



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fort Clarke Middle School

9301 NW 23RD AVE

Gainesville, FL 32606

352-333-2800

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
42%

Alternative/ESE Center
No

Charter School
No

Minority Rate
48%

School Grades History

2013-14
B

2012-13
B

2011-12
A

2010-11
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

Fort Clarke Middle School

Principal

Donna Kidwell

School Advisory Council chair

Sarah Freedman

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

Name	Title
Jennifer Kelly Brill	Assistant Principal
C. Ann Scott	Assistant Principal

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

11/5/2013

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

Sarah Freedman-Chairperson-Parent
 Robert Carroll- Secretary-Community member
 Robert Flaherty-Assistant Chair-Community Member
 Shellie Berklehammer-Teacher
 Sari Heipp-Teacher
 Andrea Anderson-Teacher
 Mrs. Freer-Parent
 Blythe Libert-Community Member
 Diane King-Parent
 Veronica Ross-Staff Member

Involvement of the SAC in the development of the SIP

The SAC oversees the implementation of the plan and approves funds to be used for purchases that support implementation.

Activities of the SAC for the upcoming school year

- Updating instructional technology
- Providing financial support for academic competitions
- Sponsoring luncheons for select parent groups

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

- Instructional technology-50%
- Curriculum Materials-25%
- Staff Development-25%

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Donna Kidwell

Principal

Years as Administrator: 16

Years at Current School: 13

Credentials

B.S. in Special Education
 M.S. in Special Education
 Ed.S. in Educational Leadership

Performance Record

2012-13: Grade B; Reading 66%; Math 62%; Science 61%; Writing 66%.
 2011-12: Grade A; Reading 66%; Math 61%; Science 59%; Writing 86%.
 2010-11: Grade: A; Reading Proficiency 81%; Math 77%; Science 66%; Writing 94%.
 2009-10: Grade: A; Reading 77%; Math 75%; Science 55%; Writing 93%.
 2008-09: Grade A; Reading 77%; Math 75%; Science 62%; Writing 97%.
 2007-08: Grade A: Reading 77%; Math 72%; Science 61%; Writing 98%.
 2006-07: Grade: A; Reading 71%; Math 67%; Science 51%; Writing 96%.
 2005-06: Grade A; Reading 68%; Math 67%; Writing 96%.
 2004-05: Grade A; Reading 66%; Math 67%; Writing 89%.
 2003-04: Grade A; Reading 68%; Math 68%; Writing 94%.
 2002-03: Grade A; Reading 68%; Math 75%; Writing 94%.
 2001-02: Grade A; Reading 66%; Math 73%; Writing 95%.

C. Ann Scott

Asst Principal

Years as Administrator: 22

Years at Current School: 13

Credentials

B.S. Special Education
 M.S. Guidance and Counseling
 Certification in Educational Leadership

Performance Record

2012-13: Grade B; Reading 66%; Math 62%; Science 61%;
 Writing 66%.
 2011-12: Grade A; Reading 66%; Math 61%; Science 59%;
 Writing 86%.
 2010-11: Grade: A; Reading Proficiency 81%; Math 77%; Science
 66%; Writing 94%.
 2009-10: Grade: A; Reading 77%; Math 75%; Science 55%;
 Writing 93%.
 2008-09: Grade A; Reading 77%; Math 75%; Science 62%;
 Writing 97%.
 2007-08: Grade A: Reading 77%; Math 72%; Science 61%;
 Writing 98%.
 2006-07: Grade: A; Reading 71%; Math 67%; Science 51%;
 Writing 96%.
 2005-06: Grade A; Reading 68%; Math 67%; Writing 96%.
 2004-05: Grade A; Reading 66%; Math 67%; Writing 89%.
 2003-04: Grade A; Reading 68%; Math 68%; Writing 94%.
 2002-03: Grade A; Reading 68%; Math 75%; Writing 94%.
 2001-02: Grade A; Reading 66%; Math 73%; Writing 95%.

Asst Principal

Years as Administrator:

Years at Current School:

Credentials**Performance Record**

J. Kelly Brill

Asst Principal

Years as Administrator: 5

Years at Current School: 3

Credentials

B.A. Psychology
M.S. Special Education
Ed. S. Educational leadership

Performance Record

2012-13: Grade B; Reading 66%; Math 62%; Science 61%; Writing 66%.
2011-12: Grade A; Reading 66%; Math 61%; Science 59%; Writing 86%.
2010-11: Grade: A; Reading Proficiency 81%; Math 77%; Science 66%; Writing 94%.
2009-10: Grade: A; Reading 77%; Math 75%; Science 55%; Writing 93%.
2008-09: Grade A; Reading 77%; Math 75%; Science 62%; Writing 97%.
2007-08: Grade A: Reading 77%; Math 72%; Science 61%; Writing 98%.
2006-07: Grade: A; Reading 71%; Math 67%; Science 51%; Writing 96%.
2005-06: Grade A; Reading 68%; Math 67%; Writing 96%.
2004-05: Grade A; Reading 66%; Math 67%; Writing 89%.
2003-04: Grade A; Reading 68%; Math 68%; Writing 94%.
2002-03: Grade A; Reading 68%; Math 75%; Writing 94%.
2001-02: Grade A; Reading 66%; Math 73%; Writing 95%.

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

53

receiving effective rating or higher

53, 100%

Highly Qualified Teachers

94%

certified in-field

50, 94%

ESOL endorsed

51, 96%

reading endorsed

9, 17%

with advanced degrees

29, 55%

National Board Certified

0, 0%

first-year teachers

6, 11%

with 1-5 years of experience

8, 15%

with 6-14 years of experience

20, 38%

with 15 or more years of experience

19, 36%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 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. Regularly scheduled support meetings for new teachers with administrators and support staff.
2. Participation in collaborative planning and problem solving with Peer Coaching Teams.
3. Additional planning time scheduled regularly throughout the year

Teacher Mentoring Program/Plan

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

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

New teachers participate in Peer Coaching Teams within which they plan, problem solve and share best practice. New teachers have a district mentor who meets with them weekly. Support meetings for new teachers are held regularly throughout the school year.

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

We meet weekly to discuss current progress monitoring data and discipline data and monitor interventions already in place.

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

Each is responsible for being familiar with current data and bringing ideas for solutions to the weekly meetings.

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

The weekly Team Leader meetings and subsequent Team Meetings provide forums for the monitoring of our RtI processes. Individual students and their progress are discussed with all stakeholders.

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

We utilize On Track, FAIR, SRI scores, individual teachers' FCIM data, attendance and discipline data to monitor the effectiveness of core instruction.

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

The Guidance department trains teachers, staff and parents (as needed) in this process.

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:** 20,000

The after school program runs for 2 hours each day and provides core academic tutoring, homework completion support and enrichment activities for students in voluntary participation.

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?

Student progress is monitored through FCIM assessments, FAIR, On Track, SRI scores, GPA data, attendance and discipline data.

Who is responsible for monitoring implementation of this strategy?

The EDEP coordinator and members of the school's leadership team.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Donna Kidwell	Principal
J. Kelly Brill	AP
Amanda Bush	Reading Chair, Literacy Leader
Amber Thomas	Language Arts Chair
Sarah Cheshire	Social Studies Chair
John Young	Science Chair
Debra Rodenbaugh	Math Chair

How the school-based LLT functions

The team meets monthly and as needed to determine school wide literacy strategies and activities and to support the inclusion of complex text within the plans of all content area teachers.

Major initiatives of the LLT

Introduce and sustain the use of a school wide annotation set to be used in all classes for the marking of complex text, continuing the implementation of 12 school based literacy strategies.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

1. Elective and social studies teachers assess students monthly using reading benchmarks.
2. Each department has met and planned for the inclusion of complex nonfiction text into their teaching.
3. All teachers incorporate the 12 school based literacy strategies.
4. Social studies teachers have added four complex DBQ activities to their pacing guides.
5. Science teachers will incorporate CIS lessons four times per year.
6. All teachers will supplement instruction with additional use of complex nonfiction text.

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

We offer a career and technical course in technology for high school credit, as well as opportunities to earn high school credit in Spanish I, Algebra I.

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

During the 8th grade year, the guidance department provides opportunities for students to complete their plans and to advise students on course selections in high school.

Strategies for improving student readiness for the public postsecondary level

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%	66%	No	76%
American Indian				
Asian	79%	78%	No	81%
Black/African American	50%	40%	No	55%
Hispanic	73%	68%	No	76%
White	84%	78%	No	86%
English language learners	68%	60%	No	71%
Students with disabilities	49%	40%	No	54%
Economically disadvantaged	56%	40%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	222	28%	31%
Students scoring at or above Achievement Level 4	294	37%	41%

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>		62%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	461	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	118	64%	70%

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)	<i>[data excluded for privacy reasons]</i>		60%
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>		60%
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>		60%

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.			

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	160	64%	70%
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	70%	61%	No	73%
American Indian				
Asian	85%	89%	Yes	87%
Black/African American	44%	31%	No	50%
Hispanic	66%	58%	No	69%
White	83%	75%	No	85%
English language learners	73%	80%	Yes	76%
Students with disabilities	45%	33%	No	51%
Economically disadvantaged	51%	38%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	164	23%	25%
Students scoring at or above Achievement Level 4	230	32%	35%

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>		62%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	441	61%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	92	49%	54%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	89	169%	53%
Middle school performance on high school EOC and industry certifications	88	99%	100%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%		No	73%
American Indian				
Asian	85%		No	87%
Black/African American	44%		No	50%
Hispanic	66%		No	69%
White	83%		No	85%
English language learners	73%		No	76%
Students with disabilities	45%		No	51%
Economically disadvantaged	51%		No	56%

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			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	11%	5%
Students scoring at or above Achievement Level 4	78	88%	95%

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	<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	60	24%	26%
Students scoring at or above Achievement Level 4	88	35%	39%

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)	3		4
Participation in STEM-related experiences provided for students	300	33%	40%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	200	24%	30%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	300	36%	40%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	30%
Passing rate (%) for students who take CTE industry certification exams		0%	80%
CTE program concentrators	0	0%	
CTE teachers holding appropriate industry certifications	1	100%	100%

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	73	9%	5%
Students who fail a mathematics course	21	3%	2%
Students who fail an English Language Arts course	14	2%	1%
Students who fail two or more courses in any subject	8	1%	0%
Students who receive two or more behavior referrals	51	6%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	28	3%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

We invite parents to volunteer for ice cream socials, dances, fieldtrips, health screenings, help with morning supervision, to attend luncheons, to Open House twice a year, and schedule over 600 parent conferences per year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Ice cream Social	20	7%	10%
Field Trips	25	9%	10%
Health Screenings	12	1%	5%
luncheons	12	1%	10%
Open Houses	400	48%	50%
Parent Conferences	600	70%	75%

Goals Summary

- G1.** 75% of all students will make gains in reading.
- G2.** 70% of all students will make gains in Math.
- G3.** The number of students out of class due to disciplinary measures will decrease by 10%.

Goals Detail

G1. 75% of all students will make gains in reading.

Targets Supported

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

Resources Available to Support the Goal

- Instructional cohorts, Literacy Leader, Close Reading activities, Collaborative Planning

Targeted Barriers to Achieving the Goal

- Limited teacher planning time, discipline and attendance issues

Plan to Monitor Progress Toward the Goal

Progress Monitoring assessments

Person or Persons Responsible

teachers, admin

Target Dates or Schedule:

monthly

Evidence of Completion:

lesson plans, assessment data

G2. 70% of all students will make gains in Math.

Targets Supported

Resources Available to Support the Goal

- Online practice site, highly qualified teachers

Targeted Barriers to Achieving the Goal

- Limited teacher planning time, limited use of literacy strategies within math instruction.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. The number of students out of class due to disciplinary measures will decrease by 10%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- PTA, SAC, Community stakeholders, Student Support Services team

Targeted Barriers to Achieving the Goal

- Student misbehavior, difficulty thinking 'outside of the box'.

Plan to Monitor Progress Toward the Goal

Examining similar data at frequent intervals

Person or Persons Responsible

SSS team

Target Dates or Schedule:

weekly/monthly

Evidence of Completion:

Discipline data for targeted group.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 75% of all students will make gains in reading.

G1.B1 Limited teacher planning time, discipline and attendance issues

G1.B1.S1 Substitutes used at the beginning of year to provide additional teacher planning time.

Action Step 1

Each dept choose a day for collaborative planning, administration hires subs to cover classes for that day.

Person or Persons Responsible

Dept, Chairs, teachers, administration

Target Dates or Schedule

First 9 weeks of school

Evidence of Completion

Each teacher will submit the lesson plans developed during that time and admin will walk through classes to observe collaboratively planned lessons.

Facilitator:

Principal

Participants:

All teachers

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

Lesson plans and corresponding instruction

Person or Persons Responsible

Teachers, admin

Target Dates or Schedule

First 9 weeks

Evidence of Completion

Plans, instruction

Plan to Monitor Effectiveness of G1.B1.S1

Instruction, assessment of student progress

Person or Persons Responsible

Administration team

Target Dates or Schedule

all year

Evidence of Completion

CWT data; Progress Monitoring data

G1.B1.S2 All teachers plan collaboratively within self-chosen peer Coaching teams.

Action Step 1

Teachers select peers to collaborate with; Sessions scheduled formally and informally

Person or Persons Responsible

All teacher

Target Dates or Schedule

Twice monthly formally; weekly informally

Evidence of Completion

PCT logs

Facilitator:

Principal

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G1.B1.S2

PCT logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout year

Evidence of Completion

Documenting at least 14 meetings

Plan to Monitor Effectiveness of G1.B1.S2

Lesson Plan monitoring

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Monthly

Evidence of Completion

lesson plans and logs

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. 70% of all students will make gains in Math.

G2.B1 Limited teacher planning time, limited use of literacy strategies within math instruction.

G2.B1.S1 Math Dept. will plan collaboratively twice a month to increase lesson effectiveness.

Action Step 1

planning days, subs organized

Person or Persons Responsible

Dept. Chair, admin

Target Dates or Schedule

Each Month

Evidence of Completion

Lesson plans

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Lesson Plans, Instruction

Person or Persons Responsible

admin, teachers

Target Dates or Schedule

twice monthly

Evidence of Completion

plans, instruction

G3. The number of students out of class due to disciplinary measures will decrease by 10%.

G3.B1 Student misbehavior, difficulty thinking 'outside of the box'.

G3.B1.S1 Early identification and intervention with potential problem students.

Action Step 1

Use data to pre-identify target group.

Person or Persons Responsible

SSS team

Target Dates or Schedule

First 3 weeks of school

Evidence of Completion

List of students

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

Meet regularly with target group, provide communication and leadership skills training.

Person or Persons Responsible

SSS team, outside trainer

Target Dates or Schedule

twice weekly

Evidence of Completion

lesson plans, attendance sheet

Plan to Monitor Effectiveness of G3.B1.S1

Discipline data for participants, grades

Person or Persons Responsible

SSS team

Target Dates or Schedule

Each 9 weeks

Evidence of Completion

Discipline data for targeted group, report card grades

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

1. SAC funds will be used to pay for an outside consultant to provide training in communication and leadership skills to the selected target group of students..
2. PTA funds will be used to provide incentives for classes and individuals not receiving discipline referrals each 9 weeks.
3. School funds will be used to provide substitute teachers for each teacher as depts, plan collaboratively for an entire day during the first 9 weeks of school.

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. 75% of all students will make gains in reading.

G1.B1 Limited teacher planning time, discipline and attendance issues

G1.B1.S1 Substitutes used at the beginning of year to provide additional teacher planning time.

PD Opportunity 1

Each dept choose a day for collaborative planning, administration hires subs to cover classes for that day.

Facilitator

Principal

Participants

All teachers

Target Dates or Schedule

First 9 weeks of school

Evidence of Completion

Each teacher will submit the lesson plans developed during that time and admin will walk through classes to observe collaboratively planned lessons.

G1.B1.S2 All teachers plan collaboratively within self-chosen peer Coaching teams.

PD Opportunity 1

Teachers select peers to collaborate with; Sessions scheduled formally and informally

Facilitator

Principal

Participants

All instructional staff

Target Dates or Schedule

Twice monthly formally; weekly informally

Evidence of Completion

PCT logs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G1. 75% of all students will make gains in reading.

G1.B1 Limited teacher planning time, discipline and attendance issues

G1.B1.S1 Substitutes used at the beginning of year to provide additional teacher planning time.

Action Step 1

Each dept choose a day for collaborative planning, administration hires subs to cover classes for that day.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. The number of students out of class due to disciplinary measures will decrease by 10%.

G3.B1 Student misbehavior, difficulty thinking 'outside of the box'.

G3.B1.S1 Early identification and intervention with potential problem students.

Action Step 1

Use data to pre-identify target group.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed