students Individual Writing Samples

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily/Weekly/Monthly

Evidence of Completion

My Access Data Lake Writes Results FCAT 2.0 Writes Scores

Plan to Monitor Effectiveness of G5.B1.S1

My Access Progress Data Lake Writes Results

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Eighty percent of students will increase a minimum of a half a point on each Lake Writes 2.0 Practice test. Students will increase one percentage point on My Access.

G5.B1.S2 Each ELA Department meeting will devote a minimum of 10 minutes for strategy sharing and problem solving. Teachers may share successful writing strategies, or challenges experienced for peer support and feedback.

Action Step 1

There will be a 10 minute segment at each department meeting for strategy sharing and problem solving. Teachers may share a successful writing strategies or challenges experienced, for peer support.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly ELA Department Meetings

Evidence of Completion

Progress on My Access Essays Lake Writes Results FCAT 2.0 Writes

Facilitator:

Department Chair

Participants:

English Language Arts Department Teachers

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

Strategy Sharing and Problem Solving

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Department Meetings

Evidence of Completion

Focus Reflected on Meeting Minutes Increase in Student Progress on Progress on: Lake Writes Results FCAT 2.0 Writes My Access

Plan to Monitor Effectiveness of G5.B1.S2

Implementation of Helpful Strategies Shared in Department Meetings

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Classroom Periods

Evidence of Completion

Student Progress on My Access Lake Writes Results FCAT 2.0 Writes

G5.B1.S3 AVID teachers will incorporate writing into their daily lessons, including, but not limited to Cornell Notes, Quick Writes Bell Ringers, and Collaborative Writing Projects.

Action Step 1

Avid Program

Person or Persons Responsible

Avid Teachersq

Target Dates or Schedule

Classroom Periods

Evidence of Completion

My Access Data Lake Writes Results FCAT 2.0

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

Avid Program Incorporating Varying Writing Strategies

Person or Persons Responsible

Avid Teachers

Target Dates or Schedule

Classroom Period

Evidence of Completion

My Access Data Lake Writes Results FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S3

Avid Incorporation of Writing Strategies

Person or Persons Responsible

Avid Teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

My Access Data Lake Writes Results FCAT 2.0 Writes

G5.B1.S4 EMS will provide a supplemental writing acceleration and remediation program for students.

Action Step 1

A tutoring program preparing students for maximized success on FCAT 2.0 Writes

Person or Persons Responsible

Eighth Grade Teachers will recommend students they feel will benefit from supplemental instruction.

Target Dates or Schedule

Twice weekly from mid-January to mid-February.

Evidence of Completion

Students will show weekly increase in My Access Scores. Eighty percent of students who participate in the program will score 4.0 or above on FCAT Writes.

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Language Arts Department Chair

Person or Persons Responsible

Teachers/Administrators

Target Dates or Schedule

Weekly throughout the program.

Evidence of Completion

Students will show weekly increase in My Access scores.

Plan to Monitor Effectiveness of G5.B1.S4

Students will show improvement in their area of supplemental instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After each tutoring session.

Evidence of Completion

Samples of Student Writing. My Access Scores. Eighty percent of students who participate in the program will score 4.0 or above on FCAT Writes.

G5.B2 Writing is thought of by many instructors as compartmentalized. Content area teachers relegate writing to language arts teachers, and language arts teachers often fail to integrate writing with critical thinking/analysis of literature/complex text.

G5.B2.S1 Language Arts teachers encourage interdisciplinary planning with the content area teachers on their teams. Specifically, using writing in the analysis of given content area topics.

Action Step 1

Model/share/encourage interdisciplinary lesson plans among team members

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Throughout the School Year

Evidence of Completion

Progress on My Access Essays Lake Writes Results FCAT 2.0 Writes

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Interdisciplinary Units

Person or Persons Responsible

ELA and Content Area Teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Students Progress on My Access Essays Lake Writes Results FCAT 2.0 Writes

Plan to Monitor Effectiveness of G5.B2.S1

Interdisciplinary Lesson Plans

Person or Persons Responsible

Teachers

Target Dates or Schedule

Department Meetings

Evidence of Completion

Progress on My Access Essays Lake Writes Results FCAT 2.0 Writes

G5.B2.S2 ELA Department Chair will send quarterly newsletter to EMS faculty suggesting interdisciplinary/content area units and lessons that incorporate writing.

Action Step 1

Increase Writing in the Content Areas

Person or Persons Responsible

Department Chair/ELA Teachres

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Improvement on Progress on My Access Essays Lake Writes Results FCAT 2.0 Writes

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Increase Writing in the Content Areas.

Person or Persons Responsible

All Content Area Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Progress on My Access Essays Lake Writes Results

Plan to Monitor Effectiveness of G5.B2.S2

Increase Writing in the Content Areas

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Eighty percent of eighth grade students will increase a minimum of a half a point on each Lake Writes 2.0 Practice test. Students will increase one percentage point on My Access.

G6. Increase 10% of students scoring level 4 and 5 on FCAT 2.0 by integrating higher order questions/critical thinking and developing challenging reading requirements in both fiction and nonfiction genre.

G6.B1 Lack of materials that are considered a complex text . Students who are a level 4 and level 5 on FCAT 2.0 do not have a specific reading class.

G6.B1.S1 Provide supplemental materials for teaching and practice in the following areas: Reading Application, Literary Analysis, Informational text and research. Create a designated area that teachers can share the materials found and have open dialog during monthly PLC to promote collaboration of strategies and materials used.

Action Step 1

Literacy Coach along with classroom teachers will utilize EBSCO and Lexile.com to help find supplemental reading materials to help get more challenging reading requirements in the reading and language arts classroom.

Person or Persons Responsible

Literacy Coach Classroom Teachers

Target Dates or Schedule

Weekly Basis

Evidence of Completion

Edusoft and FAIR results

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Monitor classroom teachers for using complex text along with higher order questions and critical thinking skills.

Person or Persons Responsible

Literacy Coach Classroom Teachers Principals Asst. Principal

Target Dates or Schedule

Classroom walkthroughs - weekly Teacher Evaluation

Evidence of Completion

Teacher Evaluations Edusoft assessment Classroom walkthrough forms FAIR Assessment

Plan to Monitor Effectiveness of G6.B1.S1

Monitor the materials that are being used in the classroom to ensure that complex text is being used along with higher order questions and critical thinking.

Person or Persons Responsible

Literacy Coach Classroom Teachers Principal Asst. Principal

Target Dates or Schedule

Edusoft- Beginning and midyear FAIR assessment -Beginning, middle and end of the year Classroom walk throughs - weekly

Evidence of Completion

Edusoft FAIR Assessment Classroom walkthrough form.

G7. Increase the number of students who are making learning gains in reading to 68%

G7.B1 Not all level 3, 4 and 5 FCAT students have a reading class in 7th and 8th grade. Many content area teachers do not use reading strategies in their classrooms.

G7.B1.S1 Promote and use of Avid reading strategies in the content area classes. Ensure that differentiated instruction is taking place in all classrooms. Implement the use of Thinking Maps, Task Cards and C2 Connection cards.

Action Step 1

Literacy Coach along with administration will do classroom walk throughs. Literacy coach will create a focus calendar that addresses the needs of the school. Language arts teachers will be responsible for assigning mini assessments for the tested benchmarks and following through with remediation for students who do not show gains.

Person or Persons Responsible

Literacy Coach Administration Language Arts Department

Target Dates or Schedule

Walk throughs will be happening each week. Pre and post test will be administered around every four weeks. Remediation will be happening on a daily basis during zero period.

Evidence of Completion

Edusoft reports (LBA) & (Mini-assessment) Classroom walk through forms

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Monitor reading strategies being utilized in the classroom through classroom walkthroughs.

Person or Persons Responsible

Literacy Coach Principal Asst. Principal

Target Dates or Schedule

Classroom walkthrough - weekly

Evidence of Completion

Classroom walkthrough form

Plan to Monitor Effectiveness of G7.B1.S1

Monitor data to better understand if students are making gains on the benchmarks.

Person or Persons Responsible

Literacy Coach Classroom teachers

Target Dates or Schedule

Mini-assessments - monthly Edusoft - beginning and midyear FAIR - beginning, middle and end of the year

Evidence of Completion

Edusoft FAIR Assessment Mini- Assessments

G8. In grade 8, 30% of students will achieve proficiency (Level 3) on the FCAT 2.0 science assessment.

G8.B1 1a.1 Students are lacking access to cognitively complex text and data that motivate and engage higher level thinking skills.

G8.B1.S1 Schedule class time for completion of PENDA activities. Encourage use of PENDA program at home.

Action Step 1

Science teachers will schedule time in the school computer lab(when made available to science teachers) to use the PENDA computer program.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Implementation will be continue throughout the school year.

Evidence of Completion

Data will be collected from the PENDA website that will show the number of hours of student activity and the rate of activity mastery. Data from Lake Benchmark Assessments will be analyzed.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

PENDA reports that include student mastery of activities and number of hours of work performed.

Person or Persons Responsible

Classroom teacher and department chairman.

Target Dates or Schedule

Monthly reports will be generated.

Evidence of Completion

PENDA website reports will contain evidence of completion.

Plan to Monitor Effectiveness of G8.B1.S1

PENDA class mastery reports

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Monthly reports will be generated.

Evidence of Completion

Monthly reports from PENDA

G8.B2 1a.2 Earth/Space and Life science concepts not being retained from when they were taught in the 6th and 7th grade curriculum (as demonstrated by the subtest category on the FCAT test).

G8.B2.S1 Benchmark Task Cards covering Earth/Space, Life and Physical Science will be used at the appropriate grade level to review and reinforce tested concepts.

Action Step 1

Implement the use of Benchmark Task Cards to review science concepts taught in a previous grade level (8th grade teachers will also use the task cards for concepts taught during the school year in physical science).

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Implementation will be throughout the school year.

Evidence of Completion

Grade level discussions of the components of the task cards and their effectiveness; Data from Lake benchmark assessment reports will be analyzed.

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Grade level science teams will discuss the use of the task cards and their effectiveness.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Monthly grade level science meetings

Evidence of Completion

Agenda produced for grade level science meetings

Plan to Monitor Effectiveness of G8.B2.S1

Discussions and evaluations made by grade level teachers on the effectiveness of the task cards. Emphasis will be placed on suggested changes that will produce more effective task cards for that grade level's benchmarks.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Grade level science team (PLC) meeting agenda

G8.B3 1a.3 Students are not aware of thinking skills that drive their learning.

G8.B3.S1 Use of the "Thinking Maps" in science classrooms.

Action Step 1

Teachers will present and explain each of the eight thinking maps. Students will utilize the maps to show understanding of concepts presented in class.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

The maps will be used throughout the school year.

Evidence of Completion

Student maps contained in their interactive notebooks. Student maps completed for evaluations and assessments. Lake Benchmark assessments and mini assessment results will be analyzed.

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Grade level teams of science teachers will meet and discuss the use of thinking maps in their classrooms.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Grade level teams of science teachers will meet a minimum of once a month.

Evidence of Completion

Collected student interactive notebooks will contain evidence of the use of thinking maps. Individual assignments will show evidence of the use of thinking maps.

Plan to Monitor Effectiveness of G8.B3.S1

Evaluations will be made by each teacher that include the use of thinking maps. Initially, students should be able to complete a thinking map assigned by the teacher. As time progresses, student should be able to choose the appropriate thinking map for the concepts presented.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Data will be evaluated monthly. Adjustments in implementation will be made in accordance with the results of the evaluation.

Evidence of Completion

Documented Science Department meetings will address the progress of the implementation of thinking maps.

G9. In grade 8, 25% of students will achieve above proficiency (Level 4 or 5) on the FCAT 2.0 science assessment.

G9.B1 1a.1 Students lack access to cognitively complex text and data that motive and engage higher level thinking skills.

G9.B1.S1 Schedule class time for completion of PENDA activities. Encourage use of PENDA program at home.

Action Step 1

Science teachers will schedule time in the school computer lab (when made available to science teachers) to use the PENDA computer program.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Implementation will continue throughout the school year.

Evidence of Completion

Data will be collected from the PENDA website that will show the number of hours of student activity and the rate of activity mastery. Data from Lake Benchmark assessments will be analyzed.

Plan to Monitor Fidelity of Implementation of G9.B1.S1

PENDA reports will be generated that include student mastery of activities and number of hours of work performed.

Person or Persons Responsible

Classroom teacher department chairman

Target Dates or Schedule

Monthly reports will be generated.

Evidence of Completion

PENDA website reports will contain evidence of completion.

Plan to Monitor Effectiveness of G9.B1.S1

PENDA class mastery reports

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Monthly reports will be generated

Evidence of Completion

Monthly reports from PENDA

G9.B2 1a.2 Earth/Space and Life science concepts not being retained from when they were taught in the 6th and 7th grade curriculum (as demonstrated by the subtest category on the FCAT test).

G9.B2.S1 Benchmark Task Cards covering Earth/Space, Life and Physical Science will be used at the appropriate grade level to review and reinforce tested concepts.

Action Step 1

Implement the use of Benchmark Task Cards to review science concepts taught in a previous grade level (8th grade teachers will also use the task cards for concepts taught during the school year in physical science).

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Implementation will be throughout the school year.

Evidence of Completion

Grade level discussion of the components of the task cards and their effectiveness

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Grade level science teams will discuss the use of the task cards and their effectiveness.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Monthly grade level team science meetings

Evidence of Completion

Agenda produced for grade level science meetings

Plan to Monitor Effectiveness of G9.B2.S1

Discussions and evaluations made by grade level teachers on the effectiveness of the task cards . Emphasis will be placed on suggested changes that will produce more effective task cards for the grade level's benchmarks.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

monthly

Evidence of Completion

Grade level science team(PLC) meeting agenda

G9.B3 1a.3 Students are not aware of thinking skills that drive their learning.

G9.B3.S1 Use of the "thinking maps" in science classrooms.

Action Step 1

Teachers will present and explain each of the thinking maps (in 6th grade- other grade levels will undergo a review of the maps). Students will utilize the maps to show understanding of concepts presented in class.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

The maps will be used throughout the school year.

Evidence of Completion

Student maps contained in their interactive notebooks Student maps completed for evaluations and assessments. Lake Benchmark baseline and mid year tests will be analyzed

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Grade level teams of science teachers will meet and discuss the use of thinking maps in their classrooms.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Grade level teams of science teachers will meet a minimum of once a month.

Evidence of Completion

Collected student interactive notebooks will contain evidence of the use of thinking maps. Individual assignments will show evidence of the use of thinking maps.

Plan to Monitor Effectiveness of G9.B3.S1

Evaluations will be made by each teacher that include the used of thinking maps (requiring students to be able to choose the appropriate thinking map for the concepts presented).

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Data will be evaluate monthly.

Evidence of Completion

Documented Science Department meetings will address the progress of the implementation of thinking maps.

G10. Increase the opportunity for STEM related experiences school-wide.

G10.B1 1a.1 Further education is needed for teachers about the STEM initiative-What is it? Why is it important? How do we do it?

G10.B1.S1 Provide STEM learning opportunities for teachers of all subjects.

Action Step 1

Provide background of the STEM initiative to include : "What it is" " Why it is important" and "How do we do it?".

Person or Persons Responsible

Science Department chairman Math Department chairman Technology teachers

Target Dates or Schedule

Science teachers -attend STEM workshop preplanning 2013 PLC- science department- first semester PLC -math department - first semester PLC- technology department- first semester

Evidence of Completion

evidence from PLC meeting agendas

Facilitator:

Claudia Rowe Rhonda Brown

Participants:

Science Department chairman Math Department chairman Technology teachers

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Department chairpersons will meet to discuss the implementation process. County STEM coordinator will be contacted for support information to be used in PLC presentations.

Person or Persons Responsible

Department chairpersons of science and math ; technology teachers

Target Dates or Schedule

Implementation will occur during first semester of 2013.

Evidence of Completion

Dated PLC agendas plus sign in sheets

Plan to Monitor Effectiveness of G10.B1.S1

Increased use of STEM activities within classrooms. Teachers providing at least one STEM experience in their classroom each semester will deem the implementation successful.

Person or Persons Responsible

Department chairpersons for science and math ; technology teachers

Target Dates or Schedule

Throughout the school year- document the number of STEM activities within department in the school

Evidence of Completion

data collected on the number of STEM experiences

G10.B2 1b.1 Teachers may not be proficient in the strategies/knowledge needed to effectively use the STEM kits provided by the county.

G10.B2.S1 In the 6th ,7th and 8th grade (STEM kits were provided for 6th and 8th grade levels by the county), grade levels teachers will meet to review instructional strategies for use with available STEM kits /resources/activities.

Action Step 1

meet as a grade level review and discuss the purpose of the STEM kits prepare instructional strategies to use in the classroom

Person or Persons Responsible

6th and 8th grade classroom teachers

Target Dates or Schedule

The kits will be used wherever the concepts they address are found in the curriculum blueprint for that grade level.

Evidence of Completion

lab write up for each lesson

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Grade level teams will meet to discuss the effectiveness of the strategies used with the STEM kits.

Person or Persons Responsible

grade level team leader science department chairman

Target Dates or Schedule

Whenever kits are utilized, grade level teams will meet to discuss their implementation.

Evidence of Completion

Grade level team meeting agendas will reflect implementation.

Plan to Monitor Effectiveness of G10.B2.S1

Data from lab write ups will be collected. Discussion of STEM labs will take place at grade level (PLC) meetings.

Person or Persons Responsible

classroom teacher

Target Dates or Schedule

Whenever kits are utilized, grade level teams will meet to discuss their implementation.

Evidence of Completion

Grade level team meeting agendas will reflect effectiveness of STEM labs.

G11. Increase the percentage of students scoring level 3 by moving 10% of level 1 and level 2 up to a level 3 on the FCAT 2.0 Reading Assessment.

G11.B1 Not all students in 7th and 8th grade have a reading teacher. Not all teachers are trained in the AVID Reading Strategies Program. Not all teachers are trained in the Spring Board Program.

G11.B1.S1 Monitor and analyze data during monthly PLC to better understand what should be the specific focus for a student. Implement the use of Task cards and C2 Connection cards to help ensure that the benchmark expectations are being met. Promote and use reading strategies in content area classes. Ensure that differentiated instruction is taking place in all classrooms.

Action Step 1

Classroom walkthroughs Mini-assessments PLCs

Person or Persons Responsible

Literacy Coach Principal Asst. Principals Classroom Teachers

Target Dates or Schedule

Classroom walkthroughs- weekly Utilize Mini-assessments- every four weeks Hold PLC- monthly

Evidence of Completion

PLC sign in sheet Classroom walk through form Edusoft data

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Classroom walkthroughs Mini-assessments PLCs

Person or Persons Responsible

Literacy Coach Principal Asst. Principals Classroom Teachers

Target Dates or Schedule

Classroom walk throughs - weekly Mini-assessments- every four weeks PLC- monthly

Evidence of Completion

PLC- sign in sheet /minutes Classroom walkthrough form Edusoft data

Plan to Monitor Effectiveness of G11.B1.S1

Classroom walkthrough Mini-assessments PLCs

Person or Persons Responsible

Literacy Coach Principal Asst. Principal Classroom Teachers

Target Dates or Schedule

Classroom walkthroughs- weekly Mini-assessments- every four weeks PLC- monthly

Evidence of Completion

PLC sign in sheet/minutes Classroom walk through form Edusoft data

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

Positive Behavior Support will be used to decrease the number of referrals by ten percent.
Saturday School will be implemented to decrease the number of out of school suspensions.
Teachers will use the new "bullying" curriculum adopted by the district to decrease the number of incidences on campus and through social media.
SADD (Students Against Destructive Decisions) will continue and assist students in making the right decision when they are faced with peer pressure.

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.

G5. In grade 8, 80% of students will achieve a level 3.5 or higher on the 2014 FCAT 2.0 Writing Assessment.

G5.B1 Students enter middle school gravely deficient in the composition, punctuation, and grammar skills needed to meet the rigorous standards anticipated on the 2014 FCAT 2.0 Writes Exam.

G5.B1.S2 Each ELA Department meeting will devote a minimum of 10 minutes for strategy sharing and problem solving. Teachers may share successful writing strategies, or challenges experienced for peer support and feedback.

PD Opportunity 1

There will be a 10 minute segment at each department meeting for strategy sharing and problem solving. Teachers may share a successful writing strategies or challenges experienced, for peer support.

Facilitator

Department Chair

Participants

English Language Arts Department Teachers

Target Dates or Schedule

Monthly ELA Department Meetings

Evidence of Completion

Progress on My Access Essays Lake Writes Results FCAT 2.0 Writes

G10. Increase the opportunity for STEM related experiences school-wide.

G10.B1 1a.1 Further education is needed for teachers about the STEM initiative-What is it? Why is it important? How do we do it?

G10.B1.S1 Provide STEM learning opportunities for teachers of all subjects.

PD Opportunity 1

Provide background of the STEM initiative to include : "What it is" " Why it is important" and "How do we do it?".

Facilitator

Claudia Rowe Rhonda Brown

Participants

Science Department chairman Math Department chairman Technology teachers

Target Dates or Schedule

Science teachers -attend STEM workshop preplanning 2013 PLC- science department- first semester PLC -math department - first semester PLC- technology department- first semester

Evidence of Completion

evidence from PLC meeting agendas

Appendix 2: Budget to Support School Improvement Goals