



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Caloosa Middle School

610 DEL PRADO BLVD S

Cape Coral, FL 33990

239-574-3232

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

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 73%
Alternative/ESE Center No	Charter School No	Minority Rate 46%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Caloosa Middle School

Principal

Ann Cole

School Advisory Council chair

Lori Ramey

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

Name	Title
Dr. Ann Cole	Principal
Dr. Keneth Best	AP
Dr. Pamela L Rader	APC
Bess McNamara	Reading Coach
Nestor Avila	Counselor
Katie Hammond	Counselor

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

- Ramey, Lori - SAC Chair - Parent
- Clare, Arvella - DAC -Parent
- Tikka, Ann DAC - Teacher
- Martinez, Charleen - Teacher
- Cano, Eleazar - Support Staff
- Garcia, Norma - Support Staff
- Striano, Tony - Community
- Cole, Dr. Ann - Principal
- Johnson, Jay - Business
- Sabella, Dr. Russ -Community
- Schirmer, Steve - Community

Goldstein, Jason - Parent
Lang, D. Nicole - Community
Parker, Mary - Community
Rader, Pamela - Assistant Principal Curriculum

Involvement of the SAC in the development of the SIP

Review school data
Review and provide input into three goals
Provide input into Mission and Vision
Support continuous improvement initiatives

Activities of the SAC for the upcoming school year

Review and approve SIP
Review school data
Review progress toward school goals

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

Title II Funds: 5849
Cooperative Learning/Engagement Strategies-1,000
Writing training - 500.
Team Teaching - 500.
Common Core -3, 849.

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:

Ann Cole		
Principal	Years as Administrator: 10	Years at Current School: 4
Credentials	BS in Business Administration and Management, MS in School Counseling, and Ph.D. in Leadership Florida Certifications: Educational Leadership (All Levels) and Guidance and Counseling (Pre- K - 12)and School Principal (All Levels)	
Performance Record	Principal of Caloosa Middle School in 2010-11. Grade A. Principal of Caloosa Middle School in 2011-Current.	

Keneth Best		
Asst Principal	Years as Administrator: 11	Years at Current School: 3
Credentials	BA in Political Science, MS in Educational Leadership, and Ph.D in Organizational Leadership Florida Certifications: Elementary (1-6), Educational Leadership (All Levels), and School Principal (All Levels)	
Performance Record	Assistant Principal of Skyline Elementary in 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11. Assistant Principal of Caloosa Middle School in 2011-current.	

Pamela L Rader		
Asst Principal	Years as Administrator: 9	Years at Current School: 2
Credentials	BA in Elementary Education, MS in Educational Leadership, MS in Curriculum and Instruction, and Ed.D in Leadership and Administration Florida Certifications: Educational Leadership, (all Levels), Elementary Education, (grades K - 6), English, (grades 5 - 9), Reading, Endorsement	
Performance Record	Florida Literacy and Reading Excellence (FLaRE - FLDOE) Region IV Coordinator 2005-2009. Assistant Principal of Lehigh Senior High School 2009-2011, Associate Regional Executive Director (FLDOE) 2011-2012, Assistant Principal of Caloosa Middle School 2012- current.	

Instructional Coaches

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

Instructional Coach Information:

Bess McNamara

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

Reading/Literacy

Credentials

English 6-12
Reading Endorsement
ESOL Endorsement

Performance Record

Highly Effective 2012-2013

Classroom Teachers

of classroom teachers

53

receiving effective rating or higher

53, 100%

Highly Qualified Teachers

94%

certified in-field

50, 94%

ESOL endorsed

18, 34%

reading endorsed

12, 23%

with advanced degrees

2, 4%

National Board Certified

2, 4%

first-year teachers

2, 4%

with 1-5 years of experience

26, 49%

with 6-14 years of experience

12, 23%

with 15 or more years of experience

13, 25%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The Admin Team will work with department heads and team leaders to recruit potential candidates from the applicant pool, mentor effective teachers to reach their full potential, and provide needed professional development as needed on individual bases. The Admin Team will work with the district and their initiative of 360 leadership to identify strengths within our faculty to insure teachers are correctly utilizing their full potential and focusing upon their personal strengths.

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

Teachers new to Lee County are paired with a mentor teacher that has been trained to support them through the APPLES program. During the year they will provide support to include:

Support teachers with Apples Program requirements.

Partner during Professional Development opportunities which include trainings, coursework, and certification exams to meet district, state and federal requirements.

Provide feedback/support during observations of classroom work.

Keep teachers informed of district and school expectations.

Partner for feedback/support during PLC's, department meetings, and content meetings.

Provide support/materials/guidance during planned meetings with mentors, mentees, and Administration.

Provide support for norms of school, district and state as needed.

During the 2013-2014 School Year the following Teachers have been provided support:

Taylor Ashby supported by Elizabeth Kozak

Carmen Morales supported by Shannon Grant

Melissa Taylor supported by Ann Tikka

Deanna McNamara supported by Jody Chilton

Mariland Scoinick supported by Amy McCarthy

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 Rtl Problem-Solving Team at Caloosa Middle School meets on an as needed basis to analyze school and /or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five step problem solving process as outlined in the district's Response to Intervention Manual.

The roles of each team member are as follows:

Classroom Teachers

- Keep ongoing progress notes in a Rtl folder (FAIR, curriculum assessments, FCAT scores, work samples, anecdotes) to be filed in cumulative folder at end of each school year or if transferring/withdrawing
- Attend Rtl meetings to collaborate on and monitor students who are struggling
- Implement interventions designed by Rtl Team for students receiving supplemental and intensive supports
- Deliver instructional interventions with fidelity

Reading Coach:

- Attend Rtl Meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes and anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Principal/ Assistant Principal

- Facilitate implementation of the Rtl problem-solving process at Caloosa
- Provide or coordinate valuable and continuous professional development
- Assign Para-professionals to support Rtl implementations when possible
- Attend Rtl Team Meetings to be active in the Rtl change process
- Conduct classroom Walk-Throughs to monitor fidelity.

Guidance Counselor

- Often Rtl Team Facilitators
- Schedule and attend Rtl meetings
- Maintain log of all students involved in the Rtl process
- Send parent invites

Complete necessary RTi forms

School Psychologist

- Attend Rtl Meetings on some students receiving supplemental supports and on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review and interpret progress monitoring data
- Collaborate with Rtl Team on effective instruction and specific interventions
- Incorporate Rtl data when guiding a possible ESE referral and when making eligibility decisions.

Speech /Language Pathologist

- Attend Rtl meetings for specific Tier 2 & 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions.
- Assist with Tier 2&3 interventions through collaboration, training, and or direct student contact
- Incorporate Rtl data when guiding a possible Speech/Language referral & when making eligibility decisions.

ESE/Staffing Specialist

- Consult with Rtl Team regarding intensive interventions
- Incorporate Rtl data when making eligibility decisions

Literacy Leadership Team (LLT)

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the Rtl Problem-solving process is used in developing and implementing the SIP?

Social Worker

- Attend Rtl meetings when requested
- Conduct social-developmental history interviews and share with Rtl Team

ESOL/ELL Representative

- Attend all Rtl meetings for identified ESOL/ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

School Nurse

- Attend Rtl Meetings when requested (medical and/or health issues)
- Serve as a liaison regarding Medical/Health information and /or issues.

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

The RTI Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the students response to current interventions, curricula, and school systems.

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

The Lee County School District has developed a comprehensive training and support plan for schools. District level support personnel have been hired to sustain the implementation of the Rtl problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

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

Caloosa Middle School utilizes the district adopted data management system, Pinnacle Analytics. 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

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

The Lee County School District has developed a comprehensive training and support plan for schools. District level support personnel have been hired to sustain the implementation of the Rtl problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies, and are provided on-going staff development training regarding the Rtl problem-solving process and research based practices to support the academic and behavioral needs of students within a multi-tiered student support system.

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:

N/A

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Ann Cole	Principal
McNamara	Reading Coach
Pierson	Department Head
Kozak	Science/ESE/AVID
Page	Department Head
Wibbles	8th
Liles	8th
Legro	Department Head
Seif	ESE
Earhardt	ESE
Ashby	ESE
Massie	7th
McNamara	6th
Ealey	ESE/AVID
Pierce	6th
Lombardo	6th
Dr Pamela L Rader	APC

How the school-based LLT functions

The LLT will be comprised of administration, reading teachers, reading coach, department heads and any other individual that chooses to participate. (Named above). The LLT will meet at least once a

month. The LLT will help support school, department, and individual teacher/student goals. The LLT will collect and analyze data to help with obtaining a school grade of A and focusing on learning gains.

Major initiatives of the LLT

The major initiatives of the LLT will be: integrating technology into all classrooms, reading across the curriculum, writing across the curriculum, making a school grade of an A over an extended period of time as we understand this will be a process, and focusing on learning gains.

Every Teacher Contributes to Reading Instruction

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

Professional development will be made available to teach literacy strategies to all teachers. Individuals will share strategies at faculty meetings, department meetings, and/or leadership meetings. Common Planning time and PLC's will be used for teachers to work together to build lesson plans, common assessments, and strategic activities based on strategies learned.

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

N/A

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

Caloosa Middle School is an AVID school that offers AVID as an elective course taken during the school day for our 8th grade students and an introduction to Middle School with an AVID based elective for 6th grade students. Students are selected to enroll in an AVID class in 8th grade after an application process. For one class period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college/high school tutors, and participate in enrichment and motivational activities that make college seem attainable. Students enrolled in AVID are typically required to enroll in at least one of their school's toughest classes, such as an advanced class, in addition to the AVID elective. As students progress in AVID, their self-images improve, and they become academically successful leaders and role models for other students. The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization and reading. AVID curriculum is used in AVID elective classes and in content-area classes (English language arts, math, science, and social studies) in AVID schools.

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

All 6th grade students participate in the 6th grade transition course to assist with elective courses for the remainder of their middle school career. During 6th - 8th grades they take a careers class that is required before high school. In addition students are provided with opportunities to choose electives with the support of guidance and the Assistant Principal of Curriculum.

Strategies for improving student readiness for the public postsecondary level

N/A

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	72%
American Indian				
Asian	73%	76%	Yes	75%
Black/African American	63%	40%	No	66%
Hispanic	63%	53%	No	67%
White	71%	69%	No	74%
English language learners	28%	26%	No	36%
Students with disabilities	40%	27%	No	46%
Economically disadvantaged	63%	51%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	236	27%	32%
Students scoring at or above Achievement Level 4	269	31%	35%

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>		67%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		1%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	581	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	507	56%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		33%
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]		25%
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]		17%

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	171	58%	62%
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	68%	57%	No	72%
American Indian				
Asian	76%	83%	Yes	78%
Black/African American	56%	30%	No	60%
Hispanic	67%	50%	No	70%
White	71%	59%	No	74%
English language learners	38%	20%	No	44%
Students with disabilities	40%	22%	No	46%
Economically disadvantaged	65%	49%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	233	25%	30%
Students scoring at or above Achievement Level 4	238	26%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		78%
Students scoring at or above Level 7	[data excluded for privacy reasons]		22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	516	57%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	544	60%	63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	635	30%	70%
Middle school performance on high school EOC and industry certifications	630	99%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	44%	40%
Students scoring at or above Achievement Level 4	81	56%	60%

Geometry End-of-Course (EOC) Assessment

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

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	67	23%	26%
Students scoring at or above Achievement Level 4	73	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

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)	6		10
Participation in STEM-related experiences provided for students	162	18%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	669	74%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	96	100%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	0%
Students taking CTE industry certification exams	604	90%	0%
Passing rate (%) for students who take CTE industry certification exams		89%	0%
CTE program concentrators			0%
CTE teachers holding appropriate industry certifications	3	5%	0%

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	141	16%	15%
Students who fail a mathematics course	38	4%	4%
Students who fail an English Language Arts course	27	3%	3%
Students who fail two or more courses in any subject	68	7%	7%
Students who receive two or more behavior referrals	268	30%	27%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	99	11%	9%

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

Caloosa Middle School will provide opportunities for parents to collaborate in the learning of our students via support from the website, campus visits, or various communications from teachers, guidance, and administration.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of (student/parental population) contacts on website	5686	62%	65%
Number of parental volunteers/visitors	1893	21%	23%
Number of parental contacts via castle - Baseline year 2014	N/A	N/A%	N/A%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

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

- G1.** Increase student achievement gains school-wide by increasing the rigor and relevance of teaching.
- G2.** Increase student achievement gains school-wide by focusing on writing within all content areas.
- G3.** Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices and rigorous student learning.

Goals Detail

G1. Increase student achievement gains school-wide by increasing the rigor and relevance of teaching.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Unit Plans
- AVID Binders/AVID School Wide
- PBS
- Process/Procedures - Expectations School Wide

- Castle
- Project Based Assessments
- Clubs Connected to Content - hold students accountable
- Cornell Notes
- Academic Plan

Targeted Barriers to Achieving the Goal

- Teen Biz is not being utilized at full capacity
- Many initiatives/time to "own" them (Team Teaching)

Plan to Monitor Progress Toward the Goal

Teen Biz data will show steady increase in students reading level, comprehension, and accuracy.

Person or Persons Responsible

The Admin Team

Target Dates or Schedule:

13-14 School Year

Evidence of Completion:

Teen Biz reports, Reflections

G2. Increase student achievement gains school-wide by focusing on writing within all content areas.**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Literacy Model in some grades
- Writing Portfolio
- Check for 3
- Science Fair/Research Paper

- Lab - Write Ups
- Reading Logs/Choice Journal Logs
- Focused Note Taking (Cornell Notes) - Summary
- Flow Charts - Graphic Organizers
- "W" of WICOR

Targeted Barriers to Achieving the Goal

- All content areas are not adding to the writing portfolio
- Writers Workshop is not being utilized in all literacy classrooms with fidelity
- Teachers in all content areas need to require an extended response at a minimum of once per quarter

Plan to Monitor Progress Toward the Goal

Teachers unit/lesson plans, reflections, walk-through data will show evidence of collaboration and implementation of best practices provided in PLC's and PD during the 2013-2014 school year.

Person or Persons Responsible

Admin Team

Target Dates or Schedule:

13-14 School Year

Evidence of Completion:

Unit/Lesson Plans, Reflections, Walk-through Data

G3. Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices and rigorous student learning.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School 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

- PD/PLC time to meet
- District and State professionals to provide PD
- Text/Multi-Media for focused PLC

- Data Collection/Resources provided by the District - Performance Matters
- Open Classrooms to observe Best Practice
- Site Visits
- AVID
- PBS
- WICOR

Targeted Barriers to Achieving the Goal

- Misunderstanding/Fear of Data
- Consistency of process/procedures

Plan to Monitor Progress Toward the Goal

Teachers unit/lesson plans, reflections, walk-through data will show evidence of collaboration and implementation of best practices provided in PLC's and PD during the 2013-2014 school year.

Person or Persons Responsible

Admin Team

Target Dates or Schedule:

13-14 school year

Evidence of Completion:

Walk-through Data, Units/Lesson Plans, Reflections

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by increasing the rigor and relevance of teaching.

G1.B4 Teen Biz is not being utilized at full capacity

G1.B4.S1 Teen Biz Lab for Science/SS teachers

Action Step 1

Provide model lessons for Science/SS teachers in lab

Person or Persons Responsible

Ms. Chakin

Target Dates or Schedule

By-Weekly

Evidence of Completion

calendar

Facilitator:

MS Chakin in Teen Biz Lab for SS/Science teachers

Participants:

Science/SS Teachers/Students

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

Meet to review data from Teen Biz to review progress and make changes to instruction as needed.

Person or Persons Responsible

Dr. Rader/Ms. McNamara/Ms. Chakin

Target Dates or Schedule

Monthly (By-weekly with McNamara and Chakin)

Evidence of Completion

Change in Labs, Reflections, Data chats

Plan to Monitor Effectiveness of G1.B4.S1

Meet with Ms. Chakin monthly to discuss progress of data, changes being made, and reflections being submitted each week based on instruction.

Person or Persons Responsible

Dr. Rader/Ms. McNamara

Target Dates or Schedule

Monthly

Evidence of Completion

Reflections, Data Chats, Teen Biz reports

G1.B4.S2 Reading Teachers commit to 4 minimum per month

Action Step 1

Commit to completing a minimum of four Teen Biz articles per month during small group activities

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Teen Biz reports

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Teachers will share Teen Biz reports during department meetings, discuss areas of concerns, celebrate areas of strength and make a plan for support based on data

Person or Persons Responsible

Ms. McNamara/Ms. Pierson

Target Dates or Schedule

Department Meetings

Evidence of Completion

Department Minutes

Plan to Monitor Effectiveness of G1.B4.S2

Review department minutes, Teen Biz data, and identify additional areas for support.

Person or Persons Responsible

Dr. Rader/Ms. McNamara

Target Dates or Schedule

Data Chats

Evidence of Completion

Minutes from meetings, Outlook calendar

G1.B4.S3 Focus on Writing Component within Teen Biz

Action Step 1

Provide PD on Writing Component within Teen Biz and how LA and Reading teachers can utilize in their classroom to support Literacy

Person or Persons Responsible

Ms. Pierson/Ms. McNamara

Target Dates or Schedule

During PLC/Department Meeting

Evidence of Completion

Minutes from meeting

Facilitator:

Ms. McNamara/Ms. Pierson

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Support the fidelity of Teen Biz use in the classroom, discuss ways to use this resource in small groups, and provide support as needed on individual basis.

Person or Persons Responsible

Dr. Rader/ Ms. McNamara/Ms. Pierson

Target Dates or Schedule

Classroom support, department meetings, PLC's and unit of study planning

Evidence of Completion

Minutes from meetings, Reflections, Units/Lesson Plans

Plan to Monitor Effectiveness of G1.B4.S3

Facilitate collaboration efforts within the team to identify appropriate opportunities to utilize the program, analyze data, and determine next steps for instruction

Person or Persons Responsible

Dr. Rader/Ms. McNamara/ Ms. Pierson

Target Dates or Schedule

Classroom support, PLC's, Unit/Lesson Planning, Department Meetings

Evidence of Completion

Units/Lesson Plans, Reflections, PLC documentation, Department minutes

G2. Increase student achievement gains school-wide by focusing on writing within all content areas.

G2.B1 All content areas are not adding to the writing portfolio

G2.B1.S1 PD on Writing Across all Content Areas

Action Step 1

Provide PD on How to Support Literacy in all Content Areas

Person or Persons Responsible

Content Leaders

Target Dates or Schedule

9/11/13 - end of year

Evidence of Completion

Calendar of PD, Reflections, Units/Lesson Plans

Facilitator:

Content Leaders starting 9/11-end of year How to Teach Thinking Skills Within the Common Core

Participants:

Teachers

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

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person or Persons Responsible

Admin/Department/Team Leaders

Target Dates or Schedule

PLC's/Department/Team Meetings

Evidence of Completion

Units/Lesson Plans, Reflections, Minutes from Meetings

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person or Persons Responsible

Admin/Team/Department Leaders

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Team/Department Meetings, Reflections, Unit/Lesson Plans

G2.B1.S2 Literacy Leaders work with Content Teachers in PLC's/Department meetings to identify specific writing task appropriate for their grade/content

Action Step 1

Provide small group PD with content teachers to identify specific writing task appropriate for their grade/content

Person or Persons Responsible

Literacy Leaders

Target Dates or Schedule

PLC's/Department Meetings

Evidence of Completion

PD calendar, updated Units/Lesson Plans, Reflections

Facilitator:

Literacy Leaders

Participants:

Content Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Teachers will provide documentation of appropriate writing task for specific grade/content based on PD provided by Literacy Leaders

Person or Persons Responsible

Admin Team

Target Dates or Schedule

PLC/Department Meetings

Evidence of Completion

Reflections, Unit/Lesson Plans, PLC documentation, Department minutes

Plan to Monitor Effectiveness of G2.B1.S2

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person or Persons Responsible

Admin Team

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Units/Lesson Plans, Reflections, PLC documentation

G2.B4 Writers Workshop is not being utilized in all literacy classrooms with fidelity

G2.B4.S1 Literacy Teachers work collaboratively to identify key components of The Writers Workshop

Action Step 1

Attend District Training for scoring writing prompts, provide training to the literacy team, develop a plan for scoring writing prompts

Person or Persons Responsible

Ms. Page

Target Dates or Schedule

9/18/13-11/30/13

Evidence of Completion

PD record, Sign in sheets,

Facilitator:

Ms. Page/Legro/Rader

Participants:

Teachers

Action Step 2

Attend Training, analyze students writing, create a plan to support areas of need

Person or Persons Responsible

Literacy Team

Target Dates or Schedule

9/18/13-end of year

Evidence of Completion

PD record, Sign-in Sheet, Reflections, Unit/Lesson Plans

Facilitator:

Ms. Page/Dr. Rader

Participants:

Literacy Team

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

Analyze students work samples to identify focus areas for support

Person or Persons Responsible

Admin Team/Department Heads

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Unit/Lesson Plans, Reflections, Department Meetings

Plan to Monitor Effectiveness of G2.B4.S1

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person or Persons Responsible

Admin Team

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Units/Lesson Plans, Reflections, Walk-through Data

G2.B4.S3 Literacy teachers work together to create Units of Study that utilize the Writers Workshop with fidelity

Action Step 1

Collaborate to create Units of Study that utilize the Writers Workshop with fidelity. A focus on introduction of concepts at the 6th grade level, reinforcement at 7th grade and mastery in 8th when appropriate.

Person or Persons Responsible

Literacy teachers

Target Dates or Schedule

Team Planning/Department Meetings/PLC's

Evidence of Completion

Units of Study

Plan to Monitor Fidelity of Implementation of G2.B4.S3

Facilitate the collaboration efforts of Literacy teachers as they create Units of Study that utilize the Writers Workshop with fidelity.

Person or Persons Responsible

Admin Team/Literacy Leaders

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Unit of Study, Reflection

Plan to Monitor Effectiveness of G2.B4.S3

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person or Persons Responsible

Admin Team

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Units/Lesson Plans, Reflections, Walk-through Data

G2.B5 Teachers in all content areas need to require an extended response at a minimum of once per quarter

G2.B5.S2 Content areas will work together to create extended response opportunities for students so they are being exposed weekly. (once per quarter for each content area)

Action Step 1

Content teachers will create extended response opportunities for assessments/checks for understanding.

Person or Persons Responsible

Content Teachers

Target Dates or Schedule

PLC's/PD

Evidence of Completion

Assessments/Checks for Understanding

Facilitator:

Literacy Leaders/Admin/Department Heads

Participants:

Content Teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S2

Content teachers will analyze data from assessments/checks for understanding, make adjustments to instruction, re-teach, or accelerate learning as identified through data

Person or Persons Responsible

Admin Team/Department Heads

Target Dates or Schedule

PLC's/PD

Evidence of Completion

PLC/PD evidence, Reflections, Assessments/Checks for Understanding

Plan to Monitor Effectiveness of G2.B5.S2

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person or Persons Responsible

Admin Team/Department Heads

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Units/Lesson Plans, Reflections, Walk-through Data

G2.B5.S5 Literacy Leaders analyze data to identify school-wide focus for support based on data and share strategies with all content teachers in small group PD All teachers focus on Analyze the Source, Understanding, and Reason

Action Step 1

Analyze Student data to identify school-wide/grade level focus and develop a plan for support/strategies to share with all content teachers in small group PD All teachers focus on Analyze the source, Understanding, and Reason

Person or Persons Responsible

Literacy Leaders

Target Dates or Schedule

13-14 School Year - PLC's/PD

Evidence of Completion

PLC/PD Evidence, PD Calendar

Facilitator:

Literacy Leaders

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S5

Teachers will discuss implementation during department meetings, identify areas of concern, make a plan for support, and celebrate success based on data.

Person or Persons Responsible

Admin Team/Literacy Leaders/Department Heads

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Data Monitoring, Reflections, Assessments/Checks for Understanding

Plan to Monitor Effectiveness of G2.B5.S5

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, assessments and reflect on teaching and learning

Person or Persons Responsible

Admin Team

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Units/Lesson Plans, Assessments, Reflections, Walk-through Data

G3. Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices and rigorous student learning.

G3.B4 Misunderstanding/Fear of Data

G3.B4.S1 Individual Teacher data chats

Action Step 1

Will meet individually with teachers to discuss student data/way of work at CMS

Person or Persons Responsible

Dr. Cole/ Dr. Rader

Target Dates or Schedule

8/19-9/30

Evidence of Completion

Outlook Calendar

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Reflect on individual conversations/goals set by teachers

Person or Persons Responsible

Admin Team

Target Dates or Schedule

9/30/13

Evidence of Completion

Teacher Goals/PDP

Plan to Monitor Effectiveness of G3.B4.S1

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person or Persons Responsible

Admin Team

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Walk-through Data, Units/Lesson Plans, Reflections

G3.B4.S3 PD on Performance Matters

Action Step 1

Data Leaders will offer opportunities for Small Group PD in Performance Matters to understand different components of data collection/monitoring throughout the year.

Person or Persons Responsible

Data Leader

Target Dates or Schedule

PD on Wednesday - Small Groups Open Sessions - Invitations Department/Team Meetings

Evidence of Completion

Outlook Calendar, sign-in sheets

Facilitator:

Data Leaders

Participants:

Teachers/Teams

Plan to Monitor Fidelity of Implementation of G3.B4.S3

Participate in data conversations during small group PD about Performance Matters and how to utilize program to collect/monitor data

Person or Persons Responsible

Admin Team, Data Leaders

Target Dates or Schedule

13-14 School Year

Evidence of Completion

outlook calendar, sign-in sheets, reflections, Units/Lesson plans

Plan to Monitor Effectiveness of G3.B4.S3

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person or Persons Responsible

Admin Team

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Lesson/Unit Plans, Reflections, Walk-through Data

G3.B4.S5 Pilot district Castle Program

Action Step 1

Provide PD to Team Leaders, Department Heads and Data Leaders in the building to begin practicing and playing with the system to understand how it works

Person or Persons Responsible

Admin Team

Target Dates or Schedule

First 30 Days of School

Evidence of Completion

Castle usage

Facilitator:

Admin Team

Participants:

Team Leaders, Department Heads and Data Leaders

Plan to Monitor Fidelity of Implementation of G3.B4.S5

Provide opportunity for Department, Team Leaders, Data Leaders to share input for improvements of system

Person or Persons Responsible

Admin Team

Target Dates or Schedule

First 60 days of school

Evidence of Completion

Changes in Castle, Emails

Plan to Monitor Effectiveness of G3.B4.S5

Monitor use of Castle within school for communication within school, parent contact documentation, student support, and accommodations

Person or Persons Responsible

Admin Team, Team Leaders, Department Heads, Data Leaders

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Castle usage, updates, input from faculty

G3.B9 Consistency of process/procedures

G3.B9.S4 PLC's will establish and adhere to protocols and procedures

Action Step 1

Establish norms for meetings, mission, visions, and belief statements.

Person or Persons Responsible

Admin, Team/Department Leaders

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Norms for teams, departments, and PLC's, Mission, Vision, and Belief Statement

Facilitator:

Admin, Department/Team Leaders

Participants:

Teachers/Teams/Departments

Plan to Monitor Fidelity of Implementation of G3.B9.S4

PLC's will provide evidence during each meeting that supports the focus of that weeks meeting and provide that to the Admin Team for documentation of their work

Person or Persons Responsible

Admin Team

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Book Study, Planned Meetings - Outlook Calendar, Evidence created at each meeting

Plan to Monitor Effectiveness of G3.B9.S4

Teachers will use data to drive instruction, work collaboratively to create units of study/lesson plans, and reflect on teaching and learning

Person or Persons Responsible

The Admin Team

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Outlook Calendar, Teacher Reflections, Units of Study/Lesson Plans showing implementation

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

Cooperative Learning/Engagement Strategies - 1000.

Writing Training - 500.

Team Teaching - 500.

Common Core - 3849

FY14 Title II-A School Allocation Amount: 5849

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 increasing the rigor and relevance of teaching.

G1.B4 Teen Biz is not being utilized at full capacity

G1.B4.S1 Teen Biz Lab for Science/SS teachers

PD Opportunity 1

Provide model lessons for Science/SS teachers in lab

Facilitator

MS Chakin in Teen Biz Lab for SS/Science teachers

Participants

Science/SS Teachers/Students

Target Dates or Schedule

By-Weekly

Evidence of Completion

calendar

G1.B4.S3 Focus on Writing Component within Teen Biz

PD Opportunity 1

Provide PD on Writing Component within Teen Biz and how LA and Reading teachers can utilize in their classroom to support Literacy

Facilitator

Ms. McNamara/Ms. Pierson

Participants

Teachers

Target Dates or Schedule

During PLC/Department Meeting

Evidence of Completion

Minutes from meeting

G2. Increase student achievement gains school-wide by focusing on writing within all content areas.

G2.B1 All content areas are not adding to the writing portfolio

G2.B1.S1 PD on Writing Across all Content Areas

PD Opportunity 1

Provide PD on How to Support Literacy in all Content Areas

Facilitator

Content Leaders starting 9/11-end of year How to Teach Thinking Skills Within the Common Core

Participants

Teachers

Target Dates or Schedule

9/11/13 - end of year

Evidence of Completion

Calendar of PD, Reflections, Units/Lesson Plans

G2.B1.S2 Literacy Leaders work with Content Teachers in PLC's/Department meetings to identify specific writing task appropriate for their grade/content

PD Opportunity 1

Provide small group PD with content teachers to identify specific writing task appropriate for their grade/content

Facilitator

Literacy Leaders

Participants

Content Teachers

Target Dates or Schedule

PLC's/Department Meetings

Evidence of Completion

PD calendar, updated Units/Lesson Plans, Reflections

G2.B4 Writers Workshop is not being utilized in all literacy classrooms with fidelity

G2.B4.S1 Literacy Teachers work collaboratively to identify key components of The Writers Workshop

PD Opportunity 1

Attend District Training for scoring writing prompts, provide training to the literacy team, develop a plan for scoring writing prompts

Facilitator

Ms. Page/Legro/Rader

Participants

Teachers

Target Dates or Schedule

9/18/13-11/30/13

Evidence of Completion

PD record, Sign in sheets,

PD Opportunity 2

Attend Training, analyze students writing, create a plan to support areas of need

Facilitator

Ms. Page/Dr. Rader

Participants

Literacy Team

Target Dates or Schedule

9/18/13-end of year

Evidence of Completion

PD record, Sign-in Sheet, Reflections, Unit/Lesson Plans

G2.B5 Teachers in all content areas need to require an extended response at a minimum of once per quarter

G2.B5.S2 Content areas will work together to create extended response opportunities for students so they are being exposed weekly. (once per quarter for each content area)

PD Opportunity 1

Content teachers will create extended response opportunities for assessments/checks for understanding.

Facilitator

Literacy Leaders/Admin/Department Heads

Participants

Content Teachers

Target Dates or Schedule

PLC's/PD

Evidence of Completion

Assessments/Checks for Understanding

G2.B5.S5 Literacy Leaders analyze data to identify school-wide focus for support based on data and share strategies with all content teachers in small group PD All teachers focus on Analyze the Source, Understanding, and Reason

PD Opportunity 1

Analyze Student data to identify school-wide/grade level focus and develop a plan for support/strategies to share with all content teachers in small group PD All teachers focus on Analyze the source, Understanding, and Reason

Facilitator

Literacy Leaders

Participants

Teachers

Target Dates or Schedule

13-14 School Year - PLC's/PD

Evidence of Completion

PLC/PD Evidence, PD Calendar

G3. Increase student achievement gains school-wide by providing opportunities for teachers to collaborate in professional learning and PLC's on a regular basis to increase research-based teaching practices and rigorous student learning.

G3.B4 Misunderstanding/Fear of Data

G3.B4.S3 PD on Performance Matters

PD Opportunity 1

Data Leaders will offer opportunities for Small Group PD in Performance Matters to understand different components of data collection/monitoring throughout the year.

Facilitator

Data Leaders

Participants

Teachers/Teams

Target Dates or Schedule

PD on Wednesday - Small Groups Open Sessions - Invitations Department/Team Meetings

Evidence of Completion

Outlook Calendar, sign-in sheets

G3.B4.S5 Pilot district Castle Program

PD Opportunity 1

Provide PD to Team Leaders, Department Heads and Data Leaders in the building to begin practicing and playing with the system to understand how it works

Facilitator

Admin Team

Participants

Team Leaders, Department Heads and Data Leaders

Target Dates or Schedule

First 30 Days of School

Evidence of Completion

Castle usage

G3.B9 Consistency of process/procedures

G3.B9.S4 PLC's will establish and adhere to protocols and procedures

PD Opportunity 1

Establish norms for meetings, mission, visions, and belief statements.

Facilitator

Admin, Department/Team Leaders

Participants

Teachers/Teams/Departments

Target Dates or Schedule

13-14 School Year

Evidence of Completion

Norms for teams, departments, and PLC's, Mission, Vision, and Belief Statement

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase student achievement gains school-wide by focusing on writing within all content areas.	\$5,849
Total		\$5,849

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II	\$5,849	\$5,849
Total	\$5,849	\$5,849

Budget Details

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

G2. Increase student achievement gains school-wide by focusing on writing within all content areas.

G2.B1 All content areas are not adding to the writing portfolio

G2.B1.S1 PD on Writing Across all Content Areas

Action Step 1

Provide PD on How to Support Literacy in all Content Areas

Resource Type

Professional Development

Resource

PLCs, text, resources, subs, portfolio development, writing across all content areas, team teaching

Funding Source

Title II

Amount Needed

\$1,000

G2.B1.S2 Literacy Leaders work with Content Teachers in PLC's/Department meetings to identify specific writing task appropriate for their grade/content

Action Step 1

Provide small group PD with content teachers to identify specific writing task appropriate for their grade/content

Resource Type

Professional Development

Resource

PD, Resources, PLC support, engagement, co-operative learning support

Funding Source

Title II

Amount Needed

\$1,000

G2.B5 Teachers in all content areas need to require an extended response at a minimum of once per quarter

G2.B5.S5 Literacy Leaders analyze data to identify school-wide focus for support based on data and share strategies with all content teachers in small group PD All teachers focus on Analyze the Source, Understanding, and Reason

Action Step 1

Analyze Student data to identify school-wide/grade level focus and develop a plan for support/ strategies to share with all content teachers in small group PD All teachers focus on Analyze the source, Understanding, and Reason

Resource Type

Professional Development

Resource

PD, Resources, Subs, Time for implementation, Common Core, Units of Study, Common Assessments, reflection on teaching/learning

Funding Source

Title II

Amount Needed

\$3,849