



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Southwestern Middle School

605 W NEW HAMPSHIRE AVE

Deland, FL 32720

386-822-6700

<http://myvolusiaschools.org/school/southwesternmiddle/pages/default.aspx>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
75%

Alternative/ESE Center
No

Charter School
No

Minority Rate
52%

School Grades History

2013-14
C

2012-13
C

2011-12
C

2010-11
B

2009-10
A

SIP Authority and Template

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

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

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

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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	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Southwestern Middle School

Principal

Mamie Oatis

School Advisory Council chair

Sean Richter

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

Name	Title
Mamie Oatis	Principal
Abigail Boyce	Assistant Principal
Charlie Bynum	Assistant Principal
Kristina Wiseman	Assistant Principal
Harriett DiMuro	Reading Coach
Joel Manning	Math Department Contact
Andrea Finkle	AVID Coordinator
David Finkle	ELA Department Contact
Leah Clayton/Tai Presley	Science Department Contact
Kellie Pait	Media/Technology Contact
Kevin Copes/Mark Rosekelly	Social Studies Contact
Lorinda Smith	ESE Department Contact
Michelle Baldwin Moore	Guidance
Sean Richter	Guidance
Willie Calloway	Vocational/Elective Contact

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

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

Southwestern Middle School's School Advisory Council consist of Principal Mamie Oatis, Assistant Principals Abigail Boyce, Charlie Bynum, and Kristina Wiseman, parents/guardians, community/business partners, and other citizens who are representative of the ethnic racial, and economic community served by the school. Sean Richter, Guidance Counselor serves as our chairperson.

Elected members which include only parents, teachers, staff, and students are elected during the formal SAC election window. Elected members include Susan Arreseigor, Sarah Carothers. James Clayton, Cathy Cortes and Tonya Harp.

Kelly Crump is an elected member who's also our District Advisory Representative. Teacher/Business partner members are Andrea and David Finkle. Aimee Huddleston is a parent/Business partner. Ilsa Santiago, Tony Tussing, Cindy Scott, and Community Members Peggy Flomerfelt, Linda Berner, Elizabeth Guzman, and George Lyons, (parents) are appointed with approval of the SAC Committee. SAC appointments are noted in the meeting minutes. At least fifty-one percent (51%) of the SAC are parents and community members not employed by the District of Volusia County. At least one member Colleen Winburn (support staff) is employed at the school site.

Involvement of the SAC in the development of the SIP

During the designated monthly meeting SAC examines all aspects of the school when developing the School Improvement Plan (SIP). The team uses information from the prior year's SIP, FCAT test results, and school specific information to formulate goals with explicit accountability measures. SAC members are aware of individual student needs and that needs are based on school data. Upon quarterly data reviews, the SAC committee will suggest potential interventions that meet the needs of the school in order to increase overall student success. We recognize student performance and needs from the data and recommend interventions for students that will take them to proficiency. Expectations for SAC include; Prioritizing the needs of the school; developing strategies for improving areas of need to improve student performance and providing input on the annual budget. SAC will: review the school budget to assure spending in accordance with the goals of the plan.

Activities of the SAC for the upcoming school year

Southwestern Middle School's School Advisory Council (SAC) will assist in the preparation and evaluation of the School Improvement Plan. The team uses information from the prior year's SIP, FCAT test results, and school specific information to formulate goals with explicit accountability measures. The SAC will subsequently monitor the SIP and applicable data, and if necessary, recommend modifications to the plan to reflect any changes needed. Throughout the school year, SAC will receive updated training on the district and school calendar website.

Based on parent input, Sean Richter, SAC Chairperson and school administrators will schedule guest speakers (Anti Bullying, BYOT, Common Core, Transition to High School) for monthly meetings.

Members will also have the opportunity to learn how Southwestern promotes parental involvement through scheduled Family Nights, Communication, School Volunteers and Collaboration with the Community. SAC members can also share in making decisions. Some of these include:

- *Participation on school/district/community committees including PTSO (Parent Teacher Student Organization)

- *Involvement in the development of school/district policies (District/School Dress Code Policy)

- * Other School/District Advisory Committees (DAC, Calendar Committee, Teacher of the Year Selection)

- *Complete/Review/Gather Input on Climate Survey

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

The beginning balance is \$213.39. Projected used of school improvement funds will be used to develop and implement identified areas in the SIP and to provide professional development opportunities for administrators, faculty/staff and other support staff that will enable students to meet the state's proficient levels of student performance.

- *Student Recognition-PAWS, Honor Roll (magnet PAWS, Star Student)

Requested by: Lorinda Smith, Sixth Grade Lead Teacher

Amount: \$75.00

* Materials for Book Study

Requested by: Michelle Baldwin Moore

Amount: \$75.00

Mamie Oatis, Principal

Book Study/Professional Development (Data Driven, Engaging Students, Mission Impossible)

Amount: \$50.00

Any additional allocated funds may be used for the following projected activities:

*Parent Workshops – provide information on parenting, academic resources access, and continuing education activities such as Family Nights - STAR WARS Reading, Science Fair, Math and Social Studies Fair

* Implementing interventions that support lowest quartile

*Supporting the purchase of technology to enhance student achievement

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mamie Oatis		
Principal	Years as Administrator: 22	Years at Current School: 11
Credentials	BA Special Education Masters in Educational Leadership Certifications: Emotionally Handicapped; Mentally Handicapped; Specific Learning Disabilities; School Principal	
Performance Record	2013-C School, (47%R/39%M, 47%R/46%M, 47%R/44%M) 2012 - C School, (52%R/46%M; 64% R/55%M; 64%R/56%M) 2011 - B School, AYP74% (67% R/56% M; 60% R/59% M; 60% R/61% M) 2010 – A School, AYP 74% (53% R/65% M; 67% R/47% M; 65% R/55% M) * 2009 – A School, AYP 85% (59% R/62% M; 70% R/52% M; 63% R/49% M) * 2008 – A School, AYP 85% (49% R/57% M; 72% R/ 61% M; 62% R/43% M) * 2007 – C School, AYP 85% (40% R/52% M; 56% R/44% M; 65% R/42% M) * 2006 – B School, AYP 82% (47% R/57% M; 51% R/41% M; 60% R/41% M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) Prior to 2005, I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development. I strive to provide quality leadership and support to my faculty and staff as we worked toward	

Abigail Boyce		
Asst Principal	Years as Administrator: 4	Years at Current School: 10
Credentials	BA Physical Education Masters in Educational Leadership	
Performance Record	2013-C School 2012 - C School, (52%R/46%M; 64% R/55%M; 64%R/56%M) 2011 - B School, AYP74% (67% R/56% M; 60% R/59% M; 60% R/61% M) 2010 – A School, AYP 74% (53% R/65% M; 67% R/47% M; 65% R/55% M) *	

Charles D. Bynum		
Asst Principal	Years as Administrator: 8	Years at Current School: 4
Credentials	BA Physical Education Masters in Educational Leadership	
Performance Record	2013-C School, 2012 - C School, (52%R/46%M; 64% R/55%M; 64%R/56%M) 2011 - B School, AYP74% (67% R/56% M; 60% R/59% M; 60% R/61% M) 2010 – A School, AYP 87% (52% R/60% M; 68% R/55% M; 61% R/49% M) * 2009 – B School, AYP 74% (45% R/60% M; 57% R/51% M; 60% R/48% M) * 2008 – B School, AYP 72% (46% R/63% M; 58% R/ 53% M; 56% R/42% M) * 2007 – C School, AYP 77% (42% R/60% M; 58% R/ 50% M; 57% R/46% M) * 2006 – A School, AYP 87% (43% R/57% M;	

Kristina Wiseman		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	BS ESE MST in Educational Leadership	
Performance Record	2013-C-School(47%R/39%M, 47%R/46%M, 47%R/44%M)	

Instructional Coaches

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

Harriett Dimuro		
Full-time / District-based	Years as Coach: 9	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Reading Certified English 6-12 Speech Drama ESOL Endorsement Middle Grades Endorsement	
Performance Record	30 years teaching experience 12 years Reading Coach experience 9 years Reading Coach- Volusia County Schools Alternative Education- 1.5 years. The school does not receive a school grade.	

Classroom Teachers

# of classroom teachers	48
# receiving effective rating or higher	41, 85%
# Highly Qualified Teachers	100%
# certified in-field	0, 0%
# ESOL endorsed	10, 21%
# reading endorsed	13, 27%
# with advanced degrees	12, 25%
# National Board Certified	1, 2%
# first-year teachers	2, 4%
# with 1-5 years of experience	15, 31%
# with 6-14 years of experience	13, 27%

with 15 or more years of experience

18, 38%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Interested applicants are given a tour of the campus during interviews. The entire staff creates a friendly/welcoming climate. Our Data Assistant Principal, Charlie Bynum closely monitors the master schedule to ascertain that teachers who have been assigned are highly qualified. Key leaders (leadership team) and administrators mentor, coach and collaborate with new staff. Our administrative team make every effort to make sure that every teacher is successful. Curriculum Assistant Principal Abigail Boyce and ESE Assistant Principal Kristina Wiseman assigns a mentor to new teachers/staff members. New members participate in professional learning communities that are subject area determined. Behavioral Leadership Team Chairperson Don D'Orto, schedules and organizes "Have Questions-We Have Answers." Both teacher and mentor agree to meet with the BLT and administrators in a comfortable environment. Refreshments are provided.

By providing teachers with the opportunity to work with technology like SmartBoards, iPads, Clickers/ Mobi document cameras in classrooms, teachers have opportunities they might not have in other school. Administrators are also working to strengthen discipline at the school. Kristina Wiseman and Abigail Boyce schedule CHAMPS and Classroom Management Professional Development.

The opportunity to teach in a safe and orderly learning environment is a desirable trait in a school, and helps us to recruit and maintain highly qualified teachers.

Professional Learning Communities (PLC's) are scheduled and led by Curriculum Assistant Principal Abigail Boyce, our Reading Coach Harriett Dimuro and Math Coach Linda Nigro. During PLC's both coaches provide teachers opportunities to collaborate and to identify essential benchmarks. In addition, teachers are able to work together to create data driven lessons to meet the need of learners. Teachers receive the support they need in content and instruction. Administrators give regular feedback after classroom walk-throughs and unscheduled/scheduled observations. In addition, college students from Stetson and Bethune- Cookman University and Daytona State College complete Classroom Practicums, and Internship on our campus. Students are encouraged to participate in Volusia County School's Annual Job Fair. The principal strives to make the school a positive environment.

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

New teachers are paired based on subject area and mentor teacher experience. Both mentor and mentee (math, physical education, language arts, science, and vocational/elective) are same subject certified. Mentors are well-selected, well-trained, and given time to work intensively with their assigned teacher. Mentor/mentee orientation training is scheduled during pre-planning week. Both complete the school checklist as a team. New teachers also meet monthly with administrators during designated PLC's. SMS mentoring program supports teachers as they develop skills in team teaching, interpersonal and written communications, and behavior management. Behavioral Leadership Team Chairperson Don D'Orto, schedules and organizes "Have Questions-We Have Answers." Both teacher and mentor agree to meet with the BLT and administrators in a comfortable environment. Refreshments are provided.

District level PARs are assigned to first year/no experience teachers. Our reading and math coaches work one-on one to coach beginning teachers to improve their performance wherever their skill level. Mentors and mentees are given support and time (some common planning time) to participate in the conferences and professional development.

Susan Tyree, Retired Exploratory Technology Teacher mentors the new ET Teacher. She also provides updated PITSCO and Lab Orientation training.

David Finkle, ELA Department Contact provides orientation to Writing Strategies and Instructional Practices in the classroom, Implementation of Spring Board Common Core State Standards. The principal supports and provides release time and substitute coverage for mentors/mentees to participate in large group sessions.

Kellie Pait, Media/Technologist Specialist schedule classroom visits to offer valuable tips and general guidelines on how to use School Media Services, Destiny and provides SAM Orientation/Training. Moncia Guidotti, ELL Contact offers practical strategies, activities for teaching English Language Learners of all levels and ELL lessons connected to core standards.

Kristina Wiseman, ESE Assistant Principal, Lorinda Smith, ESE Department Contact and Sharon Brown, ESE Co Teacher shared ideas co teachers can implement in the classroom to increase student learning and engagement, co teaching roles and responsibilities, accommodations and modifications for students, and how to establish a positive classroom climate.

Description of Strategy Person Responsible

New Mentoring Program Mamie Oatis, Principal

Abigail Backer, Curriculum AP

Charlie Bynum, Data AP

Kristina Wiseman, ESE AP

Harriett Dimuro, Reading Coach

Linda Nigro, Math Coach

Leah Clayton/Tai Presley, Science Contact

David Finkle, ELA Contact

Joel Manning, Math Contact

Susan Tyree, Retired Vocational Teacher

Willie Calloway, Physical Education Contact

Kevin Copes, Social Studies Contact

Joseph Powell, Band/Chorus Director

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 improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data driven framework that seeks to find solutions/resources matched to student needs in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on resources. Recommended interventions (supports) are tiered to the targeted problems; and a plan is implemented to monitor progress. The EARLY WARNING SYSTEM is monitored, shared and discussed during Administrative, Leadership, and Professional Learning Communities (PLC) meetings throughout the school year.

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

The MTSS Leadership Team. The school-based team identifies school based resources (both material and personnel) to determine the continuum of academic and behavioral supports available to students at the school. Academic and behavioral data are considered in order to determine priorities and functions of existing teams (i.e. Problem Solving Team, Behavioral Leadership Team, and Professional Learning Communities). The Problem Solving process (i.e. Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and a plan is in place to monitor progress. Teams are actively involved in the development of intervention strategies and ongoing follow up.

Kristina Wiseman, ESE Assistant Principal: monitors data, assist teachers with differentiating instruction, ensures implementation of intervention support, and documentation to help our students meet School Improvement Goals; mentors students

Harriett Dimuro, Reading Coach – monitors reading data, assist teachers with differentiating instruction and developing interventions to help our students meet School Improvement Goals; mentors students

Michelle Baldwin Moore, Guidance Counselor/PST Chairperson assist teachers with differentiating instruction, ensures implementation of intervention support, and documentation to help our students meet School Improvement Goals; assist with schedule parent/teacher conferences; addresses attendance behavior concerns; facilitates problem solving team meetings; mentors students

Sean Richter, Guidance Counselors/PST Chairperson: shares data, data analysis, assist teachers with differentiating instruction, ensures implementation of intervention support, and documentation to help our students meet School Improvement Goals; assist with schedule parent/teacher conferences; addresses attendance behavior concerns; facilitates problem solving team meetings; mentor students

Lorinda Smith, IEP Facilitator: monitors ESE student data, maintains IEP plans; assist teachers with differentiating instruction, ensures implementation of intervention support, and documentation to help our students meet School Improvement Goals; mentors students

Melissa Francois, District Placement Specialist: facilitates/assist in Problem Solving Team meetings; monitors student placement in the least restrictive environment; assist teachers with differentiating instruction, ensures implementation of intervention support, and documentation to help our students meet School Improvement Goals; accurate record keeping; mentors students

Frank Coker, School Psychologist: conduct behavioral and academic testing, assist teachers with differentiating instruction, ensures implementation of intervention support, and documentation to help our students meet School Improvement Goals; mentors students

Marilyn Adams, Behavior Specialist: offers behavioral strategies for whole class and individual students; assist teachers with differentiating instruction, ensures implementation of intervention support, and documentation to help our students meet School Improvement Goals; accurate record keeping of behavioral plans; attends Problem Solving Team and IEP meetings to offer support to all stakeholders.

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

The school-based MTSS Leadership team meet weekly as a PLC (Friday) in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions. The leadership team:

- * Monitors the school's 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

- *Conduct data driven collaboration

- *Discuss best practices to support students.

Tier model of delivery of model of instruction (core, intensive reading/math classes, academic tutoring) are monitored, discusses and reviewed. Meeting agendas include data to identify students at risk, attendance and behavioral concerns. If programs/strategies implemented are not being effective, changes will be made.

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, PMRN, interim assessment, and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of math, science, and writing. Pinnacle Insight reports and administrative data chats provide further information on both individual and group performance of students (disaggregated by specific groups). Behavioral and school attendance expectations are communicated by the school via newsletters/Connect Ed Messages to all students and parents. Excessive absences- 10 days or more unexcused absences will be shared with the school's attendance liaison. Those who do not obtain proficiency in behavioral expectations are provided support and intervention programs matched to student needs. Monthly/updated Early Warning System reports are discussed and monitored in administrative/guidance meetings. Quarterly discipline data reports are also shared/monitored by the school during MTSS and during PLC meetings. Tier 2 and tier 3 supports/interventions and the responses to these interventions are entered into the electronic PST system. All administrators and guidance counselors will monitor PST. Summary reports within the system are available to MTSS school-based leadership (i.e. administrators, PST Chairs-Guidance Counselors, and school psychologist).

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

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to staff and parents during Parent Conferences, Feeder School Orientations, Curriculum Nights, Tiger Newsletters, School Advisory Council/Parent Teacher Student Organization Meetings. An introductory video (english & spanish-if available) for parents about the concepts and practices related to the school-level use of problem solving will be used by guidance counselors and available during SAC/PTSO Meetings. A "How To" Resource Tool will be added to the school's shared drive for staff. Teachers are encouraged to attend CHAMPS Classroom Management Trainings and Behavioral Leadership Team (BLT) Meetings. The school has implemented PAWS- a School-Wide Positive Behavior/Academic Program.

The District provides schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within

other resources and trainings (e.g. Deliberate Practices and Common Core State Standards Trainings). School data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

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: Extended Day for All Students

Minutes added to school year: 5,400

Southwestern Middle School make uses of multiple strategies to increase the amount and quality of learning time and extended learning opportunities before and after school. Many times, teacher will work with students seeking additional academic support before and after the school day.

* After School Enrichment Programs- Model Airplane (Science/Math), Robotics (Math/Science/Technology), *

D.R.E.A.M. (Boys Mentoring/Tutoring Program) , MathCounts, and the Tigers of 4-H open possibilities for targeted boys and girls to increase their interest in math, science, and technology. These Enrichment activities also provides an environment where students can become engaged in STEM fields. Program sponsors (many who are school/community volunteers) help students develop better attitudes toward school and higher educational aspirations. The D.R.E.A.M. Program, sponsored by C.A.T.A.L.Y.S.T. (VSC/SMS Mentors) focuses not just on academic support, but also offer enrichment activities. It seeks to foster positive relationships between club members and mentors; promotes high levels of student engagement (Bethune Cookman University Mentors) and offers skill building activities.

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?

Open Media Night- Extended Intervention and Remediation through Odyssey Lab has been extended to twice a week (Monday and Thursday). The program allows students more access to computers for core grade retrieval. Homework assistance and tutoring are provided to support student learning and success.

Data is collected through Interim, Nine Weeks Grade Reports, and Odyssey Lab Grade Retrieval. Study Island is another Enrichment Program being used in Open Media Night to help students master the content specified in FCAT and Common Core.

Who is responsible for monitoring implementation of this strategy?

Data/Curriculum Administrators, Odyssey Lab Manager/Guidance Counselors monitor the Odyssey Grade Retrieval Data and Study Island Program. Study Island provides diagnostic pretests, and benchmark tests from Common Core. Our ESE Administrator/ESE Teachers monitor the implementation of the Ascend Math Program. The Ascend Math Program targets ESE (Exceptional Student Education) students in separate and co-taught classes. Extended School Year is available to any ESE student whose IEP notes the need for additional support.

Literacy Leadership Team (LLT)

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

Name	Title
Harriett DiMuro	Reading Coach
Kellie Pait	Media/Technology Specialist
Mamie Oatis	Principal
Kristina Wiseman	ESE Assistant Principal
Sharon Brown	ESE Co- Teacher
Monica Guidotti	ELL Department Contact
Andrea Finkle	AVID Coordinator/Elective Teacher
Alexandra Roussakos	Tier 3 Reading Teacher
Jean Christensen/Melanie Herring	Tier 2 Reading Teacher
Carol Tracy	Tier ` Reading Teacher
Rebecca Oyler/Joanna Grasso	Reading Teacher
Leah Clayton	Science Contact

How the school-based LLT functions

The Literacy Leadership Team was reorganized to better meet the needs of the school.

Principal: Provides a common vision for the use of data-based decision-making by promoting and ensuring that educators are implementing District's MTSS and the Volusia Problem Solving/Rtl model for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensures that the school's Problem Solving Team (PST) is accessed as needed. The principal ensures adequate professional development is scheduled for the faculty.

Reading Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Department-General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instructions with Tier 2/3 activities.

Kristina Wiseman, ESE Assistant Principal and Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co teaching;encompassing Problem Solving/Rtl practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

ELL Department Contact/Reading Teacher: shares ELL reading assessments and strategies that align with the Common Core State Standards. She also leads PLC's.

Under the leadership of the Reading Coach and Media/Technology Specialist, LLT meetings are held monthly to discuss faculty/staff concerns and to meet the needs of the students. The reading coach is responsible for scheduling meetings, sharing FAIR, PRMN, and DRA data, sharing Best Practices, coordinating school-level Professional Development and facilitating study groups. Both the Reading Coach and Media/Technology Specialist also serve as liaisons to the rest of the staff, sharing information/data-analyzed test data including disaggregated scores to grade-level teams, as well as to other school committees, such as School Advisory Council and PTSO. Reading department members of

the LLT mentor teachers through collaborations, and are expected to model/implement effective literacy instruction.

Major initiatives of the LLT

Major initiatives of the LLT this year will be to provide reading/literacy professional development during Professional Learning Communities and monthly faculty meetings; identifying struggling readers and intervening to help them become proficient and expanding the reading power of non readers. We will also continue implementation last year's initiatives:

- *School Wide- Plagiarism Policy to help deter plagiarism and to encourage academic honesty
- *Incorporate AVID strategies across the curriculum
- * Professional Learning Communities activities related to the Common Core for all content areas.

The LLT's major goal is to ensure that all students are effective readers, writers, and learners. Professional Development activities will include Close Reading Strategies, Implementing Literacy Standards in Common Core and motivational strategies.

The school-based LLT spearheads school-wide projects such as plagiarism and cross-curricular activities including "Star Wars Family Night, Read A Latte, Reading Count Book Challenge and Read Across America Day. Activities help students become more focused becoming college/life ready, promoting higher educational opportunities and the higher level literacy skills needed to be successful at the post-secondary level and in life.

The Literacy Leadership Team will provide staff support through:

- * Peer Coaching
- * PLC's throughout the school year
- * Book Study/Study Groups
- *Reading Coach-coaching sessions/classroom visits
- *Reading Coach-modeling lessons in classrooms
- *Analyzing,reviewing, sharing and reporting FAIR data

Every Teacher Contributes to Reading Instruction

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

All teachers are responsible for teaching reading and supporting literacy goals for the entire school. Our reading coach will provide teacher support through PLC's, highly effective strategies and classroom support. Administrators, along with the reading coach, provide reading strategies during designated Early Release Wednesdays 2 hour Professional Development. Teachers are strongly encouraged to "improve all students' reading abilities (not just the lowest quartile but all students). Reading through the content area is a focus of our school and strongly recommended by the district. High-performing students (FCAT 4 & 5) enrolled in Spanish in lieu of reading have dropped one or more reading levels. Therefore, identified students will be offered additional support by the reading coach and their Spanish teacher.

We will also ensure that ELA curriculum maps (aligned to CCSS) are being used along with district supported materials. Throughout the school year the reading coach will:

- *Focus time and attention to grade level teachers to support reading initiatives.
- * Ensure Core and non core teachers integrate Common Core Literacy Standards into their content-specific * * *Provide curriculum to support students' critical reading and writing skills.
- *Professional Development will include:

Close Reading
Scaffolding
Small Group Reading

One of the many tools the Literacy Leadership Team (LLT) uses to promote reading and help students to become better readers is Scholastic Reading Counts. Scholastic Reading Counts is also used as an incentive for non readers. The media specialist and principal provides all prizes used in this incentive program. Prizes include a Kindle awarded each semester to the student with the highest number of RC points.

Another focus is to help every teacher understand how they teach reading without sacrificing their instructional time. Social studies and Tier 1 & 2 Reading teachers receive FREE weekly newspapers from the local news-journal. Teachers are encouraged to use special publishing for reading and writing lessons. Kris Steinburg offers Professional Development to all interested teachers. Teachers are encouraged to use FREE weekly newspapers to teach reading.

School-wide reading strategies are discussed during department Professional Learning Communities (PLC's). Targeted reading teachers attend district meetings and return to share information at designated Early Release Professional Development, Leadership Team Meetings and department PLC's.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Southwestern Middle School offers students elective courses in Art, Exploratory Technology, Band/Chorus, and Career Study. Course changes this year include AVID Elective, Culinary, Music Appreciation. Many of these courses focus on career readiness.

Southwestern Middle School's AVID program now serves grades 6th, 7th and 8th. Advancement Via Individual Determination (AVID) is a college-readiness system designed to increase the number of students who enroll in and complete a degree at four-year colleges, focusing on students in the academic middle. The purpose of AVID is to move students from average level classes to more rigorous college-preparatory coursework while providing academic support in this elective. AVID's goal is to raise expectations of students. When selected for the program, students are programmed into college preparatory classes designed to fulfill the requirements needed for entry into college. Additionally, as part of the AVID class, students receive approximately 40 minutes of tutoring from trained volunteers who facilitate small groups of students during tutorials. Scheduled field trips to local universities and colleges, and interaction in community and cultural activities enhance the AVID program.

Southwestern Middle School focuses on career and college exploration through guest speakers, college tours, and research assignments for all grade levels. Every year, students and parents participate in a course selection/curriculum fair that exposes them to next year's curriculum to inform their course selection. After the fair, students meet with a counselor to decide what classes will be taken. Although based on their abilities and FCAT Reading/Math scores, students are encouraged to take Advanced classes. Through our elective classes, students are exposed to a variety of professions through hands on activities, guest speakers and assignments. The elective classes work in conjunction with core subjects to supplement student understanding of potential careers that require college or technical training. Using student owned portable technology and school supplied computers, students will increase their knowledge of secondary career and college choices.

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

Students are provided opportunities throughout core and elective classes to build on their foundation and broadening their understanding of work and careers. By the time they are ready to exit middle school they should have assessed their interests and connected those interests with careers. Students have limited selections as they progress through the middle school curriculum in preparation for their high school career. However, during their eighth grade year, all students participate in a Career Planning course (CHOICES) through their social studies class in order to explore career options and aptitudes in preparation for the course selection.

In grade 8 students begin making scheduling decisions. They can even begin earning high school credit! Thus, the importance of establishing goals and building plans.

School counselors along with our feeder high school counselors work together to schedule the ninth grade scheduling process which our students complete in the Spring of their eighth grade year. Sixth and seventh grade students are introduced to different careers through class assignments, interactive activities, field trips and guest speakers. Additionally, mentors and tutors interact with students in each grade levels to spark their interest in professional and vocational occupations.

College banner displayed around campus including on administrators, teachers, staff doors

Strategies for improving student readiness for the public postsecondary level

Strategies will include efforts embedded in the curriculum, special test preparation opportunities, as well as academic advising and career planning events hosted by the school.

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	60%	48%	No	64%
American Indian				
Asian				
Black/African American	40%	25%	No	46%
Hispanic	54%	38%	No	59%
White	68%	61%	No	72%
English language learners	28%	14%	No	36%
Students with disabilities	43%	22%	No	49%
Economically disadvantaged	51%	40%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	25%	30%
Students scoring at or above Achievement Level 4	141	22%	30%

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>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	324	53%	57%
Students in lowest 25% making learning gains (FCAT 2.0)	89	57%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	18	60%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	37%	40%

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	99	45%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	54%	44%	No	59%
American Indian				
Asian				
Black/African American	38%	25%	No	45%
Hispanic	50%	31%	No	55%
White	60%	57%	No	64%
English language learners	32%	10%	No	39%
Students with disabilities	38%	19%	No	44%
Economically disadvantaged	47%	35%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	176	27%	30%
Students scoring at or above Achievement Level 4	102	16%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		53%
Students scoring at or above Level 7	[data excluded for privacy reasons]		53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	355	55%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	89	55%	58%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	48	51%	53%
Middle school performance on high school EOC and industry certifications	47	98%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	45%	48%
Students scoring at or above Achievement Level 4	25	53%	56%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		100%

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	64	29%	32%
Students scoring at or above Achievement Level 4	40	18%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		70%
Students scoring at or above Level 7	[data excluded for privacy reasons]		35%

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)	154		35
Participation in STEM-related experiences provided for students	154	21%	35%

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			
Students who fail a mathematics course	79	12%	7%
Students who fail an English Language Arts course	38	6%	2%
Students who fail two or more courses in any subject	64	9%	4%
Students who receive two or more behavior referrals	276	33%	14%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	296	35%	14%

Goals Summary

- G1.** Teachers will implement effective best practices and increase engaging learning activities for our level 2 students in order to make gains towards proficiency.

Goals Detail

G1. Teachers will implement effective best practices and increase engaging learning activities for our level 2 students in order to make gains towards proficiency.

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)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Academic Coaches
- Professional Development
- District/Administrative Support Prevent Funding (SIG Grant)
- Department/Subject Area Professional Learning Communities
- District Interim/Benchmark Assessments and teacher assessments
- Grade Retrieval (Odyssey Lab) (Study Island) (Ascend Math)
- Open Media Nights (Monday and Thursday) Increased from previous year
- Write On! (parents/students involved in after-school writing camp) Orlando Science Center Family Night Parent Internet Cafe GYST (Get your stuff together) Read A Latte STAR WARS (Reading, ELA, Science) Family Math Night
- Technology/Engagement in the classroom (BYOT) Bring your own technology to school - Clickers/MOBI -Smartboards -Ipad -Pro Mac -Cellphones
- Accommodations made for ESE/ESOL/504 students
- Strategies such as small groups and hands on activities, pair-share/shoulder partner activities
- Community Business Partners Mentors (CATALYST)

Targeted Barriers to Achieving the Goal

- A small percentage of teachers are resistant to implementing innovative strategies and ideas into the classroom.

- Students enrolling from home school and private schools who have never been exposed to FCAT 2.0.

Plan to Monitor Progress Toward the Goal

Pre-assessments

Person or Persons Responsible

Guidance, coaches, media specialist, administration, classroom teacher

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Student academic achievement grades

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will implement effective best practices and increase engaging learning activities for our level 2 students in order to make gains towards proficiency.

G1.B1 A small percentage of teachers are resistant to implementing innovative strategies and ideas into the classroom.

G1.B1.S1 Provide teachers the opportunity to be exposed to new teaching strategies through professional development

Action Step 1

Teachers will participate in identified book studies, 1/2 and full day Professional Development for each core subject area. Book Study: * Mission Impossible--Eva Moskowitz, Arin Lavinia * Focus Factor--James Ballanca * Meeting students where they live--Richard Curwin 1/2 day Professional Development: * ELA PLC and Data Chat * Classroom Management / Positive Behavior Support (PBS)/ CHAMPS training * Science and Reading PLC with Orlando Science Center * All subjects (selected teachers) BYOT Collaboration and Planning PLC Full Day Professional Development *Math PLC and Data Chat Administrators Book Study: Visible Learning for teachers: Maximizing impact on learning--John Hattie

Person or Persons Responsible

SMS Leadership Team (Administrators/Subject Area Contacts), reading and math coaches

Target Dates or Schedule

Ongoing throughout the school year- as needed.

Evidence of Completion

Observation and documentation of new strategies and best practices implemented in classrooms
Other evidence will include: PLC agendas Walk-through

Facilitator:

Leadership Team, Reading/Math Coach, and/or identified District Support

Participants:

Faculty (teachers)

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

Observations Walk-throughs

Person or Persons Responsible

Administrators Academic Coaches

Target Dates or Schedule

Monitoring through observations will be done weekly by each administrator and academic coach

Evidence of Completion

Evidence is provided visually during observations and academically through class grades VSET observations

Plan to Monitor Effectiveness of G1.B1.S1

Monitoring data through Pinnacle, district assessments, and PMRN.

Person or Persons Responsible

Academic Coaches, school administrations, and teachers

Target Dates or Schedule

Weekly and monthly administrative/department meetings

Evidence of Completion

student achievement gains

G1.B4 Students enrolling from home school and private schools who have never been exposed to FCAT 2.0.

G1.B4.S1 Students will use FCAT explorer at least twice a week for a four week duration.

Action Step 1

* Students will be identified from school enrollment data-(Non-Public, Home-schooled, Montessori, Out of State) * Inform students of concepts and skills to be assessment; what % is needed for mastery * Gather data to see what students already know * Small groups are assessment during elective or PE class period on FCAT Skills (explorer) * Periodic assessments will be given and the results carefully examined to determine the areas of strengths and weaknesses.

Person or Persons Responsible

Academic Support Team (Guidance, math coach, reading coach, media specialist)

Target Dates or Schedule

Students will be identified/targeted within the first two weeks of enrolling into school

Evidence of Completion

* Pre-Assessment Evaluation * Inventories * Reading assessment * Summative Assessment-final progress in relation to mastery of content

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

Monthly Data chats

Person or Persons Responsible

Guidance, coaches and administrators, media specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and data

Plan to Monitor Effectiveness of G1.B4.S1

Monthly Data chats

Person or Persons Responsible

Guidance, coaches, administrators, media specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and data

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. Teachers will implement effective best practices and increase engaging learning activities for our level 2 students in order to make gains towards proficiency.

G1.B1 A small percentage of teachers are resistant to implementing innovative strategies and ideas into the classroom.

G1.B1.S1 Provide teachers the opportunity to be exposed to new teaching strategies through professional development

PD Opportunity 1

Teachers will participate in identified book studies, 1/2 and full day Professional Development for each core subject area. Book Study: * Mission Impossible--Eva Moskowitz, Arin Lavinia * Focus Factor--James Ballanca * Meeting students where they live--Richard Curwin 1/2 day Professional Development: * ELA PLC and Data Chat * Classroom Management / Positive Behavior Support (PBS)/ CHAMPS training * Science and Reading PLC with Orlando Science Center * All subjects (selected teachers) BYOT Collaboration and Planning PLC Full Day Professional Development *Math PLC and Data Chat Administrators Book Study: Visible Learning for teachers: Maximizing impact on learning--John Hattie

Facilitator

Leadership Team, Reading/Math Coach, and/or identified District Support

Participants

Faculty (teachers)

Target Dates or Schedule

Ongoing throughout the school year- as needed.

Evidence of Completion

Observation and documentation of new strategies and best practices implemented in classrooms
Other evidence will include: PLC agendas Walk-through

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
		\$0
Total		\$0

Budget Details

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

G1. Teachers will implement effective best practices and increase engaging learning activities for our level 2 students in order to make gains towards proficiency.

G1.B1 A small percentage of teachers are resistant to implementing innovative strategies and ideas into the classroom.

G1.B1.S1 Provide teachers the opportunity to be exposed to new teaching strategies through professional development

Action Step 1

Teachers will participate in identified book studies, 1/2 and full day Professional Development for each core subject area. Book Study: * Mission Impossible--Eva Moskowitz, Arin Lavinia * Focus Factor--James Ballanca * Meeting students where they live--Richard Curwin 1/2 day Professional Development: * ELA PLC and Data Chat * Classroom Management / Positive Behavior Support (PBS)/ CHAMPS training * Science and Reading PLC with Orlando Science Center * All subjects (selected teachers) BYOT Collaboration and Planning PLC Full Day Professional Development *Math PLC and Data Chat Administrators Book Study: Visible Learning for teachers: Maximizing impact on learning--John Hattie

Resource Type

Professional Development

Resource

Funds are to be spent on

Funding Source

Amount Needed