



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Paul Laurence Dunbar Middle School

4750 WINKLER AVENUE EXT

Fort Myers, FL 33966

239-334-1357

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

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 76%
Alternative/ESE Center No	Charter School No	Minority Rate 69%

School Grades History

2013-14 C	2012-13 B	2011-12 B	2010-11 A	2009-10 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
Prevent	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Paul Laurence Dunbar Middle School

Principal

Cherise Trent

School Advisory Council chair

Dawn Dupree

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

Name	Title
Cherise Trent	Principal
Ceclyn Mullings	Assistant Principal
Andrea Schillinger	Assistant Principal
Stephen Hilderbrand	Dean of Student Services and Staff Support
Marie Messick	Reading Coach
Michelle Stewart	Teacher
Rick Lizana	Math Department Chair
Debbie Kelley	Reading Department Chair
Amanda Ciampaglia	Language Arts Department Chair
Colin Benner	Social Studies Department Chair
Brian Blauet	Science Department Chair

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

Dawn Dupree, Chairperson
Michelle Stewart, Secretary and DAC Representative
Stephen Hilderbrand, SAC Representative

Involvement of the SAC in the development of the SIP

The SAC shares in the development and planning for implementation of strategies reflected in the school improvement plan. SAC shares the responsibility in electing members to represent the school and outline the focus for continual school improvement. PLDMS' primary goal has been presented and is supported by the SAC and approved on 8/29.

Activities of the SAC for the upcoming school year

SAC will meet every other month to discuss school wide improvements and initiatives.

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

\$1,195 will be used to support the classroom resource Brain Pop as determined by committee. Remaining funds will be allocated towards the Super Study Session program as outlined in the Extended Learning Time section of 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:

Cherise Trent		
Principal	Years as Administrator: 9	Years at Current School: 3
Credentials	BA in Communication Arts Education from Oral Roberts University; MA in Ed. Leadership from Nova Southeastern Certification: DOE# 624275 Ed. Leadership ESOL Endorsement English 6-12 Music 6-12	
Performance Record	2012-13 While PLDMS school grade remained a "B" there are many achievements that have been made in the past year; overall PLDMS increased by 17 points towards the school grade. 68% of the bottom 25% made gains in reading, 59% of students met reading proficiency, and 67% of all students made reading learning gains. In math, 70% of the bottom 25% made learning gains and 68% of all math students made learning gains with 54% meeting proficiency.	

Andrea Schillinger		
Asst Principal	Years as Administrator: 0	Years at Current School: 3
Credentials	M. Ed. Leadership from Nova University B.S. Special Education: Behavior Disorders and Learning Disabilities Certificates: Ed. Leadership Elementary Ed. 1-6 Special Ed. K-12 Behavior Disorders k-12 Learning Disabilities k-12 ESOL Endorsement Reading Endorsement	
Performance Record	PLDMS increased by 17 points towards the school grade. 68% of the bottom 25% made gains in reading, 59% of students met reading proficiency, and 67% of all students made reading learning gains. In math, 70% of the bottom 25% made learning gains and 68% of all math students made learning gains with 54% meeting proficiency. Mrs. Schillinger focused on professional development with instructional staff and data chats regarding growth within the math and reading departments.	

Ceclyn Mullings

Asst Principal

Years as Administrator: 10

Years at Current School: 7

Credentials

Bachelors of Science in Mathematics and Accounting, University of the West Indies; Masters of Science in Mathematics, University of South Florida
 Specialist Degree in Educational Leadership, Nova Southeastern University.
 Certification:
 DOE#568606
 Ed. Leadership
 Gifted
 Endorsement
 Math 5-9
 Math 6-12

Performance Record

Assistant Principal 2012-2013
 PLDMS increased by 17 points towards the school grade. 68% of the bottom 25% made gains in reading, 59% of students met reading proficiency, and 67% of all students made reading learning gains. In math, 70% of the bottom 25% made learning gains and 68% of all math students made learning gains with 54% meeting proficiency. Mrs. Mullings focused on involvement with and growth in the math department.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marie Messick, Reading Coach

Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Bachelor of Arts, Communication/Public Relations, University of Dayton M.Ed. Reading, Florida Gulf Coast University Certification: English 6-12; Reading Endorsement, ESOL Endorsement	
Performance Record	2012-2013 Paul Laurence Dunbar Middle School PLDMS increased by 17 points towards the school grade. 68% of the bottom 25% made gains in reading, 59% of students met reading proficiency, and 67% of all students made reading learning gains. 57% of 6th grade students, 56% of 7th grade students, and 58% of 8th grade students met reading proficiency. Implementation of schoolwide Eagles Read to Achieve initiative.	

Stephen Hilderbrand, Dean of Student Services and Staff Support

Full-time / District-based	Years as Coach: 2	Years at Current School: 1
Areas	Data, RtI/MTSS, Other	
Credentials	Education: Bachelor's in business/economics, Masters in Ed. Leadership complete in December 2013 Certifications K-12 ESE K-6	
Performance Record	Mr. Hilderbrand focused on discipline, Positive Behavior Support, and working with the ESE/ELL departments. With the implementation of Positive Behavior Support the discipline incidents at PLDMS were reduced by 1,057 incidents from 2011-2012 to 2012-2013.	

Classroom Teachers

# of classroom teachers	53
# receiving effective rating or higher	50, 94%
# Highly Qualified Teachers	98%
# certified in-field	51, 96%
# ESOL endorsed	18, 34%

reading endorsed

12, 23%

with advanced degrees

26, 49%

National Board Certified

2, 4%

first-year teachers

2, 4%

with 1-5 years of experience

10, 19%

with 6-14 years of experience

26, 49%

with 15 or more years of experience

15, 28%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 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

Andrea Schillinger:

Meets regularly with new teachers to facilitate transition to school and professional development opportunities, APPLES, Osha training, mentoring plan etc.

Conducts regular surveys to determine employee satisfaction and maintain staff morale. Recognizes and rewards staff performance through PBS and monthly Employee recognition program.

Assign administrator to each grade level to ensure all employees have a direct line of support for problem solving.

Offer stipends and additional opportunities for qualified staff members to develop leadership within the school.

Provide opportunities for staff members to attend training and PD at district level; i.e. coach meetings, MTSS training etc.

Maintain updated records of certifications, endorsements, etc.

Attend district job recruitment fair.
Partner with FGCU to house and support education internships.

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

Veteran teachers/instructional staff with well established techniques to use in the classroom as well as strong classroom management and comfortability level with school operations will pair with new teachers and conduct the following: non-evaluative observation, meetings helping with developing behavior management skills, and getting to know our school culture.

New teachers will meet every other Tuesday to conference regarding questions/concerns regarding their first year with PLDMS. Led by Andrea Schillinger.

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

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

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

The MTSS Problem-Solving team at Paul Laurence Dunbar 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 MTSS Manual. The roles of each member are as follows:

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

The MTSS Leadership Team for Paul Laurence Dunbar Middle School consists of the following members:

Cherise Trent, Principal; Ceclyn Mullings, Assistant Principal; Andrea Schillinger, Assistant Principal; Stephen Hilderbrand, Dean of Student Services; Candace Derringer, Guidance Counselor; Jennifer Andoscia, Behavior Specialist; Gina Lewis-Sheard, Staffing Specialist; Marie Messick, Reading Coach; Heather Giordano, Speech-Language Pathologist; Evelyn Campbell, School Social Worker; Elvira Latassa, School Psychologist; Specific Classroom Teachers.

The MTSS 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 student response to current interventions, curricula, and school systems.

Classroom Teacher :

Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist:

- Attend MTSS Team meetings

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

Speech-Language Pathologist

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

Principal/Assistant Principal:

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist:

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist:

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

ESE Teacher/Staffing Specialist:

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

Specialist (Behavior, OT, PT, ASD):

- Consult with MTSS Team
- Provide staff trainings

Social Worker:

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

ESOL/ELL Representative:

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

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

Paul Laurence Dunbar Middle school follows the MTSS guidelines outlined in the problem solving model, define the problem, analyze the cause, develop a plan, implement the plan, evaluate the plan. The leadership team meets on a regular basis and maintains consistent communication for continuous review of plans in place.

The leadership team reviews data on a monthly basis to determine the effectiveness of implemented strategies as outlined in the problem solving section of the School Improvement Plan.

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

Paul Laurence Dunbar Middle School utilizes the district adopted data management system, Performance Matters as well as 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 plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problemsolving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Members of the MTSS team as well as classroom teachers are responsible for effectively communicating the MTSS progress for parents and stakeholders.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 7,200

Super Study Sessions:

Students are able to stay after school Tuesday through Thursday for a total of 32 weeks to receive support in core academic subjects with certified staff members.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students grades are monitored regularly. Certified teachers are present and continuously monitoring and ensuring that students are focused on academics.

Who is responsible for monitoring implementation of this strategy?

Michael Senicola, Tia Paul, Connie Larson, Marie Messick

Strategy: Before or After School Program

Minutes added to school year:

After school clubs/intermurals:

Students are able to stay after school to participate in any of the following enrichment activities: Battle of the Books, Fellowship of Christian Athletes, Math Club etc. National Junior Honor Society, Student Government, Odyssey of the Mind, Band/Chorus, Drama Club, Intermural Sports (basketball, soccer, volleyball, cheer),

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Student participation and performance is monitored by club leader (certified instructor).

Who is responsible for monitoring implementation of this strategy?

Mike Luecke, Mike Lynch, Matthew Murrell, Erin Gisse, Vincent Lewis, Michael Senicola, Deborah Kelley, Robin Ziel, Janice Charles, Cathy Weis

Literacy Leadership Team (LLT)

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

Name	Title
Cherise Trent	Principal
Andrea Schillinger	Assistant Principal
Ceclyn Mullings	Assistant Principal

Name	Title
Stephen Hilderbrand	Dean of Student Services and Staff Support
Marie Messick	Reading Coach
Debbie Kelley	Reading Department Chair
Amanda Ciampaglia	Language Arts Department Chair
Rick Lizana	Math Department Chair
Colin Benner	Social Studies Department Chair
Brian Blauet	Science Department Chair
Gina Amato	Reading Teacher
Nicole Bizjak	Reading Teacher
Michael Barbosa	Reading Teacher
Wilbert Lawrence	Reading Teacher
Lynn Elmoudane	Reading Teacher
Connie Larson	Reading Teacher
Christopher Balzano	Reading Teacher
Dona Gaither	Reading Teacher
Robin Ziel	Reading Teacher
Janice Charles	Reading Teacher
Cathy Weis	Reading Teacher

How the school-based LLT functions

The LLT meets once per month headed by the Reading Coach who will set the agenda.

Major initiatives of the LLT

Planning for Learning- Fostering PLC Groups, Collaboration between Reading and the Content Areas
Writing Across the Content Areas- Evidence Based Questions and Response, Close Reads, Thought Questions in Teen Biz

Rigor- Levels of Questioning, Higher Leveled Text, Close Reads, Evidence Based Questions and Response

Eagles Rally to Achieve Initiative- Continuation of school wide initiative incorporating focus on root words and vocabulary and basic math strategies.

One Book, One School

Maintaining high achievement in upper level readers through implementation of the Focus calendar and weekly assessments used to drive instruction.

Every Teacher Contributes to Reading Instruction

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

All teachers incorporate close reads throughout the school year, supported by the reading coach. All teachers participate in school wide reading initiative ERA, including vocabulary development and independent reading time for 15 minutes during every class period on Fridays. All teachers have access to Teen Biz and are encouraged to use articles to support their curriculum. Reading coach works with teachers across the content areas to implement reading strategies.

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

Create real world project-based documents utilizing current technology (Microsoft Office applications)

Business letters

Resumes

Flyers

Budget Spreadsheets

Informative PowerPoint

Technical/Career content reading

Career Information, TeenBiz.com & TeenTribune.com

Basic computer concepts

World Wide Web searches

Business related soft skills

CAPE Academy (Career and Professional Education): iTech Advanced Technology Academy

Florida Digital Certificate (coming soon, replaced Microsoft Certification)

High School Credit upon successful completion of 8th grade Computing for College and Career coursework

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

Career research

State provided career information web site, FLChoices.org

Self-assessments

Career exploration

High School / College planning

AVID

Strategies for improving student readiness for the public postsecondary level

AVID strategies, Cornell Notes, EAGLE Binder/Organization Strategies, Student Participation in Data chats,

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	66%	59%	No	69%
American Indian				
Asian	86%	88%	Yes	87%
Black/African American	43%	41%	No	49%
Hispanic	63%	56%	No	66%
White	82%	77%	No	84%
English language learners	29%	36%	Yes	36%
Students with disabilities	43%	30%	No	49%
Economically disadvantaged	55%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	253	28%	33%
Students scoring at or above Achievement Level 4	271	30%	32%

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>		43%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	631	67%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	155	68%	73%

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)	17	35%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	33%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	41%	51%

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	169	60%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		83%

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	64%	54%	No	68%
American Indian				
Asian	90%	84%	No	91%
Black/African American	45%	36%	No	51%
Hispanic	58%	50%	No	63%
White	78%	72%	No	81%
English language learners	52%	28%	No	57%
Students with disabilities	39%	34%	No	45%
Economically disadvantaged	53%	44%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	259	28%	32%
Students scoring at or above Achievement Level 4	220	24%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		35%
Students scoring at or above Level 7	[data excluded for privacy reasons]		28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	641	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	165	70%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	462	49%	58%
Middle school performance on high school EOC and industry certifications	330	35%	46%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	40%	43%
Students scoring at or above Achievement Level 4	39	28%	30%

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	66	23%	28%
Students scoring at or above Achievement Level 4	68	24%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		5%
Students scoring at or above Level 7	[data excluded for privacy reasons]		2%

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)	3		5
Participation in STEM-related experiences provided for students	475	50%	60%

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	47	5%	2%
Students who fail a mathematics course	54	6%	4%
Students who fail an English Language Arts course	85	9%	6%
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	188	20%	17%

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

Offer multiple school wide events will be held, such as: PTSA Meetings (8), SAC Meetings (5), New Student Orientation (1), Student Assignment Open House (1), Open House (1), Science Fair (1), Social Studies Fair (1), Band/Chorus Concerts (2), Drama Presentations (2), and AVID Family Nights (4) Align PTSA efforts in fundraising, planning school wide events, and creating campus climate.

Parents, teachers, and staff will continue to recruit parents for membership and involvement in all school activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents participate in events held by or promoting the school.		40%	45%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** Students will increase learning gains school wide by participating in rigorous standard based academics, including writing in response to text to support their learning in all core curriculum classes as measured by district assessments.

Goals Detail

G1. Students will increase learning gains school wide by participating in rigorous standard based academics, including writing in response to text to support their learning in all core curriculum classes as measured by district assessments.

Targets Supported

- 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
- CTE
- EWS - Middle School

Resources Available to Support the Goal

- Teachers
- Reading Coach
- PLC Groups-focused on data analysis and problem solving cycle to reach student learning gains
- District Assessments
- Teen Biz
- Paraprofessional Support
- Performance Matters
- Staff Development
- Team Leads

Targeted Barriers to Achieving the Goal

- Teacher Adaptation to Change
- Teacher familiarity with how to use data and apply appropriate intervention strategies to enhance achievement.

Plan to Monitor Progress Toward the Goal

All stakeholders monitor student data, student progress and guide instruction based on data to support rigorous academics across the content areas.

Person or Persons Responsible

All Stakeholders, administrators, instructional support staff, teachers, students

Target Dates or Schedule:

Post baseline, mid-year assessments quarterly based on classroom assessments

Evidence of Completion:

All stakeholders maintain evidence of completed data analysis tools and evidence of data driven focused instruction.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will increase learning gains school wide by participating in rigorous standard based academics, including writing in response to text to support their learning in all core curriculum classes as measured by district assessments.

G1.B2 Teacher Adaptation to Change

G1.B2.S1 Provide professional development on levels of questioning, scaffolding, and writing using evidence based responses.

Action Step 1

Teachers will participate in professional development. Leadership team will meet regularly to progress monitor relating to implementation of professional development focus.

Person or Persons Responsible

Cherise Trent, Andrea Schillinger, District and School Based Trainers

Target Dates or Schedule

Department Chair Led PD- The first Wednesday of each month following the Leadership Team Meeting. School Wide PD-Wednesday 9/25, Wednesday 10/16/13

Evidence of Completion

Meeting notes/agenda, training documentation, participant feedback/surveys.

Facilitator:

Andrea Schillinger

Participants:

Cherise Trent, Andrea Schillinger

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

Team leads teach back strategy of focus highlighted in Leadership Mtg. Teachers participate in professional development based on scaffolding, levels of questioning and writing using evidence based responses.

Person or Persons Responsible

Cherise Trent, Andrea Schillinger, Ceclyn Mullings, Stephen Hilderbrand, Marie Messick, Team Leads

Target Dates or Schedule

Department Chair Led PD- The first Wednesday of each month following the Leadership Team Meeting. School Wide PD-Wednesday 9/25, Wednesday 10/16/13

Evidence of Completion

Teachers participate in training and it is evidenced in their instruction as noted in administrative observations and plans.

Plan to Monitor Effectiveness of G1.B2.S1

Teachers are utilizing learning strategies supporting levels of questioning, scaffolding and writing using evidence based responses.

Person or Persons Responsible

Cherise Trent, Andrea Schillinger, Ceclyn Mullings

Target Dates or Schedule

Classroom Observations/Final Evaluation

Evidence of Completion

Administrative classroom observations and evaluations.

G1.B2.S2 Provide opportunities for teachers to observe modeling of questioning techniques, scaffolding and evidence based responses to text and participate in PLC groups.

Action Step 1

Teachers will participate in professional development. Leadership team will meet regularly to progress monitor relating to implementation of professional development focus.

Person or Persons Responsible

Cherise Trent, Andrea Schillinger

Target Dates or Schedule

Department Chair Led PD- The first Wednesday of each month following the Leadership Team Meeting. School Wide PD-Wednesday 9/25, Wednesday 10/16/13

Evidence of Completion

training documentation, meeting/agenda notes, participant feedback/surveys

Facilitator:

Andrea Schillinger

Participants:

Cherise Trent, Andrea Schillinger

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

Modeling of strategies both in school wide professional development and in the classroom setting.

Person or Persons Responsible

Andrea Schillinger, Marie Messick

Target Dates or Schedule

Department Chair Led PD- The first Wednesday of each month following the Leadership Team Meeting. School Wide PD-Wednesday 9/25, Wednesday 10/16/13 Wednesday morning PLC group meetings

Evidence of Completion

Training documentation, staff feedback, surveys

Plan to Monitor Effectiveness of G1.B2.S2

Teachers are utilizing modeled/learned strategies supporting levels of questioning, scaffolding and writing using evidence based responses.

Person or Persons Responsible

Cherise Trent, Andrea Schillinger, Ceclyn Mullings

Target Dates or Schedule

Classroom Observations/Final Evaluation

Evidence of Completion

Administrative classroom observations and evaluations

G1.B3 Teacher familiarity with how to use data and apply appropriate intervention strategies to enhance achievement.

G1.B3.S1 Department leads conduct data chats and focus within department meetings. Department leads conduct conversations focusing on what we teach, how we teach, how we assess, and how we know students learn. Leads report back to administrative team.

Action Step 1

Meet as PLC groups and within departments to analyze and disaggregate data, i.e. deficits; areas in need of improvement; strengths of certain teachers and/or students for purpose of collaboration. Answer four questions: what are we teaching, how are we teaching, how are we assessing and how do we know students are learning.

Person or Persons Responsible

Rick Lizana, Debbie Kelley, Amanda Ciampaglia, Brian Blauet, Colin Benner

Target Dates or Schedule

Post Baseline, Mid-Year, and Common Assessments

Evidence of Completion

Administration meets the first Monday of every month with leadership team and asks the four critical questions regarding student achievement; what are we teaching, how are we teaching, how are we assessing and how do we know students are learning.

Facilitator:

Andrea Schillinger, Department Heads

Participants:

Rick Lizana, Debbie Kelley, Amanda Ciampaglia, Brian Blauet, Colin Benner

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Administrative team meets with department leads to analyze data and instructional plans. Administrative team member reviews and approves data analysis tool.

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

Post Baseline, Mid-year, Common Assessment Data Chats

Evidence of Completion

Team leads have a plan of action and are able to effectively convey to administration how their team responded to the four questions and provide the department's data analysis tools. Department leads continuously refer back to plan of action.

Plan to Monitor Effectiveness of G1.B3.S1

Team identifies areas in need of improvement and plan for instructional focus.

Person or Persons Responsible

Cherise Trent, Andrea Schillinger, Ceclyn Mullings, Stephen Hilderbrand, Marie Messick

Target Dates or Schedule

PLC Department Meetings

Evidence of Completion

Students make gains in area of focus as measured by common assessments, mid-year data, and district assessments.

G1.B3.S2 Provide professional development on targeting areas of weakness in data and intervention strategies.

Action Step 1

Meet as a department to analyze and disaggregate data, i.e. deficits; areas in need of improvement; strengths of certain teachers and/or students for purpose of collaboration. Answer four questions: what are we teaching, how are we teaching, how are we assessing and how do we know students are learning.

Person or Persons Responsible

Rick Lizana, Debbie Kelley, Amanda Ciampaglia, Brian Blauet, Colin Benner

Target Dates or Schedule

Post Baseline, Mid-Year, and Common Assessments

Evidence of Completion

Administration meets the first Monday of every month with leadership team and asks the four critical questions regarding student achievement; what are we teaching, how are we teaching, how are we assessing and how do we know students are learning.

Facilitator:

Andrea Schillinger

Participants:

Rick Lizana, Debbie Kelley, Amanda Ciampaglia, Brian Blauet, Colin Benner

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Administrative team meets with department leads to analyze data and instructional plans. Administrative team member reviews and approves data analysis tool.

Person or Persons Responsible

Cherise Trent, Andrea Schillinger, Ceclyn Mullings

Target Dates or Schedule

Post Baseline, Mid-year, Common Assessment Data Chats

Evidence of Completion

Team leads have a plan of action and are able to effectively convey to administration how their team responded to the four questions and provide the department's data analysis tools. Department leads continuously refer back to plan of action.

Plan to Monitor Effectiveness of G1.B3.S2

Team identifies areas in need of improvement and plan for instructional focus.

Person or Persons Responsible

Cherise Trent, Andrea Schillinger, Ceclyn Mullings, Stephen Hilderbrand, Marie Messick

Target Dates or Schedule

PLC Department Meetings

Evidence of Completion

Students make gains in area of focus as measured by common assessments, mid-year data, and district assessments.

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. Students will increase learning gains school wide by participating in rigorous standard based academics, including writing in response to text to support their learning in all core curriculum classes as measured by district assessments.

G1.B2 Teacher Adaptation to Change

G1.B2.S1 Provide professional development on levels of questioning, scaffolding, and writing using evidence based responses.

PD Opportunity 1

Teachers will participate in professional development. Leadership team will meet regularly to progress monitor relating to implementation of professional development focus.

Facilitator

Andrea Schillinger

Participants

Cherise Trent, Andrea Schillinger

Target Dates or Schedule

Department Chair Led PD- The first Wednesday of each month following the Leadership Team Meeting. School Wide PD-Wednesday 9/25, Wednesday 10/16/13

Evidence of Completion

Meeting notes/agenda, training documentation, participant feedback/surveys.

G1.B2.S2 Provide opportunities for teachers to observe modeling of questioning techniques, scaffolding and evidence based responses to text and participate in PLC groups.

PD Opportunity 1

Teachers will participate in professional development. Leadership team will meet regularly to progress monitor relating to implementation of professional development focus.

Facilitator

Andrea Schillinger

Participants

Cherise Trent, Andrea Schillinger

Target Dates or Schedule

Department Chair Led PD- The first Wednesday of each month following the Leadership Team Meeting. School Wide PD-Wednesday 9/25, Wednesday 10/16/13

Evidence of Completion

training documentation, meeting/agenda notes, participant feedback/surveys

G1.B3 Teacher familiarity with how to use data and apply appropriate intervention strategies to enhance achievement.

G1.B3.S1 Department leads conduct data chats and focus within department meetings. Department leads conduct conversations focusing on what we teach, how we teach, how we assess, and how we know students learn. Leads report back to administrative team.

PD Opportunity 1

Meet as PLC groups and within departments to analyze and disaggregate data, i.e. deficits; areas in need of improvement; strengths of certain teachers and/or students for purpose of collaboration. Answer four questions: what are we teaching, how are we teaching, how are we assessing and how do we know students are learning.

Facilitator

Andrea Schillinger, Department Heads

Participants

Rick Lizana, Debbie Kelley, Amanda Ciampaglia, Brian Blauet, Colin Benner

Target Dates or Schedule

Post Baseline, Mid-Year, and Common Assessments

Evidence of Completion

Administration meets the first Monday of every month with leadership team and asks the four critical questions regarding student achievement; what are we teaching, how are we teaching, how are we assessing and how do we know students are learning.

G1.B3.S2 Provide professional development on targeting areas of weakness in data and intervention strategies.

PD Opportunity 1

Meet as a department to analyze and disaggregate data, i.e. deficits; areas in need of improvement; strengths of certain teachers and/or students for purpose of collaboration. Answer four questions: what are we teaching, how are we teaching, how are we assessing and how do we know students are learning.

Facilitator

Andrea Schillinger

Participants

Rick Lizana, Debbie Kelley, Amanda Ciampaglia, Brian Blauet, Colin Benner

Target Dates or Schedule

Post Baseline, Mid-Year, and Common Assessments

Evidence of Completion

Administration meets the first Monday of every month with leadership team and asks the four critical questions regarding student achievement; what are we teaching, how are we teaching, how are we assessing and how do we know students are learning.

Appendix 2: Budget to Support School Improvement Goals