



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lantana Middle School

1225 W DREW ST

Lantana, FL 33462

561-540-3400

www.edline.net/pages/lantana_middle_school

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
88%

Alternative/ESE Center
No

Charter School
No

Minority Rate
85%

School Grades History

2013-14
A

2012-13
B

2011-12
A

2010-11
A

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
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

Lantana Middle School

Principal

Edward Burke

School Advisory Council chair

Colin Maher

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

Name	Title
Edward Burke	Principal
Dionne Breaux	Assistant Principal
Jose Rodriguez	Assistant Principal
David Vazquez	Assistant Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

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

Principal, 2 teachers. 1 Education Support Employee (also a member of SBT team), 8 parents, 1 community/business partner

Involvement of the SAC in the development of the SIP

Review and modify SIP, oversee SIP funds, advise support academic initiatives.

Activities of the SAC for the upcoming school year

Review, approve and monitor School Improvement Plan and activities.
Monitor, and support School-Wide Positive Behavior Support (SwPBS) Initiatives.
Review and approve Title 1 requirements: PIP, Compact, etc.

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

TBD. No new funding this year or last year. Carryover funds will be distributed as critical needs arise.

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:

Edward Burke

Principal

Years as Administrator: 14

Years at Current School: 5

Credentials

B.S. Degree in Social Studies
Florida State University
M.S. Degree in Special Education
Nova Southeastern University
Ed.S. Degree in Educational Leadership
Nova Southeastern University

Performance Record

Principal of Lantana Community Middle School
2012-2013: School Grade - B. Overall Proficiency: Reading 51%,
Math 53%, Writing 68%, Science 44%. Learning Gains: Reading
66%, Math 68%, Lowest 25%: Reading 66%, Math 70%
Acceleration Points: 81
For a total of: 567 points
All Previous years: School Grade - A

Jose Rodriguez		
Asst Principal	Years as Administrator: 10	Years at Current School: 5
Credentials	B.S. Degree in Political Science and Education Jersey City State College M.S. in Educational Leadership Barry University	
Performance Record	Assistant Principal of Lantana Community Middle School 2012-2013: School Grade - B. Overall Proficiency: Reading 51%, Math 53%, Writing 68%, Science 44%. Learning Gains: Reading 66%, Math 68%, Lowest 25%: Reading 66%, Math 70% Acceleration Points: 81 For a total of: 567 points All Previous years: School Grade - A	
Dionne Breaux		
Asst Principal	Years as Administrator: 16	Years at Current School: 5
Credentials	B.S. Degree in Business Management Florida Atlantic University M.S. Degree in Educational Leadership Walden University School Principal K-12 Educational Leadership K-12 Middle Grades Math 5-9 Business Education 6-12 ESOL Certification	
Performance Record	Assistant Principal of Lantana Community Middle School 2012-2013: School Grade - B. Overall Proficiency: Reading 51%, Math 53%, Writing 68%, Science 44%. Learning Gains: Reading 66%, Math 68%, Lowest 25%: Reading 66%, Math 70% Acceleration Points: 81 For a total of: 567 points All Previous years: School Grade - A	

David Vazquez

Asst Principal

Years as Administrator: 5

Years at Current School: 5

Credentials

B.S. Degree in History
 B.S. Degree in Social Sciences
 M.S. Degree in Educational Leadership

Performance Record

Assistant Principal of Lantana Community Middle School
 2012-2013: School Grade - B. Overall Proficiency: Reading 51%,
 Math 53%, Writing 68%, Science 44%. Learning Gains: Reading
 66%, Math 68%, Lowest 25%: Reading 66%, Math 70%
 Acceleration Points: 81
 For a total of: 567 points
 All Previous years: School Grade - A

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Lillian Simpson**

Full-time / School-based

Years as Coach: 4

Years at Current School: 5

Areas

Reading/Literacy

Credentials

B.A. Degree in Elementary Education
 University of Florida
 M.S. Degree in TSOL
 Nova Southeastern University
 Reading Endorsement

Performance Record

Overall Proficiency: Reading 51%, Math 53%, Writing 68%,
 Science 44%. Learning Gains: Reading 66%, Math 68%, Lowest
 25%: Reading 66%, Math 70% Acceleration Points: 81
 For a total of: 567 points
 All Previous years: School Grade - A
 Mrs. Simpson provides professional development to all staff
 members as it relates to reading in all classrooms. Additional
 individualized professional development is provided through
 modeling, program planning, and monitoring. Ms. Simpson has
 developed, implemented, and monitors several school-wide
 reading initiatives to enhance and incorporate reading across all
 curriculum areas.

Classroom Teachers

of classroom teachers

55

receiving effective rating or higher

0%

Highly Qualified Teachers

93%

certified in-field

50, 91%

ESOL endorsed

16, 29%

reading endorsed

9, 16%

with advanced degrees

20, 36%

National Board Certified

4, 7%

first-year teachers

2, 4%

with 1-5 years of experience

16, 29%

with 6-14 years of experience

17, 31%

with 15 or more years of experience

20, 36%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Regular support meetings with new teachers and current staff to encourage team building and support. (Principal, AP's, New teacher program Administrator)
2. Continuing new teacher mentoring. (Buddy Teacher and Mentoring Teacher)
3. Continuous sharing of district opportunities for professional development to staff. (Professional Development Team, AP's, Principal)
4. Hire highly qualified teachers and paraprofessionals. (Principal)

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

Mindy Ruggiero, New Teacher - Mrs. Sklapsky, Mentor - Colin Maher, Buddy Teacher
Planned Activities are: ESP Program Activities, Buddy Teacher Support, Formative Observations, Modeling, Coaching, Continuous support from the Reading dept.

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

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

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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

Guidance Counselors/SBT Coordinator, Principal, Assistant Principals (3), Reading Coach, Learning Team Facilitator, Language and Speech Pathologist, ELL Coordinator, ESE Coordinator, School Psychologist - Each of the above has a defined role in the process of RtI, given for each individual case. After referral to Guidance or Administration, the SBT coordinator facilitates the review of students. During the process, several steps will be taken, and the facilitator of each will be coordinated by the SBT coordinators.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers will be selected to provide information about core instruction, participates in student data collection, delivers, Tier 1 instruction/intervention with Tier 2/3 activities.

ESE Teachers will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach (Reading) will develop, lead, and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach will also identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with the whole school screening programs that provide early detection services for children that may be considered, "at-risk". Additionally, the coach will assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist will participate in collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures, and help to identify systemic patterns of student need with respect to language skills.

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

Members of the SBT team will meet with the School Advisory Committee (SAC) to ensure the goals of SBT are shared, monitored and documented in the SIP, utilizing data from the previous year's for Tiers 1,2, and 3 targets and focus attention on deficient areas.

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

Baseline Data:

FCAT 2.0, Curriculum Based Measurements, Florida Assessment for Instruction in Reading(FAIR), Fall Diagnostics, Palm Beach Writes, Diagnostic Assessment for Reading(DAR), Progress Monitoring and Reporting Network (PMRN), CELLA, Office Discipline Referrals, Retentions, Absences

Mid-Year Data:

FAIR, DAR, Winter Diagnostics, Palm Beach Writes, PMRN

End of Year Data:

FAIR, FCAT 2.0, FCAT Writes

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

During Pre-School, the Guidance Counselor/SBT Coordinator will train the faculty regarding the purpose and process of RtI and SBT, in conjunction with the process of referring students for these services. Teachers will then be recruited to provide some of the services to the identified students.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

The school-based RtI/Inclusion Facilitator will provide in-service training to the faculty on designated professional development days (PDD). These in-service opportunities include, but are not limited to, the following: Problem Solving Model, consensus building, Positive Behavioral Intervention and Support, SwPBS, data-based decision-making to drive instructions, tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

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: 48

Tutoring for FCAT 2.0

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teacher-created assessments, FCAT 2.0 scores

Who is responsible for monitoring implementation of this strategy?

6th Grade Asst. Principal, Reading Coach, Teacher-Leader, Tutors

Strategy: Before or After School Program

Minutes added to school year: 54

Math Tutoring for all students from 6th grade math to geometry

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers of individual students will monitor student progress.

Who is responsible for monitoring implementation of this strategy?

After School Director, Math tutor

Strategy: Before or After School Program**Minutes added to school year:** 104

Homework Help - After School Program

Strategy Purpose(s)

""

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

Teachers of individual students will monitor student progress.

Who is responsible for monitoring implementation of this strategy?

After School Director, Homework Help tutors

Strategy: Extended Day for All Students**Minutes added to school year:****Strategy Purpose(s)**

""

How is data collected and analyzed to determine the effectiveness of this strategy?**Who is responsible for monitoring implementation of this strategy?****Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

Name	Title
Lillian Simpson	Reading Coach
Esta Weiner	Department Chair for Reading
Holly Randall	Media Specialist
Rachel Windsor	Reading Teacher
Randee Moskowitz	ESE/VE Teacher
Edward Burke	Principal

How the school-based LLT functions

LLT meets monthly to develop school-wide initiatives to support and encourage reading across the curriculum.

Major initiatives of the LLT

To promote literacy across the content areas through the use of novel sets, classroom libraries, and the "Rockin into Reading" Program.

(DSSR) - Daily Silent Sustained Reading for every classroom. This activity is accompanied by the Literacy question of the week, which is designed to monitor daily reading, and creates a connection between the reading and writing process. (Using the SHIP rules.)

Reading Counts with student goal setting and rewards for participation. (Measured by the number of books students read and appropriate lexiles.)

Implementation of Summer Reading Program to enriched students and maintain progress during the extended breaks.

Participation in Celebrate Florida Literacy Week. Staff and students participate in various activities to promote a love of reading.

Implementation of school-wide Viking Vocab/Exit Tickets initiative, to increase student exposure to higher level vocabulary across the curriculum.

School-wide implementation of Cornell Notes to develop higher order thinking skills across all curriculum areas.

Every Teacher Contributes to Reading Instruction

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

Every classroom will participate in Daily Silent Sustained reading time. Each classroom will complete a literacy question of the week, that will be monitored by administration for completion. Students selected will receive a weekly prize for correct completion of the Literacy Question of the Week.

All teachers in the Language Arts, Social Studies, Science, and Reading departments will be trained on CLOSE reading strategies. The curriculum AP will monitor use and execution of this strategy across the curriculum.

Math department will be introduced to the CLOSE reading strategy through LTM meetings.

Language arts benchmarks will be noted in the lesson plans of all subject areas.

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

Lantana Middle School offers 7 courses for High School credit. We also have 2 career academies, which prepare our students to continue their chosen tracks into high school. We offer Algebra I, Algebra I Honors, Geometry Honors, Spanish, 8th Grade Medical Magnet, 8th Grade Teacher Academy Magnet, and Computing for College and Careers – CIW Certification (industry certification).

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

1. All 7th grade students are enrolled in EPEP to learn about their interests and goals setting.
2. Every year LCMS, host a HS411 training session for parents, designed to provide resources, information and next steps to guiding/prepare their child to post secondary education.

Strategies for improving student readiness for the public postsecondary level

LCMS College Day- students are engaged in curriculum through out an entire day of school that relates to post secondary education.

High School 411 - Will be held on August 29, 2013 to provide the parents with an opportunity to gain information, provide resources, and create a sense of urgency for students to meet the required expectations in preparation for high school and beyond.

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%	51%	No	64%
American Indian	33%	25%	No	39%
Asian	95%	89%	No	96%
Black/African American	45%	48%	Yes	51%
Hispanic	58%	47%	No	63%
White	74%	63%	No	77%
English language learners	28%	25%	No	35%
Students with disabilities	48%	32%	No	53%
Economically disadvantaged	54%	48%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	215	27%	100%
Students scoring at or above Achievement Level 4	173	22%	100%

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>		100%
Students scoring at or above Level 7	27	68%	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	534	66%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	124	66%	100%

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)	26	29%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	18%	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	15%	100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

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	161	66%	100%
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	68%	53%	No	71%
American Indian	41%	19%	No	47%
Asian	95%	78%	No	96%
Black/African American	57%	46%	No	61%
Hispanic	69%	54%	No	72%
White	78%	62%	No	80%
English language learners	38%	24%	No	44%
Students with disabilities	53%	36%	No	57%
Economically disadvantaged	63%	49%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	232	30%	100%
Students scoring at or above Achievement Level 4	159	20%	100%

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>		100%
Students scoring at or above Level 7	22	54%	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	550	68%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	135	70%	100%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	93	60%	100%
Middle school performance on high school EOC and industry certifications	93	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	34%	100%
Students scoring at or above Achievement Level 4	57	66%	100%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		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	45	19%	100%
Students scoring at or above Achievement Level 4	55	23%	100%

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>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

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)	25		30
Participation in STEM-related experiences provided for students	800	64%	100%

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	0%	0%
Students who fail a mathematics course	10	1%	0%
Students who fail an English Language Arts course	19	2%	0%
Students who fail two or more courses in any subject	5	0%	0%
Students who receive two or more behavior referrals	202	24%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	161	19%	15%

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

Increase parental attendance to 45%, increase parental capacity

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent University	12	.01%	3%
Parental Attendance to School Events	320	40%	45%
HS411	175	58%	65%
FCAT Parent Night	250	31%	35%

Area 10: Additional Targets**Additional targets for the school**

Lantana Middle School teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (78)(b), OR specific statute content is listed to address this year.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Lantana MS teachers will infuse content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b).	888	100%	100%

Goals Summary

- G1.** Increase Parental Involvement to 45%, and increase parent capacity
- G2.** Increase overall science proficiency from 44% to 50%.
- G3.** Increase overall math proficiency to 63%. Overall proficiency for reading is currently 53%. FY14 goals for subgroups as follows: White 62% to 68%, Black 46% to 51%, Hispanic 54% to 59%, Economically Disadvantaged from 49% to 54%, and SWD 36% to 41%.
- G4.** Increase overall proficiency in reading to 60%. Overall proficiency for reading is currently 51%. FY14 goals for subgroups as follows: White 63% to 68%, Black 48% to 53%, Hispanic 47% to 52%, Economically Disadvantaged from 48% to 53%, and SWD 32% to 37%

Goals Detail

G1. Increase Parental Involvement to 45%, and increase parent capacity

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Title 1 Funds

Targeted Barriers to Achieving the Goal

- Parental participation in various events.

Plan to Monitor Progress Toward the Goal

Increased attendance to parental events.

Person or Persons Responsible

Assistant Principal for SwPBS, Facilitator, Principal

Target Dates or Schedule:

On-going

Evidence of Completion:

Sign-in Sheets

G2. Increase overall science proficiency from 44% to 50%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Science Teachers

Targeted Barriers to Achieving the Goal

- Funding to purchase supplies for hands-on experiences.
- Improve academic support in science.

Plan to Monitor Progress Toward the Goal

Increased hands-on activities in science classes.

Person or Persons Responsible

Science Dept Chair, Science Teachers, and AP's

Target Dates or Schedule:

On-going

Evidence of Completion:

Lesson Plans, Walk-throughs, FCAT 2.0 scores

G3. Increase overall math proficiency to 63%. Overall proficiency for reading is currently 53%. FY14 goals for subgroups as follows: White 62% to 68%, Black 46% to 51%, Hispanic 54% to 59%, Economically Disadvantaged from 49% to 54%, and SWD 36% to 41%.

Targets Supported

- 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

- Learning Team Facilitator
- District Provided Trainings

Targeted Barriers to Achieving the Goal

- Learning curve for both teachers and students as it relates to the incorporation of new strategies into the instructional pedagogy.

Plan to Monitor Progress Toward the Goal

Writing in math

Person or Persons Responsible

Curriculum AP's, Learning Team Facilitator, Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Lesson Plans, Walk-throughs, Learning Team Meetings

G4. Increase overall proficiency in reading to 60%. Overall proficiency for reading is currently 51%. FY14 goals for subgroups as follows: White 63% to 68%, Black 48% to 53%, Hispanic 47% to 52%, Economically Disadvantaged from 48% to 53%, and SWD 32% to 37%

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach
- Read 180 Program
- Classroom Libraries
- Reading Teacher
- Language Teacher

Targeted Barriers to Achieving the Goal

- Ensuring students are reading text of high complexity. Books that are compatible with reading capacity.
- Student willingness to engage in testing. (Reading Counts)
- Providing enrichment for higher achieving students, while challenging lower performing students to become critical thinkers.

Plan to Monitor Progress Toward the Goal

Increase overall proficiency in reading to 60%

Person or Persons Responsible

Principal, Reading Coach, Learning Team Facilitator, Reading and Language Arts Teachers, Curriculum and Subject area AP's

Target Dates or Schedule:

On-going

Evidence of Completion:

FAIR testing, SRI testing, Diagnostic Testing, FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase Parental Involvement to 45%, and increase parent capacity

G1.B1 Parental participation in various events.

G1.B1.S1 Parent University We will purchase food for Parent Trainings. To include: light refreshments, drinks, and food items.

Action Step 1

Parent Trainings to Include: Parent University, HS411, FCAT 2.0 Parent Night, and Increase communication with parents

Person or Persons Responsible

Principal, Asst Principal, Language Facilitators, ESOL Teacher

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Sign-in Sheets, Evaluations, Agendas

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

Parent University will be held regularly throughout the school year. Most meeting will include a presentation of information to increase parental capacity.

Person or Persons Responsible

Assistant Principal, Facilitator, Principal

Target Dates or Schedule

On-going

Evidence of Completion

Copy of Presentations, Handouts, Sign-in Sheets, and Agendas

Plan to Monitor Effectiveness of G1.B1.S1

Parent University and other Parental Events

Person or Persons Responsible

Assistant Principal, Facilitator, Principal

Target Dates or Schedule

On-going

Evidence of Completion

Surveys for Parental Feedback, Sign-in Sheets

G2. Increase overall science proficiency from 44% to 50%.

G2.B1 Funding to purchase supplies for hands-on experiences.

G2.B1.S1 Science Dept fundraising to acquire funds.

Action Step 1

Fundraising for science supplies.

Person or Persons Responsible

Science Dept

Target Dates or Schedule

Periodically

Evidence of Completion

Funds in Science Dept. account

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

Fundraising for science supplies

Person or Persons Responsible

Science Dept Chair

Target Dates or Schedule

As fundraising events are scheduled.

Evidence of Completion

Funds in Science Dept account

Plan to Monitor Effectiveness of G2.B1.S1

Fundraising for science dept supplies

Person or Persons Responsible

Science Dept Chair, Principal

Target Dates or Schedule

Periodically, as fundraisers are scheduled

Evidence of Completion

Purchase of supplies for hands on activities in science classes.

G2.B2 Improve academic support in science.

G2.B2.S1 Purchase a Science Teacher

Action Step 1

Purchase a science teacher with Title 1 funds.

Person or Persons Responsible

Principal

Target Dates or Schedule

Summer 2013

Evidence of Completion

Additional science teacher on teaching roster.

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

Purchase of a science teacher to support the academic needs of students.

Person or Persons Responsible

Principal, AP's

Target Dates or Schedule

On-going

Evidence of Completion

Purchase of a science teacher to support the academic needs of students.

Plan to Monitor Effectiveness of G2.B2.S1

Purchase of a science teacher to support the academic needs of students.

Person or Persons Responsible

Principal, Asst. Principals, Dept Chair

Target Dates or Schedule

On-going

Evidence of Completion

Purchase of a science teacher to support the academic needs of students.

G3. Increase overall math proficiency to 63%. Overall proficiency for reading is currently 53%. FY14 goals for subgroups as follows: White 62% to 68%, Black 46% to 51%, Hispanic 54% to 59%, Economically Disadvantaged from 49% to 54%, and SWD 36% to 41%.

G3.B3 Learning curve for both teachers and students as it relates to the incorporation of new strategies into the instructional pedagogy.

G3.B3.S1 Use of LT Meetings to support professional growth in using the new strategies- Writing to justify and Academic Talk

Action Step 1

Implementation of new strategies to support math goals - Writing to justify and Academic talk.

Person or Persons Responsible

Learning Team Facilitator, Teachers, AP's

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Walk-throughs, Observation

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Implementation of strategies

Person or Persons Responsible

Curriculum AP's

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Walk-through, Observation

Plan to Monitor Effectiveness of G3.B3.S1

Implementation of writing to justify and academic talk strategies.

Person or Persons Responsible

Assistant Principals, Learning Team Facilitator, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Walk-throughs, Observation

G4. Increase overall proficiency in reading to 60%. Overall proficiency for reading is currently 51%. FY14 goals for subgroups as follows: White 63% to 68%, Black 48% to 53%, Hispanic 47% to 52%, Economically Disadvantaged from 48% to 53%, and SWD 32% to 37%

G4.B1 Ensuring students are reading text of high complexity. Books that are compatible with reading capacity.

G4.B1.S1 CLOSE Reading - All curriculum areas will be supported by the implementation of CLOSE reading in the majority of the academic courses at LCMS.

Action Step 1

Provide training for Language Arts, Reading, Social Studies, and Science teachers on the method of using the CLOSE Reading strategy.

Person or Persons Responsible

Gail Sherman

Target Dates or Schedule

September 26, 2013

Evidence of Completion

Sign-in Sheets, Training Agenda

Facilitator:

Jennifer Hulse, Jose Rodriguez

Participants:

All teachers in four departments listed.

Action Step 2

Purchase a Reading Coach

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

Reading Coach will support the professional development objectives related to reading across all subject areas. The Reading Coach will lead the RLT, and be a member of the Professional Development team. She will also spend her time modeling, coaching, testing, and monitoring the reading initiatives on campus.

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

Implementation of CLOSE reading strategy

Person or Persons Responsible

AP's, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Walk-throughs, observations

Plan to Monitor Effectiveness of G4.B1.S1

Implementation of CLOSE Reading Strategy

Person or Persons Responsible

Teachers, AP's

Target Dates or Schedule

On-going

Evidence of Completion

The FCIM model will be used to practice and perfect the art of the CLOSE reading strategy. Learning Team Meetings will be the forum in which the continuous improvement will be discussed and modified.

G4.B1.S2 Battle of the Books - to encourage students to read complex text on correct lexile.

Action Step 1

Writing to Justify/Academic Talk Strategies across all curriculum areas. Students will be taught to write to justify their answers in every classroom. The goal is to teach students to extend their thinking, and be able to write to justify their answers.

Person or Persons Responsible

All teachers

Target Dates or Schedule

September, October, November, December 2013

Evidence of Completion

Walk-throughs, Teacher created assessments

Facilitator:

Reading Coach, Learning Team Facilitator, District Personnel

Participants:

All Teachers and Administration

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Implementation of Writing to Justify and Academic Talk strategies

Person or Persons Responsible

Teachers, AP's

Target Dates or Schedule

On-going

Evidence of Completion

Teacher observations, walk-throughs, lesson plans

Plan to Monitor Effectiveness of G4.B1.S2

Implementation of Writing to justify and Academic talk strategies.

Person or Persons Responsible

AP's, Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher created assessments, walk-throughs, lesson plans

G4.B2 Student willingness to engage in testing. (Reading Counts)

G4.B2.S1 Reading counts program - Rockin into Reading, and providing extended day opportunities for students to take assessments before school.

Action Step 1

Provide opportunities for students to engage in testing for growth through the Reading Counts Program.

Person or Persons Responsible

Reading Coach, ITSA

Target Dates or Schedule

On-going

Evidence of Completion

Increased number of quizzes completed. Monitoring of Reading Counts reports.

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Reading Counts Program

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Reports from Reading Counts Program

Plan to Monitor Effectiveness of G4.B2.S1

Reading Counts Program

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Higher proficiency scores on the Reading Counts quizzes.

G4.B3 Providing enrichment for higher achieving students, while challenging lower performing students to become critical thinkers.

G4.B3.S1 Provide gifted and advanced courses for students that have need of extensive enrichment in reading.

Action Step 1

After School Tutorial Program

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

SRI testing, FAIR testing, Diagnostic Testing, FCAT 2.0

Action Step 2

Purchase 1 Reading Teacher and 1 Language Arts Teacher

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

On-going

Evidence of Completion

SRI testing, FAIR testing, Diagnostic Testing, FCAT 2.0

Action Step 3

Classroom Supplies and Printers

Person or Persons Responsible

Principal, Title I Contact

Target Dates or Schedule

On-going

Evidence of Completion

Budget Report

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Reading Strategies and increase enrichment for Level 4 & Level 5 students.

Person or Persons Responsible

Language Arts Teachers, Reading Coach, Curriculum AP

Target Dates or Schedule

On-going

Evidence of Completion

SRI Testing, Diagnostic Testing, FCAT 2.0

Plan to Monitor Effectiveness of G4.B3.S1

Reading Strategies and increase enrichment for Level 4 & Level 5 students.

Person or Persons Responsible

Language Arts Teachers, Reading Coach, Curriculum AP

Target Dates or Schedule

On-going

Evidence of Completion

SRI Testing, Diagnostic Testing, FCAT 2.0

G4.B3.S2 Writing to justify/Academic Talk Strategies

Action Step 1

Increase reading capacity and achieve proficiency target of 60% in 2013-2014.

Person or Persons Responsible

Reading Coach, Reading and Language Arts Teachers, Curriculum and Subject area AP's

Target Dates or Schedule

On-going

Evidence of Completion

FAIR testing, SRI Testing, Diagnostic Testing, and FCAT 2.0

Facilitator:

Reading Coach

Participants:

Reading Coach, Reading and Language Arts Teachers, Curriculum AP, Learning Team Facilitator, Media Specialist, Technology Liaison

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Increasing overall proficiency for reading to 60%

Person or Persons Responsible

Principal, AP's, Reading Coach, All Teachers

Target Dates or Schedule

On-going

Evidence of Completion

FAIR Testing, SRI Testing, Diagnostic Testing, FCAT 2.0

Plan to Monitor Effectiveness of G4.B3.S2

Increasing academic talk, and student's ability to justify their answers.

Person or Persons Responsible

All teachers, Curriculum AP's, Reading Coach, Learning Team Facilitator

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Observations, Walk-throughs, Collegial groups

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through before, during, and after school tutorial programs. LCMS Title 1 funds has supplied an additional reading teacher, a reading coach, and a split-funded language arts teacher, to support our students in reaching our proficiency goals.

The reading coach will provide direct support to the reading and language arts teachers, through modeling, providing resources, and professional development activities that will enhance or improve the instructional pedagogy in all classes.

Family Involvement funds will be used to increase parental communication and notification of activities and events.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention and Alternative Education programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of SES services, and small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Lantana Middle are used to purchase Gizmos and Study Island to support all students.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X -Homeless

District Homeless Social Workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI will be coordinated with the Title I funds to provide intensive reading for all Level 1 students, and will be used to expand those services to as many Level 2 students as possible.

Violence Prevention Programs

School Wide Positive Behavior Support Program and Appreciation for Multicultural Diversity

Adult Education

Lantana Middle School currently serves approximately 900 students in the community school education classes. Community interest classes include GED, ELL, French, German, salsa, zumba, beginning computers, sewing, yoga, etc.

Career and Technical Education

We are offering an industry certification course for high credit to our students. As well as, six other high school credit courses.

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.

G4. Increase overall proficiency in reading to 60%. Overall proficiency for reading is currently 51%. FY14 goals for subgroups as follows: White 63% to 68%, Black 48% to 53%, Hispanic 47% to 52%, Economically Disadvantaged from 48% to 53%, and SWD 32% to 37%

G4.B1 Ensuring students are reading text of high complexity. Books that are compatible with reading capacity.

G4.B1.S1 CLOSE Reading - All curriculum areas will be supported by the implementation of CLOSE reading in the majority of the academic courses at LCMS.

PD Opportunity 1

Provide training for Language Arts, Reading, Social Studies, and Science teachers on the method of using the CLOSE Reading strategy.

Facilitator

Jennifer Hulse, Jose Rodriguez

Participants

All teachers in four departments listed.

Target Dates or Schedule

September 26, 2013

Evidence of Completion

Sign-in Sheets, Training Agenda

G4.B1.S2 Battle of the Books - to encourage students to read complex text on correct lexile.

PD Opportunity 1

Writing to Justify/Academic Talk Strategies across all curriculum areas. Students will be taught to write to justify their answers in every classroom. The goal is to teach students to extend their thinking, and be able to write to justify their answers.

Facilitator

Reading Coach, Learning Team Facilitator, District Personnel

Participants

All Teachers and Administration

Target Dates or Schedule

September, October, November, December 2013

Evidence of Completion

Walk-throughs, Teacher created assessments

G4.B3 Providing enrichment for higher achieving students, while challenging lower performing students to become critical thinkers.

G4.B3.S2 Writing to justify/Academic Talk Strategies

PD Opportunity 1

Increase reading capacity and achieve proficiency target of 60% in 2013-2014.

Facilitator

Reading Coach

Participants

Reading Coach, Reading and Language Arts Teachers, Curriculum AP, Learning Team Facilitator, Media Specialist, Technology Liaison

Target Dates or Schedule

On-going

Evidence of Completion

FAIR testing, SRI Testing, Diagnostic Testing, and FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase Parental Involvement to 45%, and increase parent capacity	\$4,847
G2.	Increase overall science proficiency from 44% to 50%.	\$64,220
G4.	Increase overall proficiency in reading to 60%. Overall proficiency for reading is currently 51%. FY14 goals for subgroups as follows: White 63% to 68%, Black 48% to 53%, Hispanic 47% to 52%, Economically Disadvantaged from 48% to 53%, and SWD 32% to 37%	\$183,240
Total		\$252,307

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Other	Professional Development	Total
Title 1- 5150 Classroom	\$6,283	\$0	\$0	\$0	\$6,283
Title - 5150 Classroom	\$0	\$64,220	\$0	\$0	\$64,220
Title I - 6152 Parental Involvement	\$0	\$0	\$4,847	\$0	\$4,847
Title I - 5150 Classroom	\$0	\$104,887	\$0	\$0	\$104,887
Title I - 6402 Professional Development	\$0	\$0	\$0	\$71,194	\$71,194
Title I - 5150 Classroom Supplies and Printers	\$0	\$0	\$876	\$0	\$876
Total	\$6,283	\$169,107	\$5,723	\$71,194	\$252,307

Budget Details

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

G1. Increase Parental Involvement to 45%, and increase parent capacity

G1.B1 Parental participation in various events.

G1.B1.S1 Parent University We will purchase food for Parent Trainings. To include: light refreshments, drinks, and food items.

Action Step 1

Parent Trainings to Include: Parent University, HS411, FCAT 2.0 Parent Night, and Increase communication with parents

Resource Type

Other

Resource

Part-time In-System & Benefits (1256.00), Postage for Parent Communication (500.00), Supplies to include: Paper, Ink, Food for Parent Trainings, Training materials, folders, books, pens/pencils, educational games, laminating film, chart paper, etc. Total: (3090.67)

Funding Source

Title I - 6152 Parental Involvement

Amount Needed

\$4,847

G2. Increase overall science proficiency from 44% to 50%.

G2.B2 Improve academic support in science.

G2.B2.S1 Purchase a Science Teacher

Action Step 1

Purchase a science teacher with Title 1 funds.

Resource Type

Personnel

Resource

Classroom Teacher (63609.00), Substitutes (611.00)

Funding Source

Title - 5150 Classroom

Amount Needed

\$64,220

G4. Increase overall proficiency in reading to 60%. Overall proficiency for reading is currently 51%. FY14 goals for subgroups as follows: White 63% to 68%, Black 48% to 53%, Hispanic 47% to 52%, Economically Disadvantaged from 48% to 53%, and SWD 32% to 37%

G4.B1 Ensuring students are reading text of high complexity. Books that are compatible with reading capacity.

G4.B1.S1 CLOSE Reading - All curriculum areas will be supported by the implementation of CLOSE reading in the majority of the academic courses at LCMS.

Action Step 2

Purchase a Reading Coach

Resource Type

Professional Development

Resource

Reading Coach (71074.00), July Common Core Training (120.00) - 6 staff members

Funding Source

Title I - 6402 Professional Development

Amount Needed

\$71,194

G4.B3 Providing enrichment for higher achieving students, while challenging lower performing students to become critical thinkers.

G4.B3.S1 Provide gifted and advanced courses for students that have need of extensive enrichment in reading.

Action Step 1

After School Tutorial Program

Resource Type

Evidence-Based Program

Resource

Tutoring for FCAT 2.0

Funding Source

Title 1- 5150 Classroom

Amount Needed

\$6,283

Action Step 2

Purchase 1 Reading Teacher and 1 Language Arts Teacher

Resource Type

Personnel

Resource

Classroom Teachers and Substitute Pay: 1 Language Arts Teacher (64220.00), and 63% of 1 Reading Teacher (40667.00)

Funding Source

Title I - 5150 Classroom

Amount Needed

\$104,887

Action Step 3

Classroom Supplies and Printers

Resource Type

Other

Resource

Classroom Supplies to include: paper, ink, folders, crates, pens/pencils, whiteboard markers, novels for classroom libraries, chart paper, laminating film, etc.(100.45), and Printers (775.00)

Funding Source

Title I - 5150 Classroom Supplies and Printers

Amount Needed

\$876