



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Loggers' Run Community Middle School

11584 W PALMETTO PARK RD

Boca Raton, FL 33428

561-883-8000

www.ircms.com

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 45%
Alternative/ESE Center No	Charter School No	Minority Rate 44%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Loggers' Run Community Middle School

Principal

Francis Giblin

School Advisory Council chair

Richard Kabinoff

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

Name	Title
Francis Giblin	Principal
Sherri Graham	Assistant Principal
Brian K. Siegel	Assistant Principal
Colleen Linnabery	Confidential Secretary
Maureen Martin	Guidance Coordinator
Karac Levine	ESE Contact
Jim Kelly	School Resource Officer

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

Our voting membership is comprised of the following:

Francis Giblin, Principal, Richard Kabinoff, SAC Chairperson, Bonnie Gomez - teacher, Christina Statopoulos-teacher and SAC Secretary; Evelyn Temple - teacher; Gayle Fyne - teacher; Julie Gates-teacher; Susan Ferrer - teacher; Guita Alkobi - parent/not district; Julie Landy-Pavlon - parent/not district; Margorie Licht - parent/not district; Rebecca Benlulu - parent/not district; Veronica Guigni - parent/not district; Wendy Knecht - parent/not district; Sonia Lezama - Education Support Employee; Sarah Licht - student; Tracy Kawa - Business Partner

41% of the members are Non school district employees. 12% are Hispanic, 6% Black, and 93% White.

Involvement of the SAC in the development of the SIP

The data was reviewed and targets were set with the input of our SAC members. The members were in agreement to provide funding that is remaining from previous years for professional development in the areas in need of improvement.

Activities of the SAC for the upcoming school year

At the monthly meetings, the various academic departments that are on the SAC, will provide updates on our progress with our goals. The SAC will be involved in monitoring the School Improvement Plan during the year. We will be working on trying to remove some of the barriers that exist.

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

With the remaining funds, SAC will sponsor Saturday Tutorial Programs and monies for professional development in various content areas where teachers attend conferences to disseminate information to the entire staff.

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

Not In Compliance

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

We presently have the President of our PTSA and our Business Partner Coordinator are actively recruiting candidates out in the community to full fill the requirements as needed.

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Francis Giblin

Principal

Years as Administrator: 27

Years at Current School: 5

Credentials

BS in Biology, Masters of Science-Ed Leadership
 Principals Certificate State of Florida
 Reading Endorsed
 Physical Education 6-12 and K-8
 Biology 6-12
 Administration Supervision K-12
 School Principal All Levels

Performance Record

2013 - A Read High Stand 70%
 Read Gains 68%
 Read Low25 65%
 Math High Stand 72%
 Math Gains 76%
 Math Low25 59%
 Write High Stand 68%
 Science High Stand 62%
 READ Total 70%
 White 72%
 Black 57%
 Hispanic 67%
 Asian 82%
 American Indian/Alaskan Native 58%
 Economically Disadvantaged 56%
 English Language Learners 44%
 Students with Disabilities 34%
 MATH Total 72%
 White 75%
 Black 50%
 Hispanic 71%
 Asian 89%
 American Indian/Alaskan Native 58%
 Economically Disadvantaged 62%
 English Language Learners 53%
 Students with Disabilities 43%
 2012 A Read High Stand 68%
 Read Gains 71%
 Read Low25 71%
 Math High Stand 76%
 Math Gains 82%
 Math Low25 78%
 Write High Stand 87%
 Science High Stand 63%
 READ Total 68%
 White 72%
 Black 48%
 Hispanic 63%
 Asian 77%
 American Indian/Alaskan Native 50%

Economically Disadvantaged 52%
English Language Learners 20%
Students with Disabilities 31%
MATH Total 76%
White 82%
Black 54%
Hispanic 70%
Asian 94%
American Indian/Alaskan Native 25%
Economically Disadvantaged 62%
English Language Learners 40%
Students with Disabilities 41%
2011 A Read High Stand 79%
Read Gains 60%
Read Low25 60%
Math High Stand 85%
Math Gains 78%
Math Low25 72%
Write High Stand 91%
Science High Stand 72%
Writing New Stand 0%
READ Total 74%
White 78%
Black
Hispanic 65%
Asian
American Indian/Alaskan Native
Economically Disadvantaged 62%
English Language Learners
Students with Disabilities 44%
MATH Total 80%
White 86%
Black
Hispanic 72%
Asian
American Indian/Alaskan Native
Economically Disadvantaged 68%
English Language Learners
Students with Disabilities 48%

Sherri Graham

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

BS Education
 Masters of Science Ed Leadership
 Ed Leadership All Levels
 Elementary Education 1-6
 ESOL Endorsement
 Math 5-9
 Primary Education K-3

Performance Record

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Economically Disadvantaged 62%
English Language Learners
Students with Disabilities 44%
MATH Total 80%
White 86%
Black
Hispanic 72%
Asian
American Indian/Alaskan Native
Economically Disadvantaged 68%
English Language Learners
Students with Disabilities 48%

Brian K. Siegel

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

BS Psychology
 Masters of Science Education
 Masters of Science Ed Leadership
 Ed Leadership All Levels
 Emotional Handicapped K-12

Performance Record

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 Read Gains 68%
 Read Low25 65%
 Math High Stand 72%
 Math Gains 76%
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 Students with Disabilities 44%
 MATH Total 80%
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 Black
 Hispanic 72%
 Asian
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 Economically Disadvantaged 68%
 English Language Learners
 Students with Disabilities 48%

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

NA		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	63
# receiving effective rating or higher	62, 98%
# Highly Qualified Teachers	98%
# certified in-field	59, 94%
# ESOL endorsed	17, 27%
# reading endorsed	10, 16%
# with advanced degrees	28, 44%
# National Board Certified	1, 2%
# first-year teachers	4, 6%
# with 1-5 years of experience	14, 22%
# with 6-14 years of experience	14, 22%
# with 15 or more years of experience	31, 49%

Education Paraprofessionals

# of paraprofessionals	3
# Highly Qualified	3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

We incorporate a social atmosphere for our staff. The principal finds resources to supply teachers with any materials they need for their classroom. New teachers are given mentors and buddies from the start that work with them to provide ongoing professional educational support as well as guidance as requested and needed. We provide common planning times for the teachers to work together as a team thus developing a true professional learning committee.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All new staff are enrolled in the Educator Support Program (ESP), and are paired with mentors who have clinical educator certification and have been trained in the Marzano evaluation process. Support and professional development activities are followed in adherence to the timeline, set forth by the School District of Palm Beach County.

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

Students are referred to SBT for academic, behavioral, emotional and other concerns as well as for truancy. Data is used to identify areas of concern and to identify factors involved and also to monitor effectiveness of interventions. School wide data is periodically reviewed to evaluate effectiveness of core instruction and to facilitate effective decision making relative to resource allocation. Also, it is used to improve teacher support as well as to identify and address small group and individual student needs through MTSS system.

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

The SBT leader is responsible for coordinating SBT meetings and paperwork. Other SBT members are responsible for participating in the problem solving process and also serve as a case liaison for individual students.

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

Case liaison monitor their individual cases to ensure that interventions are being implemented with fidelity as well as to ensure that results of interventions are being appropriately documented and reported with fidelity.

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

A variety of EDW reports are utilized to analyze data to monitor the effectiveness of core, supplemental and intensive supports. These include but are not limited to: School Accountability dashboard, Gold Reports, FCAT, Palm Beach Writes, Diagnostics, Attendance, Truancy report as well as Individual Student Academic Profiles and student grade information from Edline and Site Reporter.

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

Staff are educated about MTSS and the SBT process through inservice training, and both staff and parents participate in the problem solving process involving individual students during SBT meetings.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 6,480

Academic enrichment is required for all students in the after school program. It is also available to the entire student population with in our school center.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Both qualitative and quantitative data are analyzed to determine proficiency and growth and staff will collaborate with core area teachers to determine needs and opportunities.

Who is responsible for monitoring implementation of this strategy?

The after school director will work with staff and administration and provide bi-monthly updates of student progress and needs.

Literacy Leadership Team (LLT)

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

Name	Title
Francis P. Giblin	Principal
Sherri Graham	Assistant Principal
Brian K. Siegel	Assistant Principal
Christina Stathopolous	Reading Department Head
Karac Levine	ESE Department Head
Ana Milos	Math Department Head
Richard Kabinoff	Science Department Head
Donna Cicero	Elective Department Head
Evelyn Temple	Language Arts Department Head
Julie Gates	Social Studies Department Head
Maureen Martin	Guidance Department Head

How the school-based LLT functions

The Literacy Leadership Team meets once a month to discuss and review data, current instruction practices and plan cross curricular academic projects.

Major initiatives of the LLT

Drop Everything And Read (DEAR) and Drop Everything and Write (DEW)
 For 20 minutes a day, students will be engaged in reading and writing activities that prescriptively meet their needs, based on diagnostics, SRI, and portfolio assessment.

Every Teacher Contributes to Reading Instruction

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

All teachers participate in Drop Everything And Read (DEAR) and Drop Everything and Write (DEW). For 20 minutes a day, students will be engaged in reading and writing activities that prescriptively meet their needs, based on diagnostics, SRI, and portfolio assessment. Professional development time is devoted to helping teachers analyze data and develop classroom based assessments that will target student weaknesses and promote reading improvement.

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

NA

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

Through our Pre-Medical Sciences and our Culinary Academies students are able to explore career opportunities and participate in career planning activities. Mentoring and job shadowing activities allow the students to connect the real life experience to their academic studies. All students receive rigorous instruction that allows them to connect the academic experience to future endeavors whether it be a college or career path.

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

All students are exposed to our career academies and academic opportunities available to them. Current 8th graders will participate in a career academy orientation by the neighboring high schools as well as career and academic counseling assemblies. Elective classes participate in career exploration and all 8th grade classes complete a career interest inventory survey. Certified School Counselors are available for individual counseling to ensure students are on the correct path toward high school and college/ career readiness.

Strategies for improving student readiness for the public postsecondary level

We will focus on improving on articulation from elementary to middle and middle to high. Students will be challenged by rigorous courses such as Algebra, Algebra Honors, Geometry Honors, Earth, Space Science and Spanish I. Students will be placed in advanced courses based on academic ability demonstrated on FCAT, Diagnostics and EOCs.

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	73%	70%	No	75%
American Indian				
Asian	78%	82%	Yes	81%
Black/African American	62%	59%	No	66%
Hispanic	65%	67%	Yes	69%
White	77%	72%	No	79%
English language learners	37%	44%	Yes	43%
Students with disabilities	44%	31%	No	50%
Economically disadvantaged	59%	57%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	286	29%	32%
Students scoring at or above Achievement Level 4	391	40%	43%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	666	68%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	146	65%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	17	71%	72%
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>		35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		35%

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	226	68%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

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%	72%	No	81%
American Indian				
Asian	89%	89%	Yes	90%
Black/African American	58%	49%	No	63%
Hispanic	73%	71%	No	75%
White	85%	75%	No	87%
English language learners	41%	44%	Yes	47%
Students with disabilities	54%	41%	No	59%
Economically disadvantaged	69%	63%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	293	30%	36%
Students scoring at or above Achievement Level 4	390	40%	45%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	744	76%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	127	59%	63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	323	90%	92%
Middle school performance on high school EOC and industry certifications	303	94%	96%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	35%	30%
Students scoring at or above Achievement Level 4	152	58%	65%

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>		0%
Students scoring at or above Achievement Level 4	61	100%	100%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	23%	27%
Students scoring at or above Achievement Level 4	133	40%	45%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		5
Participation in STEM-related experiences provided for students	650	63%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	635	65%	68%
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		12%	13%
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

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	7	0%	0%
Students who fail a mathematics course	1	0%	0%
Students who fail an English Language Arts course	4	0%	0%
Students who fail two or more courses in any subject	8	0%	0%
Students who receive two or more behavior referrals	25	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	29	3%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent engagement opportunities will include Curriculum night, PTSA, SAC, Volunteers in Public Schools, Parent Teacher conferences and participation in fund raising events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase level of parental engagement for parents of our lowest 25%	340	34%	36%

Area 10: Additional Targets

Additional targets for the school

Loggers' Run Middle School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), and applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b)	64	100%	100%

Goals Summary

- G1.** Loggers' Run Middle will increase math proficiency by at least 9% in all grades 6-8.
- G2.** Loggers' Run Middle will increase reading proficiency by at least 5% in all grades 6-8.
- G3.** Loggers' Run Middle will increase writing proficiency by at least 7% in grade 8.

Goals Detail

G1. Loggers' Run Middle will increase math proficiency by at least 9% in all grades 6-8.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Saturday Tutorials, After School Program, utilize small group tutorials before and after school based on individual student need

Targeted Barriers to Achieving the Goal

- Excessive absences/tardies
- Students in the lowest 25% will not have time needed during the regular school day to remediate and support their academic needs.

Plan to Monitor Progress Toward the Goal

Develop a rubric and use to assess gains in addition to a review of data from testing

Person or Persons Responsible

Administration, Guidance, classroom based teachers

Target Dates or Schedule:

monthly

Evidence of Completion:

Increase on scores and rubric; survey math teachers regarding student progress

G2. Loggers' Run Middle will increase reading proficiency by at least 5% in all grades 6-8.

Targets Supported

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

Resources Available to Support the Goal

- Read 180 materials for Intensive Reading. Allocated reading teacher per grade level. Daily schedule of Drop Everything and Read and Write. Provide Saturday Tutorials for reading.

Targeted Barriers to Achieving the Goal

- Access to reading instruction for all students during the school day.
- Excessive absences and tardies

Plan to Monitor Progress Toward the Goal

Develop a rubric and use to assess gains in addition to a review of data from testing

Person or Persons Responsible

Administration and Guidance, classroom based teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase on scores and rubric; Survey language arts teachers regarding students' progress

G3. Loggers' Run Middle will increase writing proficiency by at least 7% in grade 8.

Targets Supported

- Writing

Resources Available to Support the Goal

- Daily schedule of Drop Everything and Read and Write. Provide Saturday Tutorials

Targeted Barriers to Achieving the Goal

- Infusing writing into all curriculum areas with fidelity
- Excessive absences and tardies

Plan to Monitor Progress Toward the Goal

Using rubric developed for Palm Beach Writes and Performance Assessments we will assess gains

Person or Persons Responsible

Administration and Guidance, classroom based teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase on scores and rubric; Survey language arts teachers regarding students' progress on Palm Beach Writes and Performance assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Loggers' Run Middle will increase math proficiency by at least 9% in all grades 6-8.

G1.B1 Excessive absences/tardies

G1.B1.S1 Students will be referred to School Based Team to facilitate Tier 2 and Tier 3 interventions; conference with Administration and Guidance to work on attendance contract.

Action Step 1

Parents will be invited to SBT to discuss attendance issues and its impact on academic progress.

Person or Persons Responsible

SBT leader, Guidance, Administration, Parents

Target Dates or Schedule

Weekly

Evidence of Completion

SBT minutes/notes

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

Parent conference with Guidance and Administration to work on attendance contract

Person or Persons Responsible

Administration, Guidance and parent

Target Dates or Schedule

As needed

Evidence of Completion

SBT minutes, attendance records, hard copy of signed contract

Plan to Monitor Effectiveness of G1.B1.S1

Look at daily attendance records for excused and unexcused absences; attendance will improve by 20%

Person or Persons Responsible

Guidance, Administration, SBT members, attendance clerk

Target Dates or Schedule

Weekly

Evidence of Completion

signed attendance contracts, SBT minutes, Truany referrals

G1.B2 Students in the lowest 25% will not have time needed during the regular school day to remediate and support their academic needs.

G1.B2.S1 Classroom teachers and ESE Strategists will provide support for students in the lowest 25%.

Action Step 1

Teachers will review diagnostic and FCAT data to identify lowest 25% to provide additional support needed to increase proficiency

Person or Persons Responsible

Classroom math teachers, ESE Strategists, Administration, Guidance

Target Dates or Schedule

When test scores are provided in EDW

Evidence of Completion

Teachers lists of lowest 25%; lesson plans; students progress

Facilitator:

Ana Milos

Participants:

Math department/ESE strategists, Guidance, Administration, PDD team

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

Classroom walkthroughs; EDW reports; data chats

Person or Persons Responsible

Classroom teachers, Administration, Guidance

Target Dates or Schedule

monthly

Evidence of Completion

Student progress

Plan to Monitor Effectiveness of G1.B2.S1

Scores from common assessments; Lesson plans; 2nd benchmark calendars; walk throughs

Person or Persons Responsible

Classroom teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in scores

G2. Loggers' Run Middle will increase reading proficiency by at least 5% in all grades 6-8.

G2.B1 Access to reading instruction for all students during the school day.

G2.B1.S1 Enroll students in the research/critical thinking class as an elective for students in grades 6-8.

Action Step 1

Having students in the class will provide and encourage development of test taking skills, research strategies, critical thinking skills and enrichment activities. This will support the content area classes.

Person or Persons Responsible

Classroom teacher. Administration and Guidance will monitor.

Target Dates or Schedule

This is a semester course. Identified students will participate each semester. Professional Development on PD days

Evidence of Completion

SRI scores, FAIR scores, Diagnostic Scores, and classroom assessments.

Facilitator:

Reading Department Chair

Participants:

Administration and instructional staff

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

Classroom walk throughs and student portfolios will be reviewed; classroom rosters

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

SRI scores, FAIR scores, Diagnostic scores, Classroom assessments.

Plan to Monitor Effectiveness of G2.B1.S1

Scores from SRI, FAIR, Standardized tests

Person or Persons Responsible

Administration and Guidance

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in scores

G2.B2 Excessive absences and tardies

G2.B2.S1 Students will be referred to School Based Team to facilitate Tier 2 and Tier 3 interventions; conference with Administration and Guidance to work on attendance contract.

Action Step 1

Parents will be invited to SBT to discuss attendance issues and the impact on academic progress

Person or Persons Responsible

SBT leader, Guidance, Administration

Target Dates or Schedule

weekly review of attendance reports

Evidence of Completion

SBT minutes/notes

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

Parent conference with Guidance and Administration to work on attendance contract

Person or Persons Responsible

Administration and Guidance

Target Dates or Schedule

Weekly SBT meetings

Evidence of Completion

SBT minutes; attendance records, hard copies of signed contract

Plan to Monitor Effectiveness of G2.B2.S1

Look at daily attendance records for excused and unexcused absences; Attendance will improve by 20%

Person or Persons Responsible

Guidance and administration, SBT members, attendance clerk

Target Dates or Schedule

Weekly

Evidence of Completion

signed attendance contracts, SBT minutes, and Truancy referral

G3. Loggers' Run Middle will increase writing proficiency by at least 7% in grade 8.

G3.B1 Infusing writing into all curriculum areas with fidelity

G3.B1.S1 All students will complete a research paper in each content area. The content areas have a specific nine week quarter to assign and complete the paper.

Action Step 1

Beginning the first nine weeks, students will learn the process of writing a research paper through their language arts classes. This will provide and encourage development of writing skills. This also provides the framework for the research papers that will be completed in the other subject areas.

Person or Persons Responsible

Classroom teachers. Administration and Guidance will monitor.

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed research papers; PB Writes and Performance Assessment scores

Facilitator:

Reading and Language Department Chairs

Participants:

Administration and instructional staff

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

Classroom walk throughs and research papers will be reviewed

Person or Persons Responsible

Administration, Department Chairs

Target Dates or Schedule

Weekly

Evidence of Completion

Research papers, PB Writes and Performance Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Scores from PB Writes, FCAT Writes, and Performance Assessment items

Person or Persons Responsible

Administration and Department Chairs

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in scores

G3.B2 Excessive absences and tardies

G3.B2.S1 Students will be referred to School Based Team to facilitate Tier 2 and Tier 3 interventions; conference with Administration and Guidance to work on attendance contract.

Action Step 1

Parents will be invited to SBT to discuss attendance issues and the impact on academic progress

Person or Persons Responsible

SBT leader, Guidance, Administration

Target Dates or Schedule

weekly review of attendance reports

Evidence of Completion

SBT minutes/notes

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

Parent conference with Guidance and Administration to work on attendance contract

Person or Persons Responsible

Administration and Guidance

Target Dates or Schedule

Weekly SBT meetings

Evidence of Completion

SBT minutes; attendance records, hard copies of signed contract

Plan to Monitor Effectiveness of G3.B2.S1

Look at daily attendance records for excused and unexcused absences; Attendance will improve by 20%

Person or Persons Responsible

Guidance and administration, SBT members, attendance clerk

Target Dates or Schedule

Weekly

Evidence of Completion

signed attendance contracts, SBT minutes, and Truancy referral

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

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Department meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

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

Violence prevention programs: SwPBS, conflict resolution, character counts, NOPE, and CHAMPS (classroom management)

CTE: Digital Divide program enables students to refurbish computers for the community through technical education.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Loggers' Run Middle will increase math proficiency by at least 9% in all grades 6-8.

G1.B2 Students in the lowest 25% will not have time needed during the regular school day to remediate and support their academic needs.

G1.B2.S1 Classroom teachers and ESE Strategists will provide support for students in the lowest 25%.

PD Opportunity 1

Teachers will review diagnostic and FCAT data to identify lowest 25% to provide additional support needed to increase proficiency

Facilitator

Ana Milos

Participants

Math department/ESE strategists, Guidance, Administration, PDD team

Target Dates or Schedule

When test scores are provided in EDW

Evidence of Completion

Teachers lists of lowest 25%; lesson plans; students progress

G2. Loggers' Run Middle will increase reading proficiency by at least 5% in all grades 6-8.

G2.B1 Access to reading instruction for all students during the school day.

G2.B1.S1 Enroll students in the research/critical thinking class as an elective for students in grades 6-8.

PD Opportunity 1

Having students in the class will provide and encourage development of test taking skills, research strategies, critical thinking skills and enrichment activities. This will support the content area classes.

Facilitator

Reading Department Chair

Participants

Administration and instructional staff

Target Dates or Schedule

This is a semester course. Identified students will participate each semester. Professional Development on PD days

Evidence of Completion

SRI scores, FAIR scores, Diagnostic Scores, and classroom assessments.

G3. Loggers' Run Middle will increase writing proficiency by at least 7% in grade 8.

G3.B1 Infusing writing into all curriculum areas with fidelity

G3.B1.S1 All students will complete a research paper in each content area. The content areas have a specific nine week quarter to assign and complete the paper.

PD Opportunity 1

Beginning the first nine weeks, students will learn the process of writing a research paper through their language arts classes. This will provide and encourage development of writing skills. This also provides the framework for the research papers that will be completed in the other subject areas.

Facilitator

Reading and Language Department Chairs

Participants

Administration and instructional staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed research papers; PB Writes and Performance Assessment scores

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Loggers' Run Middle will increase math proficiency bay at least 9% in all grades 6-8.	\$1,000
G2.	Loggers' Run Middle will increase reading proficiency by at least 5% in all grades 6-8.	\$1,000
G3.	Loggers' Run Middle will increase writing proficiency by at least 7% in grade 8.	\$1,000
Total		\$3,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
SAC	\$3,000	\$3,000
Total	\$3,000	\$3,000

Budget Details

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

G1. Loggers' Run Middle will increase math proficiency bay at least 9% in all grades 6-8.

G1.B2 Students in the lowest 25% will not have time needed during the regular school day to remediate and support their academic needs.

G1.B2.S1 Classroom teachers and ESE Strategists will provide support for students in the lowest 25%.

Action Step 1

Teachers will review diagnostic and FCAT data to identify lowest 25% to provide additional support needed to increase proficiency

Resource Type

Personnel

Resource

Teachers will provide tutoring on Saturday mornings for FCAT preparation

Funding Source

SAC

Amount Needed

\$1,000

G2. Loggers' Run Middle will increase reading proficiency by at least 5% in all grades 6-8.

G2.B1 Access to reading instruction for all students during the school day.

G2.B1.S1 Enroll students in the research/critical thinking class as an elective for students in grades 6-8.

Action Step 1

Having students in the class will provide and encourage development of test taking skills, research strategies, critical thinking skills and enrichment activities. This will support the content area classes.

Resource Type

Personnel

Resource

Teachers will provide tutoring on Saturday mornings for FCAT preparation

Funding Source

SAC

Amount Needed

\$1,000

G3. Loggers' Run Middle will increase writing proficiency by at least 7% in grade 8.

G3.B1 Infusing writing into all curriculum areas with fidelity

G3.B1.S1 All students will complete a research paper in each content area. The content areas have a specific nine week quarter to assign and complete the paper.

Action Step 1

Beginning the first nine weeks, students will learn the process of writing a research paper through their language arts classes. This will provide and encourage development of writing skills. This also provides the framework for the research papers that will be completed in the other subject areas.

Resource Type

Personnel

Resource

Teachers will provide tutoring on Saturday mornings for FCAT preparation

Funding Source

SAC

Amount Needed

\$1,000