2013-2014 SCHOOL IMPROVEMENT PLAN

Southwest Middle
6450 DR PHILLIPS BLVD
Orlando, FL 32819
407-370-7200

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	51%

Alternative/ESE Center	Charter School	Minority Rate
No	No	63%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

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

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

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

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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
Southwest Middle

Principal
Matthew Arnold

School Advisory Council chair
Karen Kurth

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

Name	Title
Raymond Yockel	Assistant Principal of Instruction
Charles Letzo	Assistant Principal

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

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

Matt Arnold (principal), Karen Kurth (chair & parent), Barry Olsen (parent), Henry Khoury (parent), Hope Sherman (parent), Kelli Houston (parent), Ken Posner (parent), Sandy Waters (parent), Leslie Cheney (parent), Maria Daher (teacher), Ramiro Borja (parent), Ana Delgado (parent), Angela Brown (parent), Amy Joffe (parent), Selena Benjamin (teacher), Jamie Newcomer (Recording/Corresponding Secretary)

Involvement of the SAC in the development of the SIP

The SAC is a council made up of parents, teachers, our principal, administrators, and other interested community members. The purpose of the SAC is to assist in the development and evaluation of Southwest Middle School's annual school survey and School Improvement Plan. The SAC committee's input helps to inform the decisions school leaders make over the summer to improve the school for the coming year.

Activities of the SAC for the upcoming school year

The SAC will kick off the 2013-2014 school year with a SAC retreat where the members will begin planning the committee's direction for the year. Nine regularly scheduled meetings will be held

throughout the school year from 6-7 p.m. in the Media Center. The number of meetings and meeting dates will be determined by a consensus of SAC members at the first meeting of the school year. Special meetings may be called by the SAC chair, a majority of the SAC members, or the principal. These meetings are open to the public and members should encourage community members to attend. Some of the new school initiatives include enhancing the academic programs of reading, math, civics, AVID, and writing. Other SAC initiatives will be to promote and assist with a Southwest Middle School college bound culture, improve school spirit/pride, and campus cleanliness.

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

School improvement funds will be utilized to support the School Improvement Plan.

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:

Matthew Arnold		
Principal	Years as Administrator: 9	Years at Current School: 3

Credentials	Master of Science in Educational Leadership Bachelor of Science Math 6-12 Certified in Mathematics, grades 6-12 Certified for School Principal, all Levels
Performance Record	2013(A, Southwest Middle School AMO not met) High Standards reading 71%, High Standards math 65%, High Standards writing 57%, High Standards science 55%, Making Learning Gains reading 70%, Making Learning Gains math 70%, Lowest 25% reading 65%, Lowest 25% math 60%, Acceleration 98 pts. 2012(A, Reward School, Southwest Middle School AMO not met) High Standards reading 70%, High Standards math 69%, High Standards writing 87%, High Standards science 60%, Making Learning Gains reading 74% , Making Learning Gains math 78%, Lowest 25% reading 74%, Lowest 25% math 71% 2011(A, Southwest Middle School AYP Not Met 72%) High Standards reading 79%, High Standards math 79%, High Standards writing 86%, High Standards science 63%, Making Learning Gains reading 65% , Making Learning Gains math 76%, Lowest 25% reading 65%, Lowest 25% math 71%

Charles Letzo		
Asst Principal	Years as Administrator: 22	Years at Current School: 11

Credentials	Doctorate in Administration Master of Science Degree in Administration Bachelor of Science in Science Certified for General Science, grades 5-9 Certified for School Principal, all Levels
Performance Record	2013(A, Southwest Middle School AMO not met) High Standards reading 71%, High Standards math 65%, High Standards writing 57%, High Standards science 55%, Making Learning Gains reading 70% , Making Learning Gains math 70%, Lowest 25% reading 65%, Lowest 25% math 60%, Acceleration 98 pts. 2012(A, Reward School, Southwest Middle School AMO not met) High Standards reading 70%, High Standards math 69%, High Standards writing 87%, High Standards science 60%, Making Learning Gains reading 74% , Making Learning Gains math 78%, Lowest 25% reading 74%, Lowest 25% math 71% 2011(A, AYP Not Met 72%) High Standards reading 79%, High Standards math 79%, High Standards writing 86%, High Standards science 63%, Making Learning Gains reading 65% , Making Learning Gains math 76%, Lowest 25% reading 65%, Lowest 25% math 71%

Raymond Yockel		
Asst Principal	Years as Administrator: 7	Years at Current School: 0

Credentials	Master of Science Educational Leadership Bachelor of Science Elementary Education, Bachelor of Arts Psychology Elementary Education Certified for Elementary Teacher, Grades 1-6 Certified for School Principal, all levels
Performance Record	2013(F, Palmetto Elementary School AMO not met) High Standards reading 30%, High Standards math 22%, High Standards writing 41%, High Standards science 23%, Making Learning Gains reading 61%, Making Learning Gains math 49%, Lowest 25% reading 71%, lowest 25% math 59% 2012(D, Palmetto Elementary School AMO not met) High Standards reading 35%, High Standards math 30%, High Standards writing 74%, High Standards science 23%, Making Learning Gains reading 58% , Making Learning Gains math 64%, Lowest 25% reading 67%, Lowest 25% math 67% 2011(C, Palmetto Elementary School AYP Not Met 77%) High Standards reading 47%, High Standards math 49%, High Standards writing 85%, High Standards science 25%, Making Learning Gains reading 59% , Making Learning Gains math 66%, Lowest 25% reading 59%, Lowest 25% math 66%

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ann Northcutt		
Full-time / School-based	Years as Coach: 10	Years at Current School: 22

Areas: Other

Credentials:
Bachelor of Science Secondary Math Education
Certified Grades 6-12 Math
Certified Grades 5-9 Math
Mid Grade Endorsement

Performance Record:
2013 (A, Southwest Middle School AMO not met) High Standards reading 71%, High Standards math 65%, High Standards writing 57%, High Standards science 55%, Making Learning Gains reading 70% , Making Learning Gains math 70%, Lowest 25% reading 65%, Lowest 25% math 60%, Acceleration 98 pts
2012 (A, Reward School, Southwest Middle School AMO not met) High Standards reading 70%, High Standards math 69%, High Standards writing 87%, High Standards science 60%, Making Learning Gains reading 74% , Making Learning Gains math 78%, Lowest 25% reading 74%, Lowest 25% math 71%
2011(A, Southwest Middle School AYP Not Met 72%) High Standards reading 79%, High Standards math 79%, High Standards writing 86%, High Standards science 63%, Making Learning Gains reading 65% , Making Learning Gains math 76%, Lowest 25% reading 65%, Lowest 25% math 71%

Mary Carol Thibeau		
Part-time / School-based	Years as Coach: 2	Years at Current School: 5

Areas: Mathematics

Credentials:
Bachelor of Science Elementary Education
National Board Certified, Mathematics
Certified Mathematics 6-12
Certified Elementary Education 1-6

Performance Record:
2013 (A, Southwest Middle School AMO not met) High Standards reading 71%, High Standards math 65%, High Standards writing 57%, High Standards science 55%, Making Learning Gains reading 70% , Making Learning Gains math 70%, Lowest 25% reading 65%, Lowest 25% math 60%, Acceleration 98 pts
2012 (A, Reward School, Southwest Middle School AMO not met) High Standards reading 70%, High Standards math 69%, High Standards writing 87%, High Standards science 60%, Making Learning Gains reading 74% , Making Learning Gains math 78%, Lowest 25% reading 74%, Lowest 25% math 71%
2011 (A, Southwest Middle School AYP Not Met 72%) High Standards reading 79%, High Standards math 79%, High Standards writing 86%, High Standards science 63%, Making Learning Gains reading 65% , Making Learning Gains math 76%, Lowest 25% reading 65%, Lowest 25% math 71%

Elizabeth Newbold		
Full-time / School-based	Years as Coach: 3	Years at Current School: 6

Areas	Reading/Literacy
Credentials	Bachelor of Art English Certified English Education Ed.Specialist Degree in Reading
Performance Record	2013 (A, Southwest Middle School AMO not met) High Standards reading 71%, High Standards math 65%, High Standards writing 57%, High Standards science 55%, Making Learning Gains reading 70% , Making Learning Gains math 70%, Lowest 25% reading 65%, Lowest 25% math 60%, Acceleration 98 pts 2012 (A, Reward School, Southwest Middle School AMO not met) High Standards reading 70%, High Standards math 69%, High Standards writing 87%, High Standards science 60%, Making Learning Gains reading 74% , Making Learning Gains math 78%, Lowest 25% reading 74%, Lowest 25% math 71% 2011(A, Southwest Middle School AYP Not Met 72%) High Standards reading 79%, High Standards math 79%, High Standards writing 86%, High Standards science 63%, Making Learning Gains reading 65% , Making Learning Gains math 76%, Lowest 25% reading 65%, Lowest 25% math 71%

Classroom Teachers

# of classroom teachers
73

 # receiving effective rating or higher
71, 97%

 # Highly Qualified Teachers
93%

 # certified in-field
68, 93%

 # ESOL endorsed
12, 16%

 # reading endorsed
9, 12%

 # with advanced degrees
23, 32%

 # National Board Certified
3, 4%

 # first-year teachers
9, 12%

 # with 1-5 years of experience

16, 22%

 # with 6-14 years of experience

33, 45%

 # with 15 or more years of experience

15, 21%

Education Paraprofessionals

# of paraprofessionals

9

 # Highly Qualified

9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The Instructional Coach holds bi-weekly meetings/trainings for all teachers new to the school. The Principal and Instructional Coach assigns all new teachers to the school either a mentor (if the teacher is a new teacher) or a buddy (if the teacher is just new to the school but has experience teaching). There is also support for new teachers through their Professional Learning Communities which meet at least twice a week to do common planning, plan assessments, and discuss student data.

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

All new teachers are paired up with a content area experienced teacher who has demonstrated learning gains and has completed the district's mentoring program. The mentors and new teachers are expected to have daily interaction, plan together, and model classroom lessons. The mentors are located in close proximity to the teachers they are mentoring and most have a common planning time.

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 school-based MTSS Leadership Team will conduct monthly meetings to plan and monitor the implementation of the MTSS process for all grade levels. The MTSS Leadership Team members will each be assigned to a specific grade level as an MTSS Lead. The team members will meet bi-weekly with their grade levels to assist in the identification of student needs based on current data, to assist in determining suitable interventions, to work with the teachers to monitor assessments, and to collaborate in the expansion of progress monitoring plans for students as needed.

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

Arnold, Matthew: Principal
Yockel, Raymond: Assistant Principal
Letzo, Charles: Assistant Principal
Northcutt, Ann: Curriculum Resource
Newbold, Elizabeth M.: Reading Coach
Thibeau, Mary D.: Math
Daher, Maria E.: ESOL Compliance
Anderson, Cheryl L.: Staffing Specialist
Belcher, Kathleen Z.: Guidance Counselor
Leonard, Michelle: Dean
Sapp, Daniel: Science/AVID
Sutkowy, Michelle: Science
Otero-Hernandez, Laura: ESE Psychological & Social Services
Mathews, Nicole L.: School Psychologist
Loomis, Jason C.: Safety & Security
Petrusic, Novica: Social Studies/AVID
LaTonya Blair: MTSS Coach
• All members will help manifest a professional code of ethics and values.
• Facilitate and monitor the implementation of the MTSS.
• Analyze data to identify areas of improvement.
• Review data and align staff development with district wide initiatives and differentiated accountability requirements.
• Staying current on technology needs to enhance instruction and professional development.
• Support and monitor Southwest Middle School's leadership team to increase student achievement and to assist in making data driven decisions about curriculum, instruction, interventions, and accommodations.

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

Professional development on MTSS will be provided regularly during the teachers' common planning time throughout the year. The trainers for this professional development will be the school staff members who have completed district level training on MTSS, the MTSS School Coach, and the MTSS District Coach.

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

By using IMS we will monitor Reading and Math Benchmark Assessment data, Historical FCAT Data, FAIR, Cella, tardies as managed by the Plasco Attendance System, and Discipline data gleaned through

EDW will all be used as data sources. As an AVID demonstration school, we have incorporated the use of Cornell Notes and will use analyze them to ensure that students are learning by processing and synthesizing valuable and relevant information.

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

Support for the program will be provided through regular meetings of the leadership team to determine needs for the program and students. The Leadership Team will meet monthly to determine what actions will best serve the students.

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: 10,300

The Extra Help Center is open before school hours from 8:30 until 9:30 a.m. so that students can receive tutoring in the Core Academic Subjects that they are struggling with.

Strategy Purpose(s)

- Instruction in core academic subjects

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

End of Course Exam Results, FCAT Scores

Who is responsible for monitoring implementation of this strategy?

The two Extra Help Center teachers and the Extra Help Center Tutors

Strategy: Extended Day for All Students
Minutes added to school year: 480

FCAT Math and Reading tutoring is offered to students after school for two hours on the two Tuesdays and Thursdays before FCAT testing begins. The tutoring is conducted by three language arts and three math teachers from the schoool.

Strategy Purpose(s)

- Instruction in core academic subjects

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

FCAT Math and Reading results

Who is responsible for monitoring implementation of this strategy?

Curriculum Compliance Teacher, three language arts and three math teachers

Literacy Leadership Team (LLT)

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

Name	Title
Matthew Arnold	Principal
Charles Letzo	Assistant Principal
Raymond Yockel	Assistant Principal, Team Leader
Elizabeth Newbold	Reading/Literacy Coach
Ann Northcutt	Learning Resource Specialist
Maria Daher	Curriculum Compliance Teacher
Cheryl Anderson	Staffing Specialist
Karen Handley	Media Clerk
Jamie Newcomer	AVID Coordinator
Virginia Lawro	Language Arts Department Chair
Mary Carol Thibeau	Math Department Chair
Mary Beth Westbrook	Social Studies Chair
Daniel Sapp	Science Department Co-Chair
Lisa Sellers	Electives Department Chair
Sha'ron McWhite	PE Department Chair
Michelle Leonard	Dean
Michelle Sutkowy	Science Department Co-Chair
Latonya Blair	Dean

How the school-based LLT functions

The Literacy Leadership Team will meet the first Friday of every month. During this time the team members will discuss what they are presently doing as well as how they are going to integrate literacy skills in the various content classes and electives. To determine critical areas of need, the team leaders will review student data and analyze it for trends. The data and trends will help the team members to formulate literacy goals for the school and align them with the school's improvement plan and literacy plan. Based on the data as well as teacher observation, the team members will decide what professional development is needed for the faculty to address these critical areas. Moreover, the members will collaborate to develop the professional development activities so as to accommodate their specific curriculum. Information from these meetings will be disseminated through department and professional learning community meetings. Professional development will be implemented through whole staff meetings as well as small group staff development. To monitor the implementation administrators, resource personnel, as well as fellow teachers will informally observe teachers' classroom practices and provide feedback. Moreover, formative data will be reviewed periodically to assess the effectiveness of the current practices in meeting the literacy goals.

Major initiatives of the LLT

The major initiatives for this year will be to reduce the number of students not meeting proficiency on the FCAT reading and math by 50% in the next 5 years to meet the annual measurable objective requirement. In order to meet this goal the following will be implemented across all content areas:
-AVID Writing Inquiry Collaboration Organization Reading (WICOR) strategies
-Cornell Notes
-Within the reading enhancement classes continue the supplemental program: Read 180 that helps students improve silent fluency, comprehension, and vocabulary
-Continue the Reading Counts program to encourage extensive reading outside of the school day
-Closely track students through Professional Learning Communities (PLCs) in order to address students' specific literacy skill needs—both remediation as well as enrichment
-PLCs to administer common formative assessments
-Continue to focus on all of Marzano's Design Questions
-Increase the utilization of the Extra Help Center school wide

Every Teacher Contributes to Reading Instruction

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

The Reading Coach produces a weekly school-wide reading focus calendar. Professional development for reading strategies is provided throughout the year by the Reading Coach. All teachers are expected to incorporate the particular reading focus for the week into their lesson plan. Teachers submit their lesson plans weekly to their supervising administrator and there are informal observations.

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

Southwest Middle School continues to grow the AVID College Readiness System on campus. While in the AVID elective classes, students spend time refining college ready skills, engaging in the AVID curriculum with college and career research, and planning their academic six year plan. Teachers continue to implement writing, inquiry, communication, organization and reading (WICOR) strategies school wide.

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

Guidance counselors visit classrooms to discuss planning and scheduling with all students. Individual conferences are also scheduled by the counselors to discuss planning with students on an "as needed" basis. Southwest Middle School continues to have a healthy relationship in regards to planning for course selections with the elementary schools that feed into it as well as Dr. Phillips High School which Southwest Middle School feeds into. Southwest Middle School has a strong AVID program that assists students with enrolling in rigorous classes necessary for college.

Strategies for improving student readiness for the public postsecondary level

Southwest Middle School continues to refine our AVID College Readiness System. Faculty members have implemented Cornell Note taking in all classrooms along with incorporating writing, inquiry, communication, organization and reading (WICOR) strategies in every lesson. There are also logos for colleges around the country painted in all of our hallways to promote a college bound culture.

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	74%	71%	No	77%
American Indian				
Asian	82%	82%	Yes	84%
Black/African American	53%	55%	Yes	58%
Hispanic	68%	61%	No	71%
White	88%	86%	No	89%
English language learners	53%	39%	No	58%
Students with disabilities	56%	37%	No	60%
Economically disadvantaged	58%	61%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	347	31%	36%
Students scoring at or above Achievement Level 4	470	40%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	47%	48%
Students scoring at or above Level 7	[data excluded for privacy reasons]		24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	822	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	763	65%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	46	44%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	25%	53%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	21%	58%

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	234	57%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		57%

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	73%	65%	No	76%
American Indian				
Asian	88%	88%	Yes	89%
Black/African American	50%	47%	No	55%
Hispanic	67%	51%	No	70%
White	87%	81%	No	88%
English language learners	55%	35%	No	60%
Students with disabilities	47%	36%	No	52%
Economically disadvantaged	58%	51%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	354	30%	35%
Students scoring at or above Achievement Level 4	412	35%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		43%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	825	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	707	60%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	274	49%	50%
Middle school performance on high school EOC and industry certifications	269	49%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	100	36%	36%
Students scoring at or above Achievement Level 4	170	62%	62%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	25%	30%
Students scoring at or above Achievement Level 4	123	30%	35%

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]*		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)	8		9
Participation in STEM-related experiences provided for students	1258	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	150	12%	12%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	320	26%	27%
Completion rate (%) for CTE students enrolled in *accelerated* courses		61%	62%
Students taking CTE industry certification exams	150	100%	100%
Passing rate (%) for students who take CTE industry certification exams		6%	10%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	127	11%	10%
Students who fail a mathematics course	15	1%	0%
Students who fail an English Language Arts course	21	2%	0%
Students who fail two or more courses in any subject	11	1%	0%
Students who receive two or more behavior referrals	156	13%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	454	38%	33%

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

Parent conferences, volunteer time throughout the year, school orientation/open house, and volunteer hours

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent attendance at school events	7500	71%	78%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase student writing proficiency by helping students become reflective writers.

G2. Have higher performing students maintain or increase their level of performance.

G3. Increase the number of students at proficiency in the area of mathematics

G4. Increase the number of students scoring above proficiency in the area of mathematics

G5. Increase the proficiency of students in the lowest quartile

G6. Our goal is to increase the number of students proficient in science

G7. Increase the number of students at proficiency in the area of reading

G8. Increase the proficiency of students in the lowest quartile

G9. Our goal is to increase the number of students proficient in algebra

Goals Detail

G1. Increase student writing proficiency by helping students become reflective writers.

Targets Supported
- Writing

Resources Available to Support the Goal
- FCAT Writing Rubric, Orange Writes

Targeted Barriers to Achieving the Goal
- Students having difficulty developing and organizing ideas with supporting details, conventions, and proper sentence structure.

Plan to Monitor Progress Toward the Goal

Orange Writes will be scored and students who are not meeting targets will receive differentiated writing instruction from their teachers and struggling teachers will be provided with coaching.

Person or Persons Responsible
Principal, Supervising Administrator, Reading Coach

Target Dates or Schedule:
Continuous throughout the school year

Evidence of Completion:
FCAT writing scores

G2. Have higher performing students maintain or increase their level of performance.

Targets Supported

Resources Available to Support the Goal
- Reading Counts, WICOR Strategies, Cornell Note Taking, Springboard

Targeted Barriers to Achieving the Goal
- Students are not reading challenging books

- Teachers struggle with providing students with opportunities for enrichment

- Placement of students in appropriate level courses

Plan to Monitor Progress Toward the Goal

Administrative team will monitor the progress of students by analyzing District Benchmark Assessment results

Person or Persons Responsible
Reading Coach

Target Dates or Schedule:
Quarterly

Evidence of Completion:
FCAT results

G3. Increase the number of students at proficiency in the area of mathematics

Targets Supported

Resources Available to Support the Goal
- Common planning time

Targeted Barriers to Achieving the Goal
- Low level of rigor

- Teachers have difficulty differentiating instruction to meet the learning needs of students

Plan to Monitor Progress Toward the Goal

District benchmark assessment data will be used to determine the progress of students towards meeting standards on FCAT math. Teachers will provide differentiated instruction for students not making progress and utilize the Extra Help Center as needed.

Person or Persons Responsible
Principal, Supervising Administrator, teachers, Math Coach

Target Dates or Schedule:
Continuous throughout the school year

Evidence of Completion:
Lesson plan template, data from classroom observations, Professional Learning Community feedback form, data from the district benchmark assessments, FCAT math results

G4. Increase the number of students scoring above proficiency in the area of mathematics

Targets Supported

Resources Available to Support the Goal
- Common planning time for advanced math teachers

Targeted Barriers to Achieving the Goal
- Placement of students in appropriate level courses

Plan to Monitor Progress Toward the Goal

Administrative team members will monitor lesson plans, conduct classroom walkthroughs, and use student generated data to guide meetings and coaching activities with teachers as needed.

Person or Persons Responsible
Principal, Supervising Administrator, Math Coach

Target Dates or Schedule:
Continuous throughout the school year

Evidence of Completion:
Lesson plan template, data from classroom observations, Professional Learning Community feedback form, data from district's benchmark assessments, FCAT math results

G5. Increase the proficiency of students in the lowest quartile

Targets Supported

Resources Available to Support the Goal
- Fraction Nation, FAST Math, Extra Help Center, master schedule, and Successmaker to supplement the math enhancement program for Level 1 and Level 2 students as a weekly monitoring tool

Targeted Barriers to Achieving the Goal
- Placement of students in appropriate Math courses

Plan to Monitor Progress Toward the Goal

Utilization of SMS to determine that Math Enhancement courses are populated with FCAT level 1 and 2 students and meet class size amendment and monitor the progress of proficiency goals for these students

Person or Persons Responsible
Principal, Assistant Principal, guidance counselors

Target Dates or Schedule:
Continuous throughout the school year

Evidence of Completion:
Math Enhancement Classes on the master schedule with FCAT Math level 1 and 2 students placed in them according to class size amendment and student achievement data

G6. Our goal is to increase the number of students proficient in science

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- Next Generation Sunshine State Science Standards, Cornell Notes, WICOR, Webb's Depth of Knowledge Levels

Targeted Barriers to Achieving the Goal
- Lack of rigorous instruction in the science classrooms
- Students having difficulty understanding science concepts
- Students have difficulty retaining science concepts from previous years

Plan to Monitor Progress Toward the Goal

District benchmark data will be monitored to determine which students are on target for meeting standards. For teachers with struggling students, coaching will be provided for struggling students to help them meet the learning needs of their students.

Person or Persons Responsible
Supervising Administrator, CRT

Target Dates or Schedule:
Continuous throughout the school year

Evidence of Completion:
District benchmark assessment data, FCAT science data, classroom walkthroughs, lesson plans

G7. Increase the number of students at proficiency in the area of reading

Targets Supported

Resources Available to Support the Goal
- AVID strategies, close reading, Writing, Inquiry, Communication, Organization, Reading (WICOR), Springboard

Targeted Barriers to Achieving the Goal
- Low level of rigor in reading instruction
- Students are not reading on a regular basis outside of the classroom

Plan to Monitor Progress Toward the Goal

Teachers will collect data from district benchmark assessments and come up with a plan for intervention or enhancement for the students before going on to the next topic which will be documented in weekly lesson plans

Person or Persons Responsible
Assessing Administrator, Reading Coach

Target Dates or Schedule:
Teachers submit lesson plans weekly to their Assessing Administrator

Evidence of Completion:
Weekly lesson plans and data from formative assessments and district benchmark assessments

G8. Increase the proficiency of students in the lowest quartile

Targets Supported

Resources Available to Support the Goal
- Achieve 3000, Read 180, Reading Plus

Targeted Barriers to Achieving the Goal
- Students are not engaged in classroom instruction

Plan to Monitor Progress Toward the Goal

Teachers evaluate student achievement data

Person or Persons Responsible
Assessing admininstrators and the Professional Learning Community as a group

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Check lesson plans, student assessment data, and informal observations

G9. Our goal is to increase the number of students proficient in algebra

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Algebra Enhancement course, Extra Help Center, ALEKS

Targeted Barriers to Achieving the Goal
- Students lacking prior knowledge due to skipping one to two math courses

Plan to Monitor Progress Toward the Goal

End of course examination benchmark data

Person or Persons Responsible
CRT, administrative team

Target Dates or Schedule:
Continuous throughout the school year

Evidence of Completion:
Pass rate on the algebra end of course examination

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase student writing proficiency by helping students become reflective writers.

G1.B1 Students having difficulty developing and organizing ideas with supporting details, conventions, and proper sentence structure.

G1.B1.S1 Students will use graphic organizers to develop and organize ideas with supporting details, conventions, and proper sentence structure

Action Step 1

Students practice using graphic organizers and Cornell Notes in all content areas.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Student generated graphic organizers and Cornell Notes

Facilitator:

Reading Coach

Participants:

Teachers utilize graphic organizers to demonstrate how to organize thoughts. Teachers show model essays. Teachers guide students on how to review other students' essays.

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

Administration team will monitor lesson plans and Orange Writes student rubrics

Person or Persons Responsible

Principal, Supervising Administrator, Reading Coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Orange Writes results, FCAT Writing Test

Plan to Monitor Effectiveness of G1.B1.S1

Orange Writes data will be monitored and differentiated instruction will be provided to students not meeting standards. Coaching will be provided for struggling teachers.

Person or Persons Responsible

Classroom teachers, Reading Coach

Target Dates or Schedule

After grading the three Orange Writes essays

Evidence of Completion

Student results from the three Orange Writes practice essays

G1.B1.S2 Teachers guide students through reviewing model essays

Action Step 1

Students examine model essays for idea development, supporting details, conventions, and proper sentence structure

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Cornell Notes, Orange Writes results, FCAT writing results

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Administration team members will check lesson plans, Professional Learning Community notes, conduct classroom observations, and monitor student writing progress on Orange Writes

Person or Persons Responsible

Principal, Supervising Administrator, Reading Coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plans, Professional Learning Community notes, classroom observation data, student rubrics from Orange Writes

Plan to Monitor Effectiveness of G1.B1.S2

Administration team will monitor student rubrics from the three Orange Writes prompts. Coaching will be provided for struggling teachers.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Orange Writes student rubrics

G1.B1.S3 Students self review and peer review essays

Action Step 1

Students will utilize FCAT Writing rubrics to review their own essays and the essays of peers

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

FCAT Writing rubrics completed by students

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Administration team will monitor teacher lesson plans, Professional Learning Community Notes, conduct classroom observations, and monitor student rubrics from the Orange Writes prompts

Person or Persons Responsible

Principal, Supervising Administrator, Reading Coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Teacher lesson plans, Professional Learning Community notes, classroom observation data, student rubrics from Orange Writes

Plan to Monitor Effectiveness of G1.B1.S3

Administration team will monitor the student rubric results from the three Orange Writes prompts and provide coaching for teachers with struggling students

Person or Persons Responsible

Principal, Supervising Administrator, Reading Coach

Target Dates or Schedule

After the three Orange Writes prompts are given

Evidence of Completion

Increased student scores on Orange Writes

G2. Have higher performing students maintain or increase their level of performance.

G2.B1 Students are not reading challenging books

G2.B1.S1 Require Reading Counts through Language Arts classes. All students will be tested for a lexile score twice a year and required to read appropriate level books. Research to purchase more 1000+lexile age appropriate books for the Media Center.

Action Step 1

Monitor Reading Counts tests to ensure that students are reading at a challenging level. Celebrate success when students achieve a certain amount of points

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

At least four times per year

Evidence of Completion

Reading Counts test data and District Benchmark results

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

Check overall student scores

Person or Persons Responsible

Language Arts Department Chair

Target Dates or Schedule

Quarterly

Evidence of Completion

Students reaching their points goal on Reading Counts tests, District Benchmark Assessment results

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the amount of points students are earning

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Reading Counts data

G2.B2 Teachers struggle with providing students with opportunities for enrichment

G2.B2.S1 All teachers will provide enrichment opportunities across all content areas

Action Step 1

Teachers plan for differentiated instruction and enrichment activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Monitor for evidence of strategies used

Person or Persons Responsible

Principal, Supervising Administrator, Reading Coach

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Formal and informal observations, monitor lesson plans

Plan to Monitor Effectiveness of G2.B2.S1

District benchmark assessments, mini formative assessments

Person or Persons Responsible

Principal, Supervising Administrator, Reading Coach

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

District Benchmark Assessment results

G2.B3 Placement of students in appropriate level courses

G2.B3.S1 Placing students in appropriate level courses

Action Step 1

Make sure that the master schedule has the appropriate number of advanced and gifted Language Arts classes.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Summer 2013

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Teachers communicate with guidance counselors when students should be moved into advanced classes

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Increased number of students in advanced classes

Plan to Monitor Effectiveness of G2.B3.S1

Check lexile scores and progress monitoring of students to ensure correct placement of students in appropriate courses

Person or Persons Responsible

Guidance counselors, Staffing Specialist, and language arts teachers monitor proper placement of students

Target Dates or Schedule

At the start of the school year

Evidence of Completion

When students are appropriately placed they will maintain or increase their acheivement levels

G3. Increase the number of students at proficiency in the area of mathematics

G3.B1 Low level of rigor

G3.B1.S1 Teachers use Webb's Depth of Knowledge levels and FCAT 2.0 Item Specifications in planning lessons. Teachers will do collaborative planning in Professional Learning Communities (PLCs) and utilize common formative assessments in all math PLCs to ensure students understand the material before moving on.

Action Step 1

Teachers will utilize FCAT 2.0 specs and Webb's Depth of Knowledge when collaboratively planning their instruction in their Professional Learning Communities. They will use student generated data to monitor student progress.

Person or Persons Responsible

Principal, Supervising Administrator, teachers, Math Coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plan template, data from classroom observations, Professional Learning Community feedback form, data from district's benchmark assessments

Facilitator:

Math Coach

Participants:

Classroom Teachers, Administrative team

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

Administrative team will monitor to ensure that teachers utilize FCAT 2.0 specifications and Webb's Depth of Knowledge when collaboratively planning their instruction in their Professional Learning Communities. They will use student generated data to monitor student progress and offer coaching to struggling teachers as needed.

Person or Persons Responsible

Supervising Administrator

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plan template, data from classroom observations, Professional Learning Community feedback form, district benchmark assessment data, FCAT math results

Plan to Monitor Effectiveness of G3.B1.S1

District benchmark assessment data will be used to monitor students who are projected to meet standards on the FCAT Math test. Coaching on math instruction will be provided to teachers with students not projected to meet standards.

Person or Persons Responsible

Supervising Administrator, teachers, Math Coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plan template, data from classroom observations, PLC feedback form, data from district's benchmark assessments, FCAT math results

G3.B2 Teachers have difficulty differentiating instruction to meet the learning needs of students

G3.B2.S1 Teachers use AVID strategies, benchmark assessement data, and provide differentiated instruction for students

Action Step 1

Teachers will implement the AVID strategies and use of data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plans, classroom observations

Action Step 2

Teachers will receive professional development on the use of AVID strategies and how to utilize data to guide their math instruction

Person or Persons Responsible

AVID Coordinator

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Professional development agenda, Professional Learning Community feedback form

Facilitator:

AVID Coordinator

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Administrative team will monitor the usage of AVID strategies in the classroom by conducting walkthroughs, reviewing student generated assessment data results with teachers, and monitoring differentiated instruction for students in classrooms through performance data results and walkthroughs

Person or Persons Responsible

Principal, Supervising Administrator, Math Coach, AVID coordinater

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plan template, data from classroom observations, Professional Learning Community feedback form

Plan to Monitor Effectiveness of G3.B2.S1

Administrative team members will monitor teacher use of AVID strategies and data to drive instruction based on district assessments and formative and summative assessment data

Person or Persons Responsible

Principal, Supervising Administrator, Math Coach, AVID coordinater

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Student acheivement data

G4. Increase the number of students scoring above proficiency in the area of mathematics

G4.B1 Placement of students in appropriate level courses

G4.B1.S1 Students will be placed in appropriate level courses

Action Step 1

Students will be placed in appropriate level courses based on their math data

Person or Persons Responsible

Principal, supervising administrator, Math Coach, guidance counselors

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Number of students in higher level math courses

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

The administrative team members will monitor student placement by checking class placement against student achievement levels, class counts, and get teacher feedback on student placement

Person or Persons Responsible

Principal,Supervising Administrator, Math Coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Number of students in higher level math courses

Plan to Monitor Effectiveness of G4.B1.S1

Administrative team members will monitor student progress by monitoring district benchmark math assessment results and provide math support for teachers who have students not meeting their goals to help them address the data of all students and ineffective instructional practices.

Person or Persons Responsible

Principal, Supervising Administrator, Math Coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Data from classroom observations, data from district's benchmark assessments, FCAT math results

G5. Increase the proficiency of students in the lowest quartile

G5.B1 Placement of students in appropriate Math courses

G5.B1.S1 Make sure the master schedule has the appropriate number of Math Enhancement courses available and provide math enhancement classes for all students with level 1 and 2 FCAT Math scores

Action Step 1

Students will be placed in appropriate level courses based on their math data

Person or Persons Responsible

Assistant Principal, guidance counselors

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Math Enhancement courses are provided for all FCAT math level 1 and 2 students as evidenced on the master schedule

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

Make sure the master schedule has the appropriate number of Math Enhancement classes and make sure that all FCAT Math level 1 and 2 students are placed in the appropriate course

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Beginning of the school year

Evidence of Completion

Enough Math Enhancement courses offered to meet the number of FCAT Math level 1 and 2 students that comply with the class size amendment

Plan to Monitor Effectiveness of G5.B1.S1

Because of placement in Math Enhancement courses student proficiency in math will increase

Person or Persons Responsible

Principal, Assistant Principal, guidance counselors

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Math Enhancement courses on the master schedule with students placed in them based on their FCAT math levels

G6. Our goal is to increase the number of students proficient in science

G6.B1 Lack of rigorous instruction in the science classrooms

G6.B1.S1 Teachers will use FCAT 2.0 Item specifications and Webb's Depth of Knowledge when doing collaborative planning in Professional Learning Communities (PLC) and develop common mini formative assessments in their PLC to monitor student progress

Action Step 1

Check lesson plans weekly, teacher formal and informal observations, Webb's DOK training, PLC training

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, CRT

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plan template data from classroom observations, weekly Professional Learning Community feedback form

Facilitator:

Supervising Administrator

Participants:

Teachers

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

Administrative team members will attend science department Professional Learning Community meetings to monitor planning

Person or Persons Responsible

Principal, Supervising Administrator, teachers

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Classroom observation data, Professional Learning Community meeting notes

Plan to Monitor Effectiveness of G6.B1.S1

District benchmark assessment data will be monitored and teachers will differentiate instruction for students not projected to meet standards on FCAT science

Person or Persons Responsible

CRT

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plans

G6.B2 Students having difficulty understanding science concepts

G6.B2.S1 Implement best practices in science such as inquiry based hands-on learning, focus on science vocabulary, student participation in the science fair, common board configurations, and STEM activities.

Action Step 1

Check lesson plans weekly, classroom observation data, monitoring Science Fair participation

Person or Persons Responsible

Principal, assistant principal, department chairperson

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plans, data from classroom observations

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Classroom observations focusing on hands on inquiry learning, vocabulary building activities, Common Boards, Science Fair preparation, and STEM activities with professional development activities provided for all teachers and coaching provided for teachers struggling in these areas

Person or Persons Responsible

Principal, Assessing Administrator

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Classroom observation data

Plan to Monitor Effectiveness of G6.B2.S1

Classroom observation data, district benchmark assessment data, FCAT science data

Person or Persons Responsible

CRT

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Classroom observation data, lesson plans, district benchmark assessment data, FCAT science data

G6.B3 Students have difficulty retaining science concepts from previous years

G6.B3.S1 Provide bell work for seventh and eighth grade students in order to review sixth and seventh grade benchmarks and provide opportunities for their students to practice FCAT style questions on FCAT Explorer.

Action Step 1

Administration team will conduct classroom walkthroughs and monitor lesson plans to ensure students are doing bell work

Person or Persons Responsible

Principal, Supervising Administrator, CRT

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Professional Learning Community meeting notes, lesson plan templates, classroom observation data

Plan to Monitor Fidelity of Implementation of G6.B3.S1

The supervising administrator and CRT will attend PLC meetings to monitor planning for bellwork. The supervising administrator will monitor lesson plans. Coaching will be provided for struggling teachers.

Person or Persons Responsible

Supervising Administrator, CRT

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

PLC meeting notes, lesson plans, classroom walkthroughs

Plan to Monitor Effectiveness of G6.B3.S1

FCAT Explorer Science data and FCAT science data

Person or Persons Responsible

CRT

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

FCAT Explorer Science data, FCAT science data

G7. Increase the number of students at proficiency in the area of reading

G7.B1 Low level of rigor in reading instruction

G7.B1.S1 Use Webb's DOK and a variety of AVID Writing, Inquiry, Communication, Orgnization, and Reading (WICOR) strategies to increase rigor and also to keep students engaged in learning

Action Step 1

Teachers will plan their lessons with their Professional Learning Community to incorporate Webb's Depth of Knowledge and AVID Writing, Inquiry, Communication, Organization, and Reading (WICOR) strategies in all lessons

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the school

Evidence of Completion

This will be monitored by the assessing administrator attending some of the Professional Learning Community meetings, by reading lesson plans, and doing informal observations

Facilitator:

Reading Coach and AVID Coordinator

Participants:

Teachers

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

Administration team members will conduct classroom observations, review lesson plans, and attend Professional Learning Community Meetings to monitor the implementation of the strategies

Person or Persons Responsible

Principal, Supervising Administrator, AVID Coordinator, Reading Coach, CRT

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Classroom observation data, lesson plans

Plan to Monitor Effectiveness of G7.B1.S1

District benchmark assessment data will be monitored to track the progress of students meeting standards in reading. Coaching will be offered to teachers with students not meeting standards.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

District benchmark assessment data, FCAT Reading data

G7.B1.S2 Offer training to teachers in close reading strategies, AVID Writing, Inquiry, Communication, Orginization, and Reading (WICOR), and Common Core Standards

Action Step 1

Teachers will participate in hands-on activities which represent Writing, Inquiry, Communication, Organization, and Reading strategies

Person or Persons Responsible

Reading Coach, AVID Coordinator

Target Dates or Schedule

Monthly through the regularly scheduled professional development

Evidence of Completion

Sign in sheets at training, teachers complete follow up activities

Facilitator:

Reading Coach, AVID Coordinator

Participants:

Reading Coach and AVID Coordinator

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Administration team members will conduct classroom observations, check lesson plans, and attend Professional Learning Community meetings. Coaching will be offered to teachers struggling with close reading, Writing, Inquiry, Communication, Organization, and Reading strategies, and the Common Core state standards.

Person or Persons Responsible

Principal, Supervising Administrator, Reading Coach, AVID Coordinator

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Classroom observation data, lesson plans, Professional Learning Community meeting notes

Plan to Monitor Effectiveness of G7.B1.S2

District benchmark assessment data will be monitored and coaching will be offered to teachers with struggling students.

Person or Persons Responsible

Reading coach, CRT

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

District benchmark assessment data and FCAT Reading data

G7.B1.S3 Make sure that teachers do collaborative planning in their Professional Learning Communities (PLC)

Action Step 1

Visit Professional Learning Community planning meetings, monitor weekly lesson plans

Person or Persons Responsible

Reading Coach, Supervising Administrator

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Formal and informal observations throughout the year

Plan to Monitor Fidelity of Implementation of G7.B1.S3

Administration team members will participate in Professional Learning Community (PLC) meetings, monitor PLC meeting notes, and review lesson plans.

Person or Persons Responsible

Principal, Supervising administrator, Reading coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Professional Learning Community meeting notes, lesson plans

Plan to Monitor Effectiveness of G7.B1.S3

District benchmark assessments, PLC meeting notes, and lesson plans will be monitored by the admin team. If a teacher or teachers are struggling with the PLC process, coaching will be provided.

Person or Persons Responsible

Reading Coach, CRT

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

FCAT reading results, district benchmark assessment data

G7.B1.S4 Teachers administer frequent common formative mini assessments to ensure students understand concepts and do intervention or enrichment before moving on to another topic

Action Step 1

Administer common formative mini assessments and implement enrichment and intervention activities based on the data

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Lesson plans, mini assessment data

Plan to Monitor Fidelity of Implementation of G7.B1.S4

Administration team members will monitor teacher use of common formative mini assessments and their results and observe teachers implementing interventions and enrichment activities with students. Coaching will be provided for teachers struggling in the above areas.

Person or Persons Responsible

Principal, Supervising Administrator, Reading Coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plans, classroom observations, common formative mini assessment data, Professional Learning Community team meeting notes

Plan to Monitor Effectiveness of G7.B1.S4

FCAT reading results and district benchmark assessment data will be monitored. Coaching will be offered to struggling teachers.

Person or Persons Responsible

Reading Coach, CRT

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

FCAT reading results, district benchmark assessment data

G7.B1.S5 Students are given the opportunity to reflect on thier misconceptions in order to redo assignments or re-take assessments

Action Step 1

Monitor assessment and assignment results and offer the chance for students to redo work as needed

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Assessment results and assignment results on redone work

Plan to Monitor Fidelity of Implementation of G7.B1.S5

Administration team members will monitor student grades, Extra Help Center logs, Individual Education Plan goal progress, and 504 plan goal progress

Person or Persons Responsible

Assistant principal, Supervising Administrator, Staffing Specialist

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Extra Help Center logs, Individual Education Plan goal progress, 504 plan goal progress

Plan to Monitor Effectiveness of G7.B1.S5

Student grades, formative mini assessment results, district benchmark assessment results, and Extra Help Center Logs will be monitored to determine if students are being given the opportunity to reflect on misconceptions in order to redo or re-take assignments. Coaching will be offered to struggling teachers.

Person or Persons Responsible

Reading Coach, CRT

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

District benchmark exam results, FCAT reading results

G7.B2 Students are not reading on a regular basis outside of the classroom

G7.B2.S1 Language arts department will agree on a point system and requirements for Reading Counts through language arts classes and publish a list of required summer reading along with the requirements for the summer reading project.

Action Step 1

Students will take Reading Counts tests apon the completion of independent reading

Person or Persons Responsible

Principal, Assistant Principal, Language Curriculum Leader

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Reading Counts Test Benchmark Test

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Administration team members will review the point system and list or required summer reading activities as well as monitor student data on Reading Counts

Person or Persons Responsible

Supervising administrator, Reading Coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Reading Counts data, language arts Professional Learning Community meeting notes

Plan to Monitor Effectiveness of G7.B2.S1

Reading Counts data will be collected to determine if students met their goals. If the results are not positive, the administration team and language arts department will work through the problem solving process to determine what went wrong and modify their practices.

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

The end of the school year

Evidence of Completion

Increase in the percentage of students successfully completing reading counts assessments

G8. Increase the proficiency of students in the lowest quartile

G8.B1 Students are not engaged in classroom instruction

G8.B1.S1 Teachers need to do a variety of different teaching strategies and activities

Action Step 1

Provide ongoing professional development on close reading strategies and AVID Writing, Inquiry, Communication, Organization, and Reading strategies

Person or Persons Responsible

Reading Coach, AVID Coordinator

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Supervising administrator will check lesson plans weekly and do formal and informal observations

Facilitator:

Reading Coach

Participants:

All subject area teachers will incorporate a variety of strategies in their lesson plans

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

Visit the Professional Learning Communitiy meetings during their weekly planning time to discuss data that was collected from the formative assessments and to see what strategies they are planning to do for intervention and enrichment

Person or Persons Responsible

Supervising administrator, Reading Coach, AVID Coordinator and the observation team

Target Dates or Schedule

Ongoing throughout the year through weekly lesson plans and informal observations

Evidence of Completion

Professional Learning Community meeting notes, lesson plans, classroom observations

Plan to Monitor Effectiveness of G8.B1.S1

Overall student proficiency will increase

Person or Persons Responsible

Principal, Supervising Administrator, administration team

Target Dates or Schedule

Data will be collected and evaluated at least once a week

Evidence of Completion

District benchmark assessments, FCAT reading results

G8.B1.S2 Teachers use data from common, formative mini assessments to track student progress and provide differentiated instruction in order to better engage students in classroom instruction

Action Step 1

In their Professional Learning Communities, teachers will study data from common formative assessments and come up with a plan for remediation and enrichment

Person or Persons Responsible

Professional Learning Community facilitator

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson plans and student progress on common formative assessments

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Monitoring the effect on the student engagement when they receive differentiated instruction

Person or Persons Responsible

Supervising administrator

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Student engagement will increase

Plan to Monitor Effectiveness of G8.B1.S2

Mini assessments, teacher made assessments, benchmark assessments, classroom observation data

Person or Persons Responsible

AVID Coordinator

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Student achievement data and increased student engagement

G9. Our goal is to increase the number of students proficient in algebra

G9.B1 Students lacking prior knowledge due to skipping one to two math courses

G9.B1.S1 Provide extra help through tutoring after school, students visiting the Extra Help Center during school to provide a deeper understanding and reinforcement of concepts, provide practice and reinforcement of concepts through bell work, mini lessons, and questions, peer tutoring during class time

Action Step 1

Use prior FCAT data and current performance data to determine needs for additional support through the Extra Help Center or Algebra Enhancement courses

Person or Persons Responsible

Teachers, Math Coach, guidance counselors

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

End of course examination results

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

Monitoring students attending after school tutoring, Extra Help Center attendance, teacher lesson plans, classroom observations, and peer tutoring log

Person or Persons Responsible

Teachers, guidance counselors, Supervising Admistrator

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Tutoring sign in sheets, Extra Help Center sign in sheets, teacher lesson plans

Plan to Monitor Effectiveness of G9.B1.S1

End of course examination benchmark data and common formative assessment data

Person or Persons Responsible

Math Coach, CRT

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

End of course examination and teacher data

Coordination and Integration

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

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

Southwest Middle School has been allocated $5,600 in Title II funding that we will use to send eleven staff members to the AVID conference in Orlando from July 7th - July 9th.

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 writing proficiency by helping students become reflective writers.

G1.B1 Students having difficulty developing and organizing ideas with supporting details, conventions, and proper sentence structure.

G1.B1.S1 Students will use graphic organizers to develop and organize ideas with supporting details, conventions, and proper sentence structure

PD Opportunity 1

Students practice using graphic organizers and Cornell Notes in all content areas.

Facilitator

Reading Coach

Participants

Teachers utilize graphic organizers to demonstrate how to organize thoughts. Teachers show model essays. Teachers guide students on how to review other students' essays.

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Student generated graphic organizers and Cornell Notes

G3. Increase the number of students at proficiency in the area of mathematics

G3.B1 Low level of rigor

G3.B1.S1 Teachers use Webb's Depth of Knowledge levels and FCAT 2.0 Item Specifications in planning lessons. Teachers will do collaborative planning in Professional Learning Communities (PLCs) and utilize common formative assessments in all math PLCs to ensure students understand the material before moving on.

PD Opportunity 1

Teachers will utilize FCAT 2.0 specs and Webb's Depth of Knowledge when collaboratively planning their instruction in their Professional Learning Communities. They will use student generated data to monitor student progress.

Facilitator

Math Coach

Participants

Classroom Teachers, Administrative team

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plan template, data from classroom observations, Professional Learning Community feedback form, data from district's benchmark assessments

G3.B2 Teachers have difficulty differentiating instruction to meet the learning needs of students

G3.B2.S1 Teachers use AVID strategies, benchmark assessement data, and provide differentiated instruction for students

PD Opportunity 1

Teachers will receive professional development on the use of AVID strategies and how to utilize data to guide their math instruction

Facilitator

AVID Coordinator

Participants

Teachers

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Professional development agenda, Professional Learning Community feedback form

G6. Our goal is to increase the number of students proficient in science

G6.B1 Lack of rigorous instruction in the science classrooms

G6.B1.S1 Teachers will use FCAT 2.0 Item specifications and Webb's Depth of Knowledge when doing collaborative planning in Professional Learning Communities (PLC) and develop common mini formative assessments in their PLC to monitor student progress

PD Opportunity 1

Check lesson plans weekly, teacher formal and informal observations, Webb's DOK training, PLC training

Facilitator

Supervising Administrator

Participants

Teachers

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Lesson plan template data from classroom observations, weekly Professional Learning Community feedback form

G7. Increase the number of students at proficiency in the area of reading

G7.B1 Low level of rigor in reading instruction

G7.B1.S1 Use Webb's DOK and a variety of AVID Writing, Inquiry, Communication, Orgnization, and Reading (WICOR) strategies to increase rigor and also to keep students engaged in learning

PD Opportunity 1

Teachers will plan their lessons with their Professional Learning Community to incorporate Webb's Depth of Knowledge and AVID Writing, Inquiry, Communication, Organization, and Reading (WICOR) strategies in all lessons

Facilitator

Reading Coach and AVID Coordinator

Participants

Teachers

Target Dates or Schedule

Ongoing throughout the school

Evidence of Completion

This will be monitored by the assessing administrator attending some of the Professional Learning Community meetings, by reading lesson plans, and doing informal observations

G7.B1.S2 Offer training to teachers in close reading strategies, AVID Writing, Inquiry, Communication, Orginization, and Reading (WICOR), and Common Core Standards

PD Opportunity 1

Teachers will participate in hands-on activities which represent Writing, Inquiry, Communication, Organization, and Reading strategies

Facilitator

Reading Coach, AVID Coordinator

Participants

Reading Coach and AVID Coordinator

Target Dates or Schedule

Monthly through the regularly scheduled professional development

Evidence of Completion

Sign in sheets at training, teachers complete follow up activities

G8. Increase the proficiency of students in the lowest quartile

G8.B1 Students are not engaged in classroom instruction

G8.B1.S1 Teachers need to do a variety of different teaching strategies and activities

PD Opportunity 1

Provide ongoing professional development on close reading strategies and AVID Writing, Inquiry, Communication, Organization, and Reading strategies

Facilitator

Reading Coach

Participants

All subject area teachers will incorporate a variety of strategies in their lesson plans

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Supervising administrator will check lesson plans weekly and do formal and informal observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student writing proficiency by helping students become reflective writers.	$20,000
G2.	Have higher performing students maintain or increase their level of performance.	$7,200
G3.	Increase the number of students at proficiency in the area of mathematics	$20,000
G7.	Increase the number of students at proficiency in the area of reading	$43,000
G8.	Increase the proficiency of students in the lowest quartile	$20,000
	Total	$110,200

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Evidence-Based Program	Total
Title II and General Budget	$60,000	$0	$0	$60,000
General Budget	$40,000	$7,200	$3,000	$50,200
	$0	$0	$0	$0
Total	$100,000	$7,200	$3,000	$110,200

Budget Details

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

G1. Increase student writing proficiency by helping students become reflective writers.

G1.B1 Students having difficulty developing and organizing ideas with supporting details, conventions, and proper sentence structure.

G1.B1.S1 Students will use graphic organizers to develop and organize ideas with supporting details, conventions, and proper sentence structure

Action Step 1

Students practice using graphic organizers and Cornell Notes in all content areas.

Resource Type

Professional Development

Resource

AVID Summer Institute

Funding Source

General Budget

Amount Needed

$20,000

G2. Have higher performing students maintain or increase their level of performance.

G2.B1 Students are not reading challenging books

G2.B1.S1 Require Reading Counts through Language Arts classes. All students will be tested for a lexile score twice a year and required to read appropriate level books. Research to purchase more 1000+lexile age appropriate books for the Media Center.

Action Step 1

Monitor Reading Counts tests to ensure that students are reading at a challenging level. Celebrate success when students achieve a certain amount of points

Resource Type

Evidence-Based Materials

Resource

Purchase books

Funding Source

General Budget

Amount Needed

$7,200

G3. Increase the number of students at proficiency in the area of mathematics

G3.B2 Teachers have difficulty differentiating instruction to meet the learning needs of students

G3.B2.S1 Teachers use AVID strategies, benchmark assessement data, and provide differentiated instruction for students

Action Step 2

Teachers will receive professional development on the use of AVID strategies and how to utilize data to guide their math instruction

Resource Type

Professional Development

Resource

AVID Summer Institute

Funding Source

General Budget

Amount Needed

$20,000

G7. Increase the number of students at proficiency in the area of reading

G7.B1 Low level of rigor in reading instruction

G7.B1.S1 Use Webb's DOK and a variety of AVID Writing, Inquiry, Communication, Orgnization, and Reading (WICOR) strategies to increase rigor and also to keep students engaged in learning

Action Step 1

Teachers will plan their lessons with their Professional Learning Community to incorporate Webb's Depth of Knowledge and AVID Writing, Inquiry, Communication, Organization, and Reading (WICOR) strategies in all lessons

Resource Type

Professional Development

Resource

AVID Conference

Funding Source

Title II and General Budget

Amount Needed

$20,000

G7.B1.S2 Offer training to teachers in close reading strategies, AVID Writing, Inquiry, Communication, Orginization, and Reading (WICOR), and Common Core Standards

Action Step 1

Teachers will participate in hands-on activities which represent Writing, Inquiry, Communication, Organization, and Reading strategies

Resource Type

Professional Development

Resource

AVID Conference

Funding Source

Title II and General Budget

Amount Needed

$20,000

G7.B2 Students are not reading on a regular basis outside of the classroom

G7.B2.S1 Language arts department will agree on a point system and requirements for Reading Counts through language arts classes and publish a list of required summer reading along with the requirements for the summer reading project.

Action Step 1

Students will take Reading Counts tests apon the completion of independent reading

Resource Type

Evidence-Based Program

Resource

Reading Counts Test

Funding Source

General Budget

Amount Needed

$3,000

G8. Increase the proficiency of students in the lowest quartile

G8.B1 Students are not engaged in classroom instruction

G8.B1.S1 Teachers need to do a variety of different teaching strategies and activities

Action Step 1

Provide ongoing professional development on close reading strategies and AVID Writing, Inquiry, Communication, Organization, and Reading strategies

Resource Type

Professional Development

Resource

AVID Summer Institute Training

Funding Source

Title II and General Budget

Amount Needed

$20,000

G9. Our goal is to increase the number of students proficient in algebra

G9.B1 Students lacking prior knowledge due to skipping one to two math courses

G9.B1.S1 Provide extra help through tutoring after school, students visiting the Extra Help Center during school to provide a deeper understanding and reinforcement of concepts, provide practice and reinforcement of concepts through bell work, mini lessons, and questions, peer tutoring during class time

Action Step 1

Use prior FCAT data and current performance data to determine needs for additional support through the Extra Help Center or Algebra Enhancement courses

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed