



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Chiles Middle School

1240 SANCTUARY DR

Oviedo, FL 32766

407-871-7050

[http://www.scps.k12.fl.us/schools/  
schoolinfopage.cfm?schoolnumber=0721](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0721)

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## School Demographics

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**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
28%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
27%

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## School Grades History

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**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Chiles Middle School

##### Principal

Margaret Gunderson

##### School Advisory Council chair

Lisa Medla

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

Name	Title
Victoria Hyatt	Assistant Principal
John Antmann	Assistant Principal
Cathleen Oppelt	Assistant Principal

#### District-Level Information

##### District

Seminole

##### Superintendent

Dr. Walt Griffin

##### Date of school board approval of SIP

11/11/2013

### 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

The SAC membership is comprised of a representative group of parents, staff, instructional, and administrative employees. The school principal, Margaret Gunderson, serves as a member. The SAC chairperson is Karen Penna and the SAC secretary is Kathleen Breitenbruck.

#### Involvement of the SAC in the development of the SIP

The SAC provides continuous input to the school leadership team on the needs of the school, areas for growth, ways to increase parental involvement, and parent and staff views.

#### Activities of the SAC for the upcoming school year

The SAC will meet monthly as outlined in the Lawton Chiles Middle School SAC by-laws. The SAC will review the School Improvement Plan and A+ money proposals. Additionally, the SAC will allocate funding for staff development, behavior initiatives, support literacy initiatives, and other school needs.

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

School improvement funds will be allocated to staff development, student literacy, and positive behavior reinforcement. Positive behavior reinforcement: \$600. Student literacy: \$500. Staff development: \$3307.

**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:**

**Margaret Gunderson**

Principal

Years as Administrator: 12

Years at Current School: 3

**Credentials**

Bachelor of Science in Business Education  
 Master of Education in Business Education  
 Doctor of Education in Educational Leadership  
 Certified in Business Education (6-12), Educational Leadership (All Levels), School Principal (All Levels)

**Performance Record**

Lawton Chiles Middle School, Principal - A School, 2012-2013  
 Lawton Chiles Middle School, Principal - A School, 2011-2012  
 Lawton Chiles Middle School, Principal - A School, 2010-2011

**Victoria Hyatt**

Asst Principal

Years as Administrator: 3

Years at Current School: 2

**Credentials**

Bachelor of Science in Biology  
 Master of Education in Educational Leadership  
 Certified in General Science (5-9), Biology (6-12), Educational Leadership (All Levels)

**Performance Record**

Lawton Chiles Middle School, Assistant Principal - A School, 2012-2013  
 Lawton Chiles Middle School, Assistant Principal - A School, 2011-2012  
 Winter Springs High School, Assistant Principal - A School, 2010-2011

<b>John Antmann</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
<b>Credentials</b>	Bachelor of Music in Music Education Master of Education in Educational Leadership Certified in Music (K-12), Educational Leadership (All Levels)	
<b>Performance Record</b>	Lawton Chiles Middle School, Assistant Principal - A School, 2012-2013 Southwest Middle School, Administrative Dean - A School, 2011-2012 Freedom Middle School, Instructional - A School, 2010-2011	

<b>Cathleen Oppelt</b>		
Asst Principal	Years as Administrator: 26	Years at Current School: 0
<b>Credentials</b>	Bachelors, Masters Certified in Physical Education (6-12), Physical Education (K-8), School Principal (All Levels)	
<b>Performance Record</b>	Indian Trails Middle School, Assistant Principal - A School, 2012-2013 Indian Trails Middle School, Assistant Principal - A School, 2011-2012 Indian Trails Middle School, Assistant Principal - A School, 2010-2011	

**Instructional Coaches**

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



<b>Judy Dombrowski</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 10</b>	<b>Years at Current School: 10</b>
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor of Arts in English Master of Arts in English Master of Education in Reading Certified in Reading (K-12), English (6-12), Elementary Education (K-6)	
<b>Performance Record</b>	Lawton Chiles Middle School, Instructional Coach - A School, 2012-2013 Lawton Chiles Middle School, Instructional Coach - A School, 2011-2012 Lawton Chiles Middle School, Instructional Coach - A School, 2010-2011	

**Classroom Teachers**

<b># of classroom teachers</b>	77
<b># receiving effective rating or higher</b>	0, 0%
<b># Highly Qualified Teachers</b>	97%
<b># certified in-field</b>	75, 97%
<b># ESOL endorsed</b>	12, 16%
<b># reading endorsed</b>	12, 16%
<b># with advanced degrees</b>	35, 45%
<b># National Board Certified</b>	3, 4%
<b># first-year teachers</b>	6, 8%
<b># with 1-5 years of experience</b>	9, 12%
<b># with 6-14 years of experience</b>	35, 45%

**# with 15 or more years of experience**

27, 35%

**Education Paraprofessionals****# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

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

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an “A” school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

**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**

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county’s new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher’s given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher’s various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

## 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 has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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

The functions of our school-leadership team as related to the school's SIP and MTSS system are to identify and name students involved in the MTSS process, determine/discuss the current tier of intervention, and to determine/discuss the necessity for a student study team meeting. The school-based leadership team communicates with neighboring schools for the creation of processes, documents, and training.

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

The leadership team will evaluate the implementation and use of MTSS throughout the year at student study team meetings and regular administration team meetings. Efforts will be made to ensure that a consistent application of MTSS is used and that students are provided with the appropriate supports.

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

The school-based leadership team will determine the best data management system to summarize tiered data based upon the needs of the referred students. As reasons for referrals differ per students, so will the required data. Possible needs include data for academic difficulty, behavior plan for difficulties in maintaining appropriate behaviors, and assessments for academic progress.

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

The school leadership team will provide training and support to all staff during the second grading period. Additional training will be included each time a new faculty/staff member becomes involved in the MTSS process and as needed for reminders, remediation, and new staff.

## 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:** 6,120

Level 2 students are invited to participate in after school instruction in Reading, Mathematics, and Science. Students work for 90 minutes per day, twice a week, following the school day with certified instructors.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Progress monitoring takes place monthly. Students complete assessments in Study Island and/or FCAT explorer to determine their growth and the effectiveness of this strategy.

**Who is responsible for monitoring implementation of this strategy?**

Administrative Dean

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Judith Dombrowski	Literacy Coach
Dana Richardson	Curriculum Leader
Kathryn Mills	Curriculum Leader
Jennifer Smith	Curriculum Leader
Elizabeth Viles	Curriculum Leader
Laura Cornwell-Estes	Curriculum Leader
Terra Nystrom	Curriculum Leader
Angela Holladay	Curriculum Leader
Patricia O'Neill	Curriculum Leader

**How the school-based LLT functions**

The literacy leadership team supports and monitors the school improvement plan literacy goals. The team also designs activities to encourage students to read, write, and speak.

**Major initiatives of the LLT**

The major initiative of the Literacy Leadership Team will be to bring new reading strategies to all content areas and reinforce existing strategies in use by teachers. Trainings will be held on reading and writing in content areas, reciprocal teaching, and building academic vocabulary. Frequent classroom observations will be completed by the assistant principal and instructional coach to ensure that strategies are being implemented correctly. Emphasis will be placed on the instructional evaluation model.

**Every Teacher Contributes to Reading Instruction**

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

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

**Preschool Transition**

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

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs****College and Career Readiness**

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

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

Lawton Chiles Middle School incorporates CTE courses and high school credit courses into the curriculum for students in all grade levels. Students in grades 6, 7, and 8 are able to complete courses in computer technology while students in grades 7 and 8 are able to take high school credit courses in mathematics, science, and foreign languages. Students are encouraged to make linkages between the content learned in these classes and their preparation for high school, college, and career. Real-world scenarios are provided to assist students in these linkages.

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

Grade 6 students at Lawton Chiles Middle School are enrolled in a life skills course that helps them to plan for life and career as they move to high school, college, and beyond. Additionally, students are provided counseling on course selection to help them select the appropriate track for their high school goals. This, in turn, helps to prepare them for a successful, college-bound high school track.

**Strategies for improving student readiness for the public postsecondary level**

This section is not applicable to Lawton Chiles Middle 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	83%	81%	No	84%
American Indian				
Asian	92%	97%	Yes	93%
Black/African American	66%	66%	Yes	69%
Hispanic	78%	72%	No	80%
White	84%	84%	Yes	86%
English language learners	47%	50%	Yes	52%
Students with disabilities	54%	45%	No	59%
Economically disadvantaged	71%	67%	No	74%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	379	30%	32%
Students scoring at or above Achievement Level 4	657	51%	54%

#### 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>		54%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		38%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	891	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	151	66%	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)	13	68%	75%
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>		55%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	75%	85%

**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	310	71%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		75%

**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	79%	78%	No	81%
American Indian				
Asian	92%	95%	Yes	93%
Black/African American	68%	58%	No	72%
Hispanic	73%	72%	No	76%
White	82%	80%	No	84%
English language learners	64%	50%	No	68%
Students with disabilities	49%	44%	No	54%
Economically disadvantaged	67%	66%	No	70%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	374	29%	31%
Students scoring at or above Achievement Level 4	621	48%	51%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		69%
Students scoring at or above Level 7	[data excluded for privacy reasons]		30%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	904	73%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	202	67%	73%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	337	86%	90%
Middle school performance on high school EOC and industry certifications	325	97%	98%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	45%	46%
Students scoring at or above Achievement Level 4	140	51%	52%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		2%
Students scoring at or above Achievement Level 4	62	98%	98%

**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	105	24%	25%
Students scoring at or above Achievement Level 4	201	46%	48%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		33%
Students scoring at or above Level 7	[data excluded for privacy reasons]		33%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		5%
Students scoring at or above Achievement Level 4	17	94%	95%

**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	194	14%	20%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1077	80%	82%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**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	241	18%	10%
Students who fail a mathematics course	25	2%	1%
Students who fail an English Language Arts course	22	2%	1%
Students who fail two or more courses in any subject	31	2%	1%
Students who receive two or more behavior referrals	67	5%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	37	3%	2%

**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**

The parental involvement goal for Lawton Chiles Middle School will be increasing the number of parents who monitor their child's grades using the district-provided online system (Skyward).

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents Monitoring Student Grades	603	52%	60%

## Goals Summary

- G1.** Increase achievement of students with disabilities on Math and Reading FCAT.
- G2.** Increase student achievement amongst students scoring a level 4 on prior year reading assessment.
- G3.** Increase parental involvement through technology.
- G4.** Increase faculty awareness of instructional strategies for students with disabilities.
- G5.** Increase student achievement in level 4 mathematics students.

## Goals Detail

### G1. Increase achievement of students with disabilities on Math and Reading FCAT.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- 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
- Geometry EOC

#### Resources Available to Support the Goal

- Professional Development Funding from Millage
- School-owned Technology
- Academic Intervention Program
- Differentiated Homerooms
- Tutorial Resources
- Student Success Center
- Support Facilitation Model

#### Targeted Barriers to Achieving the Goal

- Lack of Parental Involvement

## Plan to Monitor Progress Toward the Goal

An increase in student performance on assessments and on report cards will determine the success of this strategy. In the event of poor performance, the curriculum for information nights will be revised.

### Person or Persons Responsible

School Administration/ESE Department

### Target Dates or Schedule:

Once per grading period.

### Evidence of Completion:

Score reports, assessment scores.

## G2. Increase student achievement amongst students scoring a level 4 on prior year reading assessment.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

### Resources Available to Support the Goal

- Professional Development Funding from Millage
- Technology Access
- Academic Intervention Program
- Student Success Center
- Book Club
- Tutorial Resources
- Professional Development Funding from Millage
- Technology Access
- Academic Intervention Program
- Student Success Center
- Book Club
- Tutorial Resources

### Targeted Barriers to Achieving the Goal

- Scope and Sequence of Curriculum

### Plan to Monitor Progress Toward the Goal

Classroom observations will be monitored to ensure all teachers are effectively using reciprocal teaching. Student achievement data will be monitored to see any observable increases.

#### Person or Persons Responsible

Instructional/Literacy Coach, Administrative Team

#### Target Dates or Schedule:

Ongoing throughout the year.

#### Evidence of Completion:

Classroom Observations, Student Achievement Data

### G3. Increase parental involvement through technology.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Middle School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- EWS - Middle School
- Additional Targets

#### Resources Available to Support the Goal

- School Personnel
- Computer Labs
- Skyward
- Email
- School Budget
- Millage Funding

#### Targeted Barriers to Achieving the Goal

- Lack of Parent Knowledge Regarding Available Technology

### Plan to Monitor Progress Toward the Goal

Log-in information for each resource will be tracked throughout the year to ensure that progress towards the goal is being made. Progress will be monitored at the conclusion of each grading period. In the event of poor results, advertisements will be re-written and the frequency will be adjusted.

#### Person or Persons Responsible

School administration, Technology Personnel

#### Target Dates or Schedule:

At the conclusion of each grading period.

#### Evidence of Completion:

Parent log-in data for each available resource.

### G4. Increase faculty awareness of instructional strategies for students with disabilities.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Middle School
- Additional Targets

#### Resources Available to Support the Goal

- Support Facilitation
- Department Meetings
- PLC Meetings
- Peer Teacher Observations
- District Trainings
- Book Study

#### Targeted Barriers to Achieving the Goal

- Teachers not understanding support facilitation model

### Plan to Monitor Progress Toward the Goal

Data will be used to determine an increase, decrease, or no change in student achievement. If results are not favorable, the resources provided to teachers will be evaluated.

#### Person or Persons Responsible

School administration, ESE department.

#### Target Dates or Schedule:

Twice per nine-weeks.

#### Evidence of Completion:

Data analysis tables, observation logs, student report cards.

## G5. Increase student achievement in level 4 mathematics students.

### Targets Supported

- Algebra 1 EOC
- Geometry EOC
- Parental Involvement

### Resources Available to Support the Goal

- Skyward Web Portal
- School Newsletter
- Parent Activity Nights
- Geometry Information Sessions
- Geometry Section of the Website

### Targeted Barriers to Achieving the Goal

- Lack of Access to Technology
- Lack of Geometry Instruction in Middle School Mathematics Curriculum

## Plan to Monitor Progress Toward the Goal

Progress towards meeting the goal will be monitored through in-class geometry assessments and discovery education test data.

### Person or Persons Responsible

School administration.

### Target Dates or Schedule:

Progress will be monitored following each assessment administration.

### Evidence of Completion:

Student achievement data, student benchmark mastery data.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase achievement of students with disabilities on Math and Reading FCAT.

**G1.B6** Lack of Parental Involvement

**G1.B6.S1** Host parent information nights.

#### **Action Step 1**

Parent information nights will be held twice per year to share information with parents of students with students disabilities. Information shared will include what is being covered in class, strategies for completing homework, and tools for helping their children accomplish goals.

#### **Person or Persons Responsible**

School Administration, ESE Department

#### **Target Dates or Schedule**

Twice per year during the second semester.

#### **Evidence of Completion**

Parent attendance, student performance on assessments.

#### **Plan to Monitor Fidelity of Implementation of G1.B6.S1**

Parent attendance will be monitored to monitor the implementation of this strategy. Necessary materials will be provided to the department to advertise, schedule, and facilitate the information sessions.

#### **Person or Persons Responsible**

School Administration/ESE Department

#### **Target Dates or Schedule**

Following each information session.

#### **Evidence of Completion**

Parent attendance logs will be collected.



## Plan to Monitor Effectiveness of G1.B6.S1

Student performance on assessments and student grades will be monitored to ensure successful implementation. In the event of poor results, the curriculum for the information sessions will be revised.

### Person or Persons Responsible

School Administration/ESE Department

### Target Dates or Schedule

Once per grading period in the Spring semester.

### Evidence of Completion

Student grade reports, assessment score reports.

**G2.** Increase student achievement amongst students scoring a level 4 on prior year reading assessment.

## G2.B4 Scope and Sequence of Curriculum

**G2.B4.S1** Offer teacher training on reciprocal teaching to enhance instructional skills.

### Action Step 1

Teachers will receive increased training on Reciprocal Teaching to enhance instructional skills and increase student achievement.

### Person or Persons Responsible

Instructional Coach

### Target Dates or Schedule

Ongoing, throughout the year.

### Evidence of Completion

Teacher Observations, Student Achievement

### Facilitator:

Instructional Coach

### Participants:

Social Studies Teachers, Science Teachers, New Teachers, Elective Teachers

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

Teacher attendance at training will be tracked to ensure that this initiative is being implemented with fidelity. Additionally, classroom observations will be tracked to ensure evidence of reciprocal teaching is seen.

#### **Person or Persons Responsible**

Administrative Team, Instructional Coach

#### **Target Dates or Schedule**

Ongoing, throughout the year

#### **Evidence of Completion**

Classroom observations, teacher attendance

### **Plan to Monitor Effectiveness of G2.B4.S1**

Classroom observations will be monitored for evidence of reciprocal teaching. Student achievement data will be monitored through discovery education tests and FCAT 2.0 testing.

#### **Person or Persons Responsible**

Administrative Team, Instructional Coach

#### **Target Dates or Schedule**

Ongoing, throughout the year.

#### **Evidence of Completion**

Classroom observations, student achievement data.

**G3. Increase parental involvement through technology.**

**G3.B3 Lack of Parent Knowledge Regarding Available Technology**

**G3.B3.S2 Increase advertisement of available technology resources.**

**Action Step 1**

Advertising of available technology resources for parents will be increased throughout the school year to encourage parents to take advantage of and use them. Advertised resources will include Skyward, Blackboard, and the school website.

**Person or Persons Responsible**

School Administration, Technology Personnel

**Target Dates or Schedule**

Ongoing, Throughout the year.

**Evidence of Completion**

The number of times these resources are advertised will be tracked.

**Plan to Monitor Fidelity of Implementation of G3.B3.S2**

The number, quality, and variety of advertisements will be monitored to ensure that this strategy is implemented with fidelity. Advertisements will occur in the school newsletter, in mass phone calls home, on grade reports, at parent meetings, and through blast emails.

**Person or Persons Responsible**

School Administration, Technology Personnel, Instructional Staff

**Target Dates or Schedule**

Ongoing, Throughout the year.

**Evidence of Completion**

Parent log-in records for each available resource.

### Plan to Monitor Effectiveness of G3.B3.S2

Data will be collected to ensure that the resources experience increased use throughout the year. In the event of poor results, advertising will be increased and varied.

#### Person or Persons Responsible

School Administration, Technology Personnel

#### Target Dates or Schedule

Ongoing, Throughout the year

#### Evidence of Completion

Parent usage data for each resource.

### G4. Increase faculty awareness of instructional strategies for students with disabilities.

#### G4.B1 Teachers not understanding support facilitation model

##### G4.B1.S1 Increase training in support facilitation.

#### Action Step 1

Teachers will receive greater training in the support facilitation model. They will receive district and school level trainings, instructional materials, and frequent observations/feedback.

#### Person or Persons Responsible

School administration, ESE Department

#### Target Dates or Schedule

Trainings will be done three times per year, observations and feedback will be ongoing throughout the year.

#### Evidence of Completion

Teacher understanding surveys, performance of students with disabilities on assessments.

#### Facilitator:

District Training

#### Participants:

All staff that teach students with disabilities.

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

Meeting schedules will be collected, frequent classroom observations will be completed, training information and curriculum will be reviewed for accuracy, and teacher attendance and participation will be recorded.

#### **Person or Persons Responsible**

School Administration, ESE department

#### **Target Dates or Schedule**

Following each training

#### **Evidence of Completion**

Classroom observation logs, training attendance.

### **Plan to Monitor Effectiveness of G4.B1.S1**

Discovery education data, classroom observations, and student grades will be used to determine the effectiveness of this strategy. If results are poor, trainings will be examined to determine if content is accurate and attendance will be reviewed to ensure full participation.

#### **Person or Persons Responsible**

School Administration, ESE department

#### **Target Dates or Schedule**

Twice per grading period.

#### **Evidence of Completion**

Data analysis, student report cards, discovery education reports.

**G5. Increase student achievement in level 4 mathematics students.**

**G5.B2 Lack of Access to Technology**

**G5.B2.S1 Open labs during school wide events for parent access to technology.**

**Action Step 1**

A computer lab with supervision will be open during school events and sports games on campus.

**Person or Persons Responsible**

Supervising Administration

**Target Dates or Schedule**

Periodically throughout the year, during evening events on campus.

**Evidence of Completion**

Attendance at open labs, increased parent communication.

**Plan to Monitor Fidelity of Implementation of G5.B2.S1**

A count of parents in attendance at open lab times will be monitored to see the effectiveness of this strategy.

**Person or Persons Responsible**

School administration

**Target Dates or Schedule**

Monitoring will occur each time the lab is open.

**Evidence of Completion**

Increased level of attendance and parent communication.

### **Plan to Monitor Effectiveness of G5.B2.S1**

Successful implementation will produce greater parental involvement on campus through the increased monitoring of grades and increased parent/teacher communication.

#### **Person or Persons Responsible**

School administration.

#### **Target Dates or Schedule**

Data will be collected each time the lab is open.

#### **Evidence of Completion**

Evidence will be collected showing the number of parents attending and the level of parent communication.

### **Plan to Monitor Fidelity of Implementation of G5.B2.S2**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

### **Plan to Monitor Effectiveness of G5.B2.S2**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

## **G5.B3** Lack of Geometry Instruction in Middle School Mathematics Curriculum

### **G5.B3.S2** Geometry Information Sessions for Parents/Students

#### **Action Step 1**

Geometry information sessions will be held to provide parents and students with training on the benchmarks not covered in mathematics courses that are covered on FCAT 2.0.

#### **Person or Persons Responsible**

School Administration, Mathematics Teachers

#### **Target Dates or Schedule**

Periodically, during the Spring Semester

#### **Evidence of Completion**

Task will be monitored through parent/student attendance at meetings, geometry assessments, and Discovery Education test scores.

### **Plan to Monitor Fidelity of Implementation of G5.B3.S2**

Each meeting will be observed for content, parent attendance, and take-home information.

#### **Person or Persons Responsible**

School Administration

#### **Target Dates or Schedule**

Fidelity will be monitored following each meeting.

#### **Evidence of Completion**

Attendance records, meeting curriculum, hand-outs.

### **Plan to Monitor Effectiveness of G5.B3.S2**

FCAT 2.0 data and discovery education test data will be monitored to determine the effectiveness of this strategy.

#### **Person or Persons Responsible**

School administration.

#### **Target Dates or Schedule**

Following each discovery education test and following FCAT 2.0 score release.

#### **Evidence of Completion**

Data tracking, test score analysis



## Coordination and Integration

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

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

Lawton Chiles Middle School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

## 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.*

**G2.** Increase student achievement amongst students scoring a level 4 on prior year reading assessment.

### **G2.B4** Scope and Sequence of Curriculum

**G2.B4.S1** Offer teacher training on reciprocal teaching to enhance instructional skills.

#### **PD Opportunity 1**

Teachers will receive increased training on Reciprocal Teaching to enhance instructional skills and increase student achievement.

#### **Facilitator**

Instructional Coach

#### **Participants**

Social Studies Teachers, Science Teachers, New Teachers, Elective Teachers

#### **Target Dates or Schedule**

Ongoing, throughout the year.

#### **Evidence of Completion**

Teacher Observations, Student Achievement

**G4.** Increase faculty awareness of instructional strategies for students with disabilities.

**G4.B1** Teachers not understanding support facilitation model

**G4.B1.S1** Increase training in support facilitation.

**PD Opportunity 1**

Teachers will receive greater training in the support facilitation model. They will receive district and school level trainings, instructional materials, and frequent observations/feedback.

**Facilitator**

District Training

**Participants**

All staff that teach students with disabilities.

**Target Dates or Schedule**

Trainings will be done three times per year, observations and feedback will be ongoing throughout the year.

**Evidence of Completion**

Teacher understanding surveys, performance of students with disabilities on assessments.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G4.	Increase faculty awareness of instructional strategies for students with disabilities.	\$500
G5.	Increase student achievement in level 4 mathematics students.	\$300
Total		\$800

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
Millage funding	\$300	\$0	\$300
School professional development money. Professional development money received from the millage increase.	\$0	\$500	\$500
Total	\$300	\$500	\$800

### Budget Details

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

#### G4. Increase faculty awareness of instructional strategies for students with disabilities.

##### G4.B1 Teachers not understanding support facilitation model

##### G4.B1.S1 Increase training in support facilitation.

#### Action Step 1

Teachers will receive greater training in the support facilitation model. They will receive district and school level trainings, instructional materials, and frequent observations/feedback.

#### Resource Type

Professional Development

#### Resource

Trainings used for support facilitation.

#### Funding Source

School professional development money. Professional development money received from the millage increase.

#### Amount Needed

\$500

**G5. Increase student achievement in level 4 mathematics students.**

**G5.B3 Lack of Geometry Instruction in Middle School Mathematics Curriculum**

**G5.B3.S2 Geometry Information Sessions for Parents/Students**

**Action Step 1**

Geometry information sessions will be held to provide parents and students with training on the benchmarks not covered in mathematics courses that are covered on FCAT 2.0.

**Resource Type**

Personnel

**Resource**

School personnel to host meetings and provide parents with information.

**Funding Source**

Millage funding

**Amount Needed**

\$300