



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Varsity Lakes Middle School

801 GUNNERY RD N

Lehigh Acres, FL 33971

239-694-3464

<http://vlm.leeschools.net/>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School No	Minority Rate 75%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Varsity Lakes Middle School

Principal

Scott Cook

School Advisory Council chair

Jaclyn Balan

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

Name	Title
Noah Wilson	Teacher, Math Department Chair
Jheri Wilson	Teacher, Science Department Chair
Scott Leiderman	Teacher, LA Department Chair
Marjorie Resler	Teacher, Electives Department Chair
Linda Carlsen	Reading Coach, Reading Department Chair
Greg Balan	Teacher, Social Studies Department Chair
Marla Vest	Resource Teacher
Scott Cook	Principal
Julie Powell	Assistant Principal
Chris Engelhart	Assistant Principal

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

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 Chair - Jaclyn Balan - Teacher

Ms. Balan will work closely with the administrator and the council to plan each meeting. She will assure that meetings are effective and precise minutes are taken and sent to the school district.

DAC Chair - Victoria Ruiz - Resource Teacher

Ms. Ruiz will serve as the liaison between our SAC and the school district. She will attend monthly DAC meetings at the district office and report back to our SAC.

DAC Alt. - Veronica Young - Teacher

Ms. Young will serve as the alternate DAC representative assisting the DAC Chair when needed.

Other Members:

Administrator - Scott Cook

Parent - Jody Drovlic

Parent - Alejandra Toledo

Support Staff - Kathleen Reyes

Support Staff - Debra Hull

Community Member - Ron Scudder

Business Member - Dora Schilling

Involvement of the SAC in the development of the SIP

The School Improvement Plan will be presented to the SAC. SAC members will have a chance to discuss and vote on necessary changes to the school improvement plan goals. The SAC will take a final vote to approve the School Improvement Plan.

Activities of the SAC for the upcoming school year

Approve the School Improvement Plan and the expenditure of School Improvement Funds

Approve the Parent Involvement Plan

Approve the School-Parent Compact

Update SAC on progress towards school improvement goals

Discuss school data

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

This is an estimate. The school receives a specific amount of dollars per student. Here is how the funds are spent and what was approved at our SAC Meeting/Title I Meeting.

Student Planners \$ 2,946.24

Student Goal Setting Materials \$ 554.00

Refill Materials for Binders \$ 1,738.89

Sheet protectors, colored paper for each subject, and toner for copies will be purchased. Approximately \$.50 per student.

All students will set math, reading, writing, and science goals for the 2013-2014 school year. Mr. Engelhart and Mrs. Vest will meet with every student individually to set goals during math class.

Goals will be reviewed weekly with teachers and must be kept in student binder.

VLMS had the highest learning gains of all Middle Schools in the District. Therefore, we are continuing with individual goal setting.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Scott Cook

Principal	Years as Administrator: 9	Years at Current School: 6
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Credentials MA in Ed. Leadership from Argosy University

Performance Record
 Principal of VLMS in 2010 Grade B
 Principal of VLMS in 2011 Grade: A
 Principal of VLMS in 2012 Grade: A
 Principal of VLMS in 2013 Grade: A

Christian Engelhart

Asst Principal	Years as Administrator: 0	Years at Current School: 7
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Credentials MA in Ed. Leadership from Argosy University

Performance Record
 Resource Teacher at VLMS in 2011 Grade: A
 Resource Teacher at VLMS in 2012 Grade: A
 Resource Teacher at VLMS in 2013 Grade: A

Julie Powell

Asst Principal	Years as Administrator: 4	Years at Current School: 8
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Credentials MA in Ed. Leadership from Nova Southeastern

Performance Record
 Teacher at VLMS in 2010 Grade B
 Principal of VLMS in 2011 Grade: A
 Principal of VLMS in 2012 Grade: A
 Principal of VLMS in 2013 Grade: A

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Linda Carlsen		
Full-time / District-based	Years as Coach: 7	Years at Current School: 9
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Masters	
Performance Record	VLMS 2011 Grade: A VLMS 2012 Grade: A VLMS 2013 Grade: A	

Noah Wilson		
Full-time / District-based	Years as Coach: 3	Years at Current School: 8
Areas	Mathematics, Data	
Credentials	Bachelors	
Performance Record	Teacher at VLMS 2011 Grade: A Teacher at VLMS 2012 Grade: A Teacher at VLMS 2013 Grade: A	

Marla Vest		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Masters	
Performance Record	Teacher at Pinewoods Elementary 2010 Grade: A Teacher at Pinewoods Elementary 2011 Grade: A Parent Involvement Specialist/Resource Teacher at Varsity Lakes Middle 2013 Grade: A	

Classroom Teachers

# of classroom teachers	61
# receiving effective rating or higher	53, 87%
# Highly Qualified Teachers	92%
# certified in-field	56, 92%
# ESOL endorsed	44, 72%

reading endorsed

10, 16%

with advanced degrees

7, 11%

National Board Certified

3, 5%

first-year teachers

5, 8%

with 1-5 years of experience

19, 31%

with 6-14 years of experience

22, 36%

with 15 or more years of experience

11, 18%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

9, 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

VLMS attends the annual job fair and utilizes the school systems' personnel procedures to recruit effective teachers making sure new teachers have a plan to meet their requirements to teach. VLMS retains highly qualified teachers by effectively implementing the APPLES mentoring program and meeting with new teachers throughout the school year. There are many resources that new teachers can take advantage of at VLMS such as a reading coach and resource teacher. The department leaders also play an important role in supporting new teachers in their specific department.

Sulyn Smallwood, the school's secretary, is responsible for making sure specific requirements are met for all teachers. She is available to assist new teachers with any questions.

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

Chris Engelhart - VLMS Assistant Principal is responsible for new teachers.

Varsity Lakes Middle implements the APPLES Teacher Mentoring Program to retain highly qualified teachers. Veteran teachers that have taken the clinical educator course are paired with a new teacher. The mentor and mentee follow the APPLES program requirements as well as meet biweekly in a professional learning community to discuss effective teaching strategies. Mentors are given time for classroom observations, feedback, coaching and planning.

Mentor / Mentee:

Marla Vest - Resource Teacher / Brittany Dry - First year math teacher

Ms. Vest was a classroom teacher for seven years before becoming a resource teacher. She has experience working with new teachers. She will assist Ms. Dry with classroom management and effective instruction.

Linda Carlsen - Reading Coach / Stephanie Canada - First year gifted math teacher

Ms. Carlsen has served as an effective teacher mentor for many years and Ms. Canada will gain experience from her strong classroom management procedures and effective teaching strategies.

Scott Leiderman - LA Teacher & LA Department Chair / Lilitiana Guerra - First year LA and ESOL teacher

Mr. Leiderman is an experienced LA teacher at VLMS. He will assist Ms. Guerra with the LA curriculum as well as classroom management techniques.

Sarah Detar - Reading Teacher / Karen McCormick - First year Social Studies teacher

Ms. Detar is a veteran teacher. She will assist Ms. McCormick with all questions and concerns related to middle school curriculum and classroom management.

Carol Bell-Channels - Math Teacher / Steven Neal - First year Math teacher

Ms. Channels is an experienced math teacher who successfully implements math centers into her instruction. Her students consistently perform high on state standardized assessments. Mr. Neal will benefit from Ms. Channels's effective teaching strategies and classroom management.

Jheri Wilson - Science Teacher / Anysia Weicht - First year Math teacher

Ms. Wilson is a veteran teacher that implements effective teaching strategies and classroom management techniques in her classroom. Ms. Weicht will gain experience in those areas with Ms. Wilson as her mentor.

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

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

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

The MTSS Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team evaluates students' responses to current interventions, curricula, and school-based systems.

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

The school-based MTSS leadership team consists of the following members:

All Meetings:

MTSS Chairperson - Terri Hensley - Counselor

Chris Engelhart - Assistant Principal

Julie Powell - Assistant Principal

Marla Vest - Resource Teacher

Classroom Teachers related to MTSS students.

Per Request:

Linda Carlsen - Reading Coach

Elizabeth Cooper - Speech and Language Pathologist

Emmanuel Dansey - School Psychologist

Diandra Lopez - ESE Teacher

Cynthia Gilyard - Social Worker

ESOL Representative - Kathleen Reyes

Classroom teachers keep ongoing progress monitoring notes to be filed in the cumulative folder at the end of each school year. They also attend MTSS meetings to collaborate on and monitor students who are struggling. The classroom teachers implement interventions designed by the MTSS Team and deliver instructional interventions with fidelity.

The Reading Coach attends MTSS meetings when applicable and supports teachers in interventions, progress monitoring, and differentiated instruction. The Reading Coach also implements Tier 2 and 3 interventions and keeps progress monitoring notes. The Reading Coach administers screenings and collects school-wide data for team use in determining at-risk students.

The Speech and Language Pathologist attends MTSS meetings when applicable and assists with Tier 2 and 3 interventions. She also incorporates MTSS data when evaluating a possible speech/language referral and completes communication skills screenings for students unsuccessful with Tier 2 interventions (when appropriate).

The Principal and/or Assistant Principal(s) actively attend MTSS meetings and facilitate the implementation of MTSS in our building and provide and/or coordinate continuous professional development. They assign paraprofessionals or other resource teachers to support MTSS interventions. The Guidance Counselor attends MTSS meetings and assists with maintaining a log of all students involved in the MTSS process. She sends parent invites and completes necessary MTSS forms. She implements interventions when applicable to MTSS students.

The School Psychologist attends MTSS meetings on some Tier 2 students and all Tier 3 students and monitors the data collection process. He reviews and interprets progress monitoring data and collaborates with the MTSS Team on effective interventions. He incorporates MTSS data when guiding a possible ESE referral and when making eligibility decisions.

The ESE Teacher consults with the MTSS Team regarding Tier 3 interventions and evaluates MTSS data when making eligibility decisions.

The Specialist (Behavior, OT, PT, ASD) consults with the MTSS Team and provides staff trainings.

The Social Worker attends MTSS meetings when requested and conducts social-developmental history interviews with students when applicable and reports back to the team.

The ESOL/ELL Representative attends all MTSS meetings for identified ELL students and completes LEP paperwork. They also conduct language screenings and assessments and provide ELL interventions at all tiers.

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

Terri Hensley, the MTSS Chair, keeps all MTSS documents on hand and confidential. The Student Improvement Plan is utilized by both teachers and the MTSS Chair and reviewed during MTSS meetings with parents.

Reports from the data management system, Performance Matters is used to track and report student progress during MTSS meetings.

Microsoft Excel files are used to share student data graphs to the MTSS team and parents of MTSS students.

Other forms of documentation (ELL, Teasing Referrals, etc...) are utilized when needed and shared via the ESOL contact person or the school psychologist during meetings.

All documents are kept in the student's cumulative file folder.

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

Varsity Lakes Middle School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

The MTSS Team also utilizes Pinnacle Gradebook and classroom observations to track student progress and report to the team during meetings.

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

Varsity Lakes Middle School has a designated problem-solving team that is responsible for coordinating the MTSS process throughout the school. VLMS employs three consultative teachers to carry out Tier 2 and Tier 3 interventions with fidelity. Additionally, VLMS has resource teachers that provide one-on-one instruction to students who reach Tier 3 of the MTSS process.

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: 7,900

Varsity Lakes Middle School hosts an Academic Assistance Program that is held for one hour after school on Monday, Tuesday, Wednesday, and Thursday. VLMS teachers assist students with their classroom homework and assignments as well as study for upcoming assessments.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student interim reports and report cards are analyzed through the guidance department to monitor the effectiveness of Academic Assistance. When students are showing an area of weakness, they are recommended to attend Academic Assistance. As students visit with the guidance department, their grades are reviewed for progress.

Who is responsible for monitoring implementation of this strategy?

Susan Toth, our school counselor, is responsible for monitoring and implementing Academic Assistance. She keeps accurate records of student attendance. Ms. Toth also keeps accurate records on the teachers that assist the students during this time and the specific subject area that was practiced with the students.

Strategy: Summer Program

Minutes added to school year: 42,480

VLMS teachers are paid via Title I funds to work during the summer for a minimum of two days and a maximum of three weeks. Teachers plan curriculum and common assessments as well as assist with student scheduling.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Teachers discuss the effectiveness of the newly planned curriculum and/or common assessments in the classroom and plan for further collaboration. Analysis of district common assessments as well as state assessments are also used to determine the effectiveness of this program.

Who is responsible for monitoring implementation of this strategy?

Chris Engelhart, VLMS Assistant Principal, is responsible for selecting teachers that will collaborate and plan together as well as be responsible for effective student scheduling. Lesson plans and common assessments are reviewed by administration before their use in classroom instruction.

Strategy: Summer Program

Minutes added to school year: 6,120

Varsity Lakes Middle School hosts a Summer Program that is held for three consecutive weeks after the regular school year, for 7 hours per day, Monday - Friday. VLMS counselors assist students (6-8 grade) with E2020 to receive credit for courses they failed.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected using reports from the E2020 program. Students are to finish 100% of the course they take at a 70% or higher.

Who is responsible for monitoring implementation of this strategy?

Susan Toth, our school counselor is responsible for managing this program. She invites the students before the end of the school year. She monitors their participation and academic progress. Ms. Toth uses data from the E2020 program to keep track of the student's progress and success.

Literacy Leadership Team (LLT)

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

Name	Title
Scott Cook	Principal

Name	Title
Julie Powell	Assistant Principal
Chris Engelhart	Assistant Principal
Greg Balan	Social Studies Department Chair
Noah Wilson	Math Department Chair
Jheri Wilson	Science Department Chair
Scott Leiderman	LA Department Chair
Linda Carlsen	Reading Coach and Reading Department Chair
Marla Vest	Resource Teacher

How the school-based LLT functions

The Literacy Leadership Team at VLMS meets once a month to analyze school and/or student data and to identify processes, procedures, and strategies that will lead to higher levels of literacy among students. The team uses Performance Matters to evaluate school, class, and student-level data to identify areas in need of improvement for reading.

Major initiatives of the LLT

Teachers will be instructed on using Performance Matters to make instructional choices based on student achievement data.

Teachers will continue to be supported on integrating the Common Core State Standards into existing curricula.

Continuous training on TeenBiz will be held for all reading teachers.

Training on the EDGE Reading Program will be held for intensive reading teachers.

All students with FCAT Reading scores of Levels 1, 2, or 3 will be enrolled in a reading class. Students with reading levels 1 and 2 will have intensive reading every day.

Most students with reading levels 4 and 5 will be enrolled in a reading class.

Intensive academic students are enrolled in intensive reading classes with regular education peers.

All reading classes will be provided with supplemental reading materials (AMSCO) to improve student achievement.

AMSCO assessments will be utilized to monitor student progress.

All students will implement the Cold Read Strategies across content areas, which will improve comprehension among students.

All 8th grade students will be enrolled in a creative writing class for one semester.

Reading teachers will implement reading centers into classroom instruction.

Kagan structures and strategies will be used to improve students' reading skills.

FAIR results will be used to monitor student progress.

Every Teacher Contributes to Reading Instruction

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

All teachers receive professional development during the High Yield Symposium training before the start of the 2013-14 school year. This is a two-day training focusing on high yield strategies and purposeful classroom practices. Training topics included the following: strategies for supporting English Language Learners and Students with Disabilities, scaffolding using the Gradual Release Model, classroom frameworks and using the Continuous Improvement Model to support student learning.

All teachers are responsible for integrating Comprehension Instructional Sequence (CIS) modules in class. These modules are aligned with the Common Core Standards and provide students with the opportunity to read complex text and answer higher-order questions in writing.

The reading, math, science, and social studies and language arts departments have selected supplemental books that align with their respective academic plans. The books will be read during class and could be implemented into the CIS modules if chosen. The books that have been selected is listed below:

- 6th Reg/Adv S.S. - Herodotus and the Road to History
- 6th Math - The Unknnows: A Math Mystery
- 6th Science - Storm Runners
- 6th LA - Bridge to Terebithia
- 6th Gifted Science - The Killing Sea
- 6th Gifted S.S. - The Ides of April
- 7th Reg/Adv S.S. - The Signers: The 56 Stories Behind the Declaration of Independence
- 7th Math - The Number Devil: Mathematical Adventure
- 7th Science - A Fine and Pleasant Misery
- 7th LA - A Wrinkle in Time
- 7th Gifted Science - Journey to the Center of the Earth
- 7th Gifted S.S. - Animal Farm
- 8th Reg/Adv S.S. - The Pirate Lafitte and the Battle of New Orleans
- 8th Math - Do the Math: Secrets, Lies, and Algebra
- 8th Reg/Gifted Science - The Invisible Math
- 8th LA - My Brother Sam is Dead
- 8th Gifted S.S. - Thomas Jefferson Versus Alexander Hamilton
- Gifted Math - The Man Who Counted: A Collection of Mathematical Adventures
- Gifted LA - 7 Habits of Highly Effective Teens
- Teachers will be trained in the following:
 - Implementation of CIS into classroom instruction
 - Performance Matters to make instructional choices based on student data
 - Implementation of Cold Read Strategies to increase reading comprehension
 - The use of the FCAT writing rubric to score essays in all content areas
 - PARCC and Common Core in Writing
 - Kagan structures and strategies to improve students' reading skills

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

- VLMS offers leadership classes to students as part of our Leadership Academy. Classes include:
 - Career Exploratory and Decision Making
 - Business Leadership Skills
 - Professional Development and Career Planning
 - Law Studies
 - Rhetoric and Debate

VLMS is an Advancement Via Individual Determination (AVID) credited school. The AVID course offers

instruction that prepares students for college. The program offers tutoring to the students and helps with personal skills such as organization.

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

VLMS Guidance Department meets with all 8th grade students during the school year. Students are provided with information on a variety of career choices, academic programs in high school, and the CHOICES (DOE) curriculum where students complete personality surveys and are provided with feedback on which career path is best for them.

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	68%	64%	No	71%
American Indian				
Asian	73%	69%	No	75%
Black/African American	62%	60%	No	66%
Hispanic	66%	62%	No	69%
White	74%	72%	No	77%
English language learners	42%	38%	No	48%
Students with disabilities	41%	31%	No	47%
Economically disadvantaged	64%	61%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	304	31%	38%
Students scoring at or above Achievement Level 4	326	33%	40%

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>		38%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	763	78%	81%
Students in lowest 25% making learning gains (FCAT 2.0)	186	76%	79%

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)	27	64%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	42%	48%

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	172	60%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	69%	Yes	71%
American Indian				
Asian	89%	85%	No	90%
Black/African American	62%	59%	No	66%
Hispanic	66%	68%	Yes	69%
White	73%	79%	Yes	75%
English language learners	45%	50%	Yes	51%
Students with disabilities	43%	38%	No	48%
Economically disadvantaged	64%	65%	Yes	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	323	33%	40%
Students scoring at or above Achievement Level 4	354	36%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	82%	84%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	783	80%	82%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	174	71%	74%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	88	48%	55%
Middle school performance on high school EOC and industry certifications	88	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	14%	12%
Students scoring at or above Achievement Level 4	75	86%	88%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	118	40%	62%
Students scoring at or above Achievement Level 4	47	16%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		71%
Students scoring at or above Level 7	[data excluded for privacy reasons]		40%

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)	4		5
Participation in STEM-related experiences provided for students	263	29%	35%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	500	51%	60%
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	28	3%	
Passing rate (%) for students who take CTE industry certification exams		100%	
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	128	13%	5%
Students who fail a mathematics course	39	4%	2%
Students who fail an English Language Arts course	16	2%	1%
Students who fail two or more courses in any subject	48	5%	2%
Students who receive two or more behavior referrals	267	27%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	186	19%	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

In 2012-2013, 56% (555) of parents attended VLMS Parent-Teacher Conference Nights. In 2013-2014, VLMS would like to increase that amount to 58% of parents (575).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase first semester Parent Teacher Conference Night attendance.	555	56%	58%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Civics EOC
- Science - Middle School
- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal

- Resource Teacher
- Academic Assistance
- AVID Tutoring/binder
- Consistent bell ringers
- Lunch Transitions
- TeenBiz and FCAT Explorer in time out
- Pull out for writing
- Support facilitation in Reading and Math
- Professional Learning Communities
- Comprehension Instructional Sequence
- Support for MTSS students
- Common assessments in all content areas
- Supplemental materials
- Kagan Strategies
- Alternative discipline (lunch detention, team time out)
- Teacher Leaders providing in-house professional development

Targeted Barriers to Achieving the Goal

- Discipline
- Limited staffing for ESE support
- Limited time for professional development and teacher collaboration.

Plan to Monitor Progress Toward the Goal

Administration will review the discipline logs and discuss the implementation of each strategy and its effectiveness towards the goal of increasing the amount of quality instructional time in class. Administration will review the professional development opportunities and the attendance at each training to determine if the allotted time was reasonable for teachers and staff members to attend. Administration will review the PLC meeting sign-in sheets to see if the allotted time was reasonable for teachers. Administration will ask teachers if their planning time was utilized to observe other classrooms and if that was helpful in their own classroom practices. Administration will review the SOS logs with the mentors to see if the strategy was effective.

Person or Persons Responsible

Administration will review each strategy, its implementation process, and its success/failure.

Target Dates or Schedule:

Administration will review each strategy at the conclusion of the school year.

Evidence of Completion:

Administration will create meeting notes on discussions held on each strategy and their plan to continue/change/discontinue each strategy.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by focusing on teaching and learning.**G1.B1 Discipline**

G1.B1.S1 VLMS hosts a varities of in-house discipline procedures including team time-out, lunch detention, morning detention, an alternative-to-suspension program, and in-school suspension. When students misbehave in class, as a second "consequence", they are sent to another teacher on the team. This is called team time-out. During team time-out, the student completes their class assignments. When students recieve a number of citations, they attend lunch detention. This is held during thier lunch. The purpose of lunch detention is for students to eat lunch in a quiet/supervised area and then are dismissed back to class with their current teacher, therefore, not missing any class time. When students recieve a number of citations, they attend morning detention. This is held before school. This has been established to reduce missed class time and is part of the school's alternative-to-suspension program. When students attend In-School Suspension (ISS) they will be responsible for all missed work. The teachers are asked to send work to the ISS classroom. They will also participate in TeenBiz, FCAT Explorer, FCAT skill builders, and writing prompts during thier time in ISS when thier make-up work is complete. VLMS also provides a Save One Student (SOS) program where faculty/staff mentors select a student that frequently has discipline issues. The mentor meets with the student once per week to discuss behavior, grades, and attendance.

Action Step 1

Team Time Out - Students will be monitored in a classroom setting that is different from where they were being disruptive. Lunch Detention - Students will be monitored by school personnel in the lunch detention room while they eat lunch during thier lunch time. Morning Detention - Students will be monitored by school personnel in the detention room while they work on reading, mathematics, and writing activities. ISS - Students will be monitored by school personnel in the ISS classroom while they complete classwork and/or other school related activities. SOS - Students meet with mentors on a weekly basis to discuss grades, discipline, and attendance.

Person or Persons Responsible

Classroom Teachers, Assist. Principal - Julie Powell

Target Dates or Schedule

Team Time Out - Daily as needed by classroom teachers
Lunch Detention - Every Tuesday and Thursday during lunch
Morning Detention - Every Tuesday and Thursday
ISS - Daily as needed by student affairs
SOS - Weekly as need by mentors

Evidence of Completion

Team Time Out Log
Lunch Detention Log
Morning Detention Log
Discipline Activity Log
SOS Mentor/Metnee Log

Facilitator:

Julie Powell

Participants:

Classroom Teachers, Assist. Principal - Julie Powell

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

Team Time Out Logs will be reviewed and kept for the school year to monitor student attendance. If students are repeatedly attending Team Time Out, more strict consequences will be given. Lunch Detention Logs will be reviewed and kept for the school year to monitor student attendance. If students do not appear for lunch detention, they will receive other consequences such as a discipline referral. Morning Detention Logs will be reviewed and kept for the school year to monitor student attendance. If students do not appear for morning detention, they will receive other consequences such as a discipline referral. ISS Discipline Logs will be reviewed and kept for the school year to monitor student attendance. Student attendance will be reviewed daily/weekly as needed and taken in consideration when deciding on future consequences. SOS Logs will be reviewed and kept for the school year to monitor when the mentors met with the students. Grades, discipline, and attendance will be reviewed weekly and taken into consideration when planning on future actions between mentor and mentee.

Person or Persons Responsible

Administration will monitor Team Time Out Logs for implementation. Betsy Alonso will monitor Lunch Detention Logs for implementation. Julie Powell and Tony Hayes will monitor Morning Detention Logs for implementation. Administration will monitor ISS Discipline Logs for implementation. Teacher Mentors and Julie Powell will monitor SOS Logs.

Target Dates or Schedule

Team Time Out will be monitored quarterly. Lunch Detention will be monitored two times per week. Morning Detention will be monitored two times per week. Iss Discipline Logs will be monitored daily. SOS Logs will be monitored weekly.

Evidence of Completion

Completed activity logs reviewed daily, weekly, quarterly, and yearly. The ISS logs will be kept on file for the following school year. SOS logs will be kept on file for the following school year.

Plan to Monitor Effectiveness of G1.B1.S1

Team Time Out - The number of students and the reoccurrence of similar students attending team time out will be tracked. The reason for attending team time out will also be documented. Lunch Detention - The amount of students and the reason for attending lunch detention will be documented. Students will be signed in and out when they arrive and depart lunch detention. Morning Detention - The amount of students and the reason for attending morning detention will be documented. Attendance will be documented. ISS - Student attendance, number of days, and the reason for attendance will be tracked. SOS- Each meeting time, what

Person or Persons Responsible

Team Leaders will collect, chart, and monitor Team Time Out Logs and share with administration. Betsy Alonso will collect, chart, and monitor the Lunch Detention Log and share with administration. Julie Powell and Tony Hayes will collect, chart, and monitor morning detention logs and documentation. Julie Powell, Betsy Alonso and Renee Glazier will collect, chart, and monitor the ISS Discipline Log. Julie Powell will collect and monitor the SOS Logs.

Target Dates or Schedule

Team leaders will review logs monthly with their respective team and plan for further implementation. Administration will review Lunch Detention and Morning Detention Logs on a weekly basis and plan for further implementation. Administration will review ISS Discipline Logs on a daily basis and plan for further implementation. Administration will review the SOS Logs as needed to plan for further interventions/implementation.

Evidence of Completion

Review of team time out, lunch detention, morning detention, and ISS logs will be held. Administration will discuss the effectiveness of the strategies that took place. A plan will be made to continue each procedure.

G1.B4 Limited staffing for ESE support

G1.B4.S1 Structured scheduling, ongoing monitoring of effectiveness, utilization of resource teacher

Action Step 1

Reduction of class sizes and utilization of state and local student data to guide instruction (focus on reading)

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Daily throughout the 2013-2014 school year

Evidence of Completion

Analysis of district CCE score, common classroom assessments, state test scores for ESE students

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Classroom walkthroughs, short formal observations, formal observations, analysis of student achievement data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the 2013-14 school year

Evidence of Completion

Documentation from walkthroughs, observations, student achievement data

Plan to Monitor Effectiveness of G1.B4.S1

Ongoing progress monitoring of student achievement data, analysis of ESE support schedule

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Ongoing throughout 2013-14 school year

Evidence of Completion

Student grades, student achievement data, comparison of ESE support schedule to student outcomes

G1.B5 Limited time for professional development and teacher collaboration.

G1.B5.S1 Provide professional development opportunities before and after school as well as during teacher's planning time. Weekly PLC Meetings on Wednesday mornings. Teachers utilizing planning time to observe effective instructional practices from peer teachers. Teacher leaders are trained in a specific area and then provide instruction to the staff during regular working hours.

Action Step 1

VLMS will offer professional development opportunities, PLC meetings, and planning opportunities to teachers before, during, and after school so that teachers can efficiently utilize their time.

Person or Persons Responsible

Administration will plan and schedule professional development opportunities and PLC meetings.

Target Dates or Schedule

Professional development will occur throughout the school year both before and after school. PLC meetings will be held every Wednesday morning during the school year for one hour. Teachers can take advantage of their planning time to attend a training or visit other teacher's classrooms to observe best practices.

Evidence of Completion

Inservice training records, minutes from meetings, and training information will be collected.

Facilitator:

Chris Engelhart

Participants:

Administrators Teachers Support Staff Other faculty (i.e. cafeteria, custodial) Guidance

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Inservice training records that show the teachers that registered and attended professional development trainings will be collected. PLC sign-in sheets will be utilized and collected.

Person or Persons Responsible

Marla Vest is the Site Inservice Representative for VLMS. She is responsible for registering trainings, collecting sign in sheets, and reporting all documents to the Curriculum, Staff, and Development Center (CSDC). PLC leaders will monitor sign-in sheets for PLC meetings and turn them in to administration at the end of the year.

Target Dates or Schedule

Inservice Record Sheets will be collected after each training and sent to CSDC within 5-7 days after the training. PLC sign-in sheets will be implemented each Wednesday and PLC leaders will keep the sign in sheets until the conclusion of the school year.

Evidence of Completion

CSDC will process the Inservice Record Sheets and participants can confirm completion of the trainings on PeopleSoft under All Learning. Administration will collect the PLC sign-in sheets and keep them on file.

Plan to Monitor Effectiveness of G1.B5.S1

Inservice Record Sheets will be kept on file as well as PLC meeting sign-in sheets.

Person or Persons Responsible

Marla Vest, the Site Inservice Representative will keep the Inservice Record Sheets on file. PLC leaders and administration will keep the PLC meeting sign-in sheets on file.

Target Dates or Schedule

At the conclusion of each training, the Inservice Record sheets will be collected. At each PLC meeting, the sign-in sheets will be collected and then given to administration at the conclusion of the school year.

Evidence of Completion

The amount of teachers/staff members that attended the trainings will be collected. The attendance at PLC meetings will be collected.

Coordination and Integration

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

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

Title I Part A:

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for theyear. School improvement plans are written to ensure comppliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I Part C - Migrant:

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I Part D:

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the needs of students returning back to thier assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services have the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling servies through Ruth Cooper and the Lucheran Service ; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop thier vocational skill.

Title II:

Title I coordinates with other programs funded under NCLB through the SIP process. Within this plan, schools complete a Professional Development Plan (PDP) in collaboration with Title II. The PDP is concentrated in reading, math, science, and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and administroators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III:

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X Homeless:

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same servies for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who

attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and /or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI):

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs:

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutritional Programs:

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.**G1.B1 Discipline**

G1.B1.S1 VLMS hosts a varities of in-house discipline procedures including team time-out, lunch detention, morning detention, an alternative-to-suspension program, and in-school suspension. When students misbehave in class, as a second "consequence", they are sent to another teacher on the team. This is called team time-out. During team time-out, the student completes their class assignments. When students recieve a number of citations, they attend lunch detention. This is held during thier lunch. The purpose of lunch detention is for students to eat lunch in a quiet/supervised area and then are dismissed back to class with their current teacher, therefore, not missing any class time. When students recieve a number of citations, they attend morning detention. This is held before school. This has been established to reduce missed class time and is part of the school's alternative-to-suspension program. When students attend In-School Suspension (ISS) they will be responsible for all missed work. The teachers are asked to send work to the ISS classroom. They will also participate in TeenBiz, FCAT Explorer, FCAT skill builders, and writing prompts during thier time in ISS when thier make-up work is complete. VLMS also provides a Save One Student (SOS) program where faculty/staff mentors select a student that frequently has discipline issues. The mentor meets with the student once per week to discuss behavior, grades, and attendance.

PD Opportunity 1

Team Time Out - Students will be monitored in a classroom setting that is different from where they were being disruptive. Lunch Detention - Students will be monitored by school personnel in the lunch detention room while they eat lunch during thier lunch time. Morning Detention - Students will be monitored by school personnel in the detention room while they work on reading, mathematics, and writing activities. ISS - Students will be monitored by school personnel in the ISS classroom while they complete classwork and/or other school related activities. SOS - Students meet with mentors on a weekly basis to discuss grades, discipline, and attendance.

Facilitator

Julie Powell

Participants

Classroom Teachers, Assist. Principal - Julie Powell

Target Dates or Schedule

Team Time Out - Daily as needed by classroom teachers
 Lunch Detention - Every Tuesday and Thursday during lunch
 Morning Detention - Every Tuesday and Thursday
 ISS - Daily as needed by student affairs
 SOS - Weekly as need by mentors

Evidence of Completion

Team Time Out Log
 Lunch Detention Log
 Morning Detention Log
 Discipline Activity Log
 SOS Mentor/Metnee Log

G1.B5 Limited time for professional development and teacher collaboration.

G1.B5.S1 Provide professional development opportunities before and after school as well as during teacher's planning time. Weekly PLC Meetings on Wednesday mornings. Teachers utilizing planning time to observe effective instructional practices from peer teachers. Teacher leaders are trained in a specific area and then provide instruction to the staff during regular working hours.

PD Opportunity 1

VLMS will offer professional development opportunities, PLC meetings, and planning opportunities to teachers before, during, and after school so that teachers can efficiently utilize their time.

Facilitator

Chris Engelhart

Participants

Administrators Teachers Support Staff Other faculty (i.e. cafeteria, custodial) Guidance

Target Dates or Schedule

Professional development will occur throughout the school year both before and after school. PLC meetings will be held every Wednesday morning during the school year for one hour. Teachers can take advantage of their planning time to attend a training or visit other teacher's classrooms to observe best practices.

Evidence of Completion

Inservice training records, minutes from meetings, and training information will be collected.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	\$209,577
	Total	\$209,577

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
Safe Schools	\$5,063	\$0	\$5,063
Title I	\$169,386	\$35,128	\$204,514
Total	\$174,449	\$35,128	\$209,577

Budget Details

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.**G1.B1 Discipline**

G1.B1.S1 VLMS hosts a varities of in-house discipline procedures including team time-out, lunch detention, morning detention, an alternative-to-suspension program, and in-school suspension. When students misbehave in class, as a second "consequence", they are sent to another teacher on the team. This is called team time-out. During team time-out, the student completes their class assignments. When students recieve a number of citations, they attend lunch detention. This is held during thier lunch. The purpose of lunch detention is for students to eat lunch in a quiet/supervised area and then are dismissed back to class with their current teacher, therefore, not missing any class time. When students recieve a number of citations, they attend morning detention. This is held before school. This has been established to reduce missed class time and is part of the school's alternative-to-suspension program. When students attend In-School Suspension (ISS) they will be responsible for all missed work. The teachers are asked to send work to the ISS classroom. They will also participate in TeenBiz, FCAT Explorer, FCAT skill builders, and writing prompts during thier time in ISS when thier make-up work is complete. VLMS also provides a Save One Student (SOS) program where faculty/staff mentors select a student that frequently has discipline issues. The mentor meets with the student once per week to discuss behavior, grades, and attendance.

Action Step 1

Team Time Out - Students will be monitored in a classroom setting that is different from where they were being disruptive. Lunch Detention - Students will be monitored by school personnel in the lunch detention room while they eat lunch during thier lunch time. Morning Detention - Students will be monitored by school personnel in the detention room while they work on reading, mathematics, and writing activities. ISS - Students will be monitored by school personnel in the ISS classroom while they complete classwork and/or other school related activities. SOS - Students meet with mentors on a weekly basis to discuss grades, discipline, and attendance.

Resource Type

Evidence-Based Program

Resource

Morning detention resources

Funding Source

Safe Schools

Amount Needed

\$5,063

G1.B4 Limited staffing for ESE support

G1.B4.S1 Structured scheduling, ongoing monitoring of effectiveness, utilization of resource teacher

Action Step 1

Reduction of class sizes and utilization of state and local student data to guide instruction (focus on reading)

Resource Type

Evidence-Based Program

Resource

Data coach, 2 reading teachers, IA support

Funding Source

Title I

Amount Needed

\$169,386

G1.B5 Limited time for professional development and teacher collaboration.

G1.B5.S1 Provide professional development opportunities before and after school as well as during teacher's planning time. Weekly PLC Meetings on Wednesday mornings. Teachers utilizing planning time to observe effective instructional practices from peer teachers. Teacher leaders are trained in a specific area and then provide instruction to the staff during regular working hours.

Action Step 1

VLMS will offer professional development opportunities, PLC meetings, and planning opportunities to teachers before, during, and after school so that teachers can efficiently utilize their time.

Resource Type

Personnel

Resource

Supplemental contracts for data analysis, lesson study, and professional learning community meetings

Funding Source

Title I

Amount Needed

\$35,128