



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Berkley Accelerated Middle School

5316 BERKLEY RD  
Auburndale, FL 33823  
863-984-2400  
<http://schools.polk-fl.net/bams>

## School Demographics

**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
36%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority Rate**  
25%

## School Grades History

**2013-14**  
A

**2012-13**  
A

**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

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Berkley Accelerated Middle School

##### Principal

Jill Bolender

##### School Advisory Council chair

Claire Rice- Chairman of the Board of Directors

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

Name	Title
Victoria Williams	Language Arts Teacher
Cathy Carver	Assistant Principal
Brian Sawyer	Math Lead Teacher/ Dean of Students
Amber Jones	ESE Facilitator
Patricia Widner	Science Lead Teacher

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

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

Pending

### 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

BAMS utilizes its Charter School Governing Board for SAC compliance.

The Governing Board will assist with monitoring and revising the School Improvement Plan. In the Fall, the Leadership Team will present on the present status of the School Improvement Plan goals and strategies and what is working or not working. Suggestions are made during the meetings on ways to improve. Budgets (Operating, Lottery, Recognition funds, etc.) are also shared, discussed, and approved by the Governing Board throughout the year.

The Berkley Accelerated Middle School Board of Directors is comprised of community business leaders, education specialists, and parents.

Chairman- Claire Rice (2011-2014)

Treasurer- Paul Ashcraft (2012-2015)

Secretary- Kevin Mulling (2013-2016)

Director- Tracy Esham (2011-2014)

Director- Bill Fienga (2012-2015)

Director- Edith Henderson (2013-2016)  
 Director- Kimberly Welch (2013-2016)  
 Director- Gregory Abaray (2013-2016)  
 Composition of the board:  
 13% Black, 87% White  
 50% male 50% Female  
 50% Community Member- 50% Parent

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

BAMS Governing Board approves the School Improvement Plan and approves a budget to support the objectives and goals.

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

Budget approval and goals review to ensure progress towards implementation of rigorous course work to ensure that all students are college and career ready.

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

School improvement funds continue to be spent primarily at the classroom level. An emphasis on technology and teacher support for the conversion to rigorous standards have been made a priority.

### **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**

2

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

<b>Jill Bolender</b>		
Principal	Years as Administrator: 13	Years at Current School: 9
<b>Credentials</b>	B.S. in Elementary Education from the University of South Florida, M.S. in Educational Leadership K-12 from Nova University, Certified in Elementary K-6, Middle Grades Integrated Curriculum, Speech and Debate 6-12	
<b>Performance Record</b>	School Grades: 2012-13: A 2011-12: A 2010-11: A 2009-10: A 2008-09: A 2007-08: A 2006-07: A 2005-06: A 2004-05: A	

<b>Cathy Carver</b>		
Asst Principal	Years as Administrator: 7	Years at Current School: 8
<b>Credentials</b>	Educational Leadership, Business Education 6-12, Journalism K-12, Middle Grades Integrated Curriculum	
<b>Performance Record</b>	School Grades: 2012-13: A 2011-12: A 2010-11: A 2009-10: A 2008-09: A 2007-08: A 2006-07: A	

### Classroom Teachers

#### # of classroom teachers

30

#### # receiving effective rating or higher

29, 97%

#### # Highly Qualified Teachers

97%

#### # certified in-field

26, 87%

#### # ESOL endorsed

10, 33%



#### # reading endorsed

0, 0%

#### # with advanced degrees

7, 23%

#### # National Board Certified

1, 3%

#### # first-year teachers

1, 3%

#### # with 1-5 years of experience

5, 17%

#### # with 6-14 years of experience

15, 50%

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

9, 30%

### Education Paraprofessionals

#### # of paraprofessionals

1

#### # Highly Qualified

1, 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

1. Teachers will be well informed, part of the decision making, and treated as professionals at all times.
  2. Use Marzano methods of evaluation along with I-Observation.
  3. New teachers to BAMS will be assigned a mentor teacher that meets on a regular basis with the teacher to collaborate on units/lesson plans, discipline, organizational questions, etc.
  4. Conduct regular meetings with all teachers within their teams and administration to discuss best teaching practices and resolutions to school issues, concerns, frustrations, dreams, and aspirations.
- Responsible: Principal, Assistant Principal, Peer Teachers, Leadership Team

### 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 Teacher Orientation – August 2013  
 Weekly meetings  
 Joint Curriculum Planning  
 Participate in Walk Throughs  
 Peer Coaching  
 Participate in Learning Sciences and other professional development  
 Participate in weekly PLC's.  
 PEC Program

## **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 MTSS/RtI Leadership Team consist of the Principal, Assistant Principal, Guidance Counselor, ESE Facilitator and Select General Education Teachers.

Principal- provides common vision for the use of data-based decision-making; supervises the development of RtI program; ensures that the school based team is implementing RtI; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support RtI implementation; develops a culture of expectations with the school's staff for implementation of RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school based RtI plans and activities.

Assistant Principal: assists the Principal in all areas of the Principal's role in RtI

Select General Education Teachers: participate in data collection, delivers Tier 1 instruction/intervention, and collaborates with other staff to implement Tier 2 interventions.

Exceptional Education Facilitator: participates in data collection and integrates core instruction into Tier 3 instruction.

Technology Specialist: The Technology Specialist provides technical support to teachers and staff regarding data retrieval and management; and provides assistance to staff through the installation and management of educational software programs for Tiered instruction.

Guidance Counselor: provides expertise in assessment and intervention with individual students and linking community agencies to support the child's academic and emotional success; provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; and communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

All communications shared by MTSS/RtI members regarding student information will be confidential.

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

Principal- provides common vision for the use of data-based decision-making; supervises the development of RtI program; ensures that the school based team is implementing RtI; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support RtI implementation; develops a culture of expectations with the school's staff for implementation of RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school based RtI plans and activities.

Assistant Principal: assists the Principal in all areas of the Principal's role in RtI

Select General Education Teachers: participate in data collection, delivers Tier 1 instruction/intervention,

and collaborates with other staff to implement Tier 2 interventions.

Exceptional Education Facilitator: participates in data collection and integrates core instruction into Tier 3 instruction.

Technology Specialist: The Technology Specialist provides technical support to teachers and staff regarding data retrieval and management; and provides assistance to staff through the installation and management of educational software programs for Tiered instruction.

Guidance Counselor: provides expertise in assessment and intervention with individual students and linking community agencies to support the child's academic and emotional success; provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; and communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

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

The Academic MTSS/Rtl Leadership Team meets monthly, or more as needed on case-by-case situation, with a focus on using problem-solving system to optimize the success of our students. The MTSS/Rtl Leadership team will focus meetings on how to improve school/teacher effectiveness and student achievement. The Team will review baseline data to make instructional decisions, Analyze progress monitoring data at each grade level and classroom level to determine which students are at risk to meet benchmarks. Reviews will be done at least three times per year or more frequently if new data is available.

Specifically the team will:

- \* Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate to high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- \* Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation and assist in making decisions for school, teacher and student improvement.
- \* Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- \* Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.
- \* Intervention teams will foster a sense of collegiality and mutual support among educators, promote the use of evidence based interventions, and support teachers in carrying out intervention plans.

The Team will provide information on academic areas that need to be addressed especially pertaining to subgroups.

The administration and Rtl team will develop a clear plan for building relationships, and providing rigor and relevance in classroom instruction, as well as the provision for ongoing assessment and goal setting.

### **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**

FCAT data will be used as baseline data to establish goals for all students. Using IDEAS, reports will be made available to facilitate specific learning goals with students. Baseline data will be gathered on targeted subgroups through September and October using DRA2, and the Progress Monitoring and Reporting Network (PMRN).

Progress Monitoring data will be gathered three times a year. Other Progress Monitoring data will be collected as needed for classroom and/or student progress. This information may be obtained by prompts, fluency checks, guided reading, etc. Diagnostic Assessment data will be gathered through the

PMRN RC, Read 180, DRA2, and FCAT.

End of Year data will be gathered through PMRN, Read 180, and FCAT.

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

The overview will be provided to staff in August. Additional professional learning opportunities will be provided during weekly team meetings and monthly staff meetings. The trainings will focus on developing relationships, analyzing data, and developing goals for each student. The Leadership Team will evaluate additional staff Professional Learning needs and student learning needs throughout the year.

### **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:** 5,400

Before school and after school tutoring.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

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

On going grade monitoring of students attending before and after school tutoring by teachers.

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

Classroom Teachers

### **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Jill Bolender	Principal
Cathy Carver	Assistant Principal
Amber Jones	ESE Facilitator
Brian Sawyer	Math Teacher/Dean of Students
Victoria Williams	Language Arts Teacher
Patricia Widner	Science Teacher

#### **How the school-based LLT functions**

The Literacy Leadership Team will meet monthly with a focus on infusing a problem-solving system to optimize the success of our students. LLT meetings will focus on how to improve school/teacher effectiveness and student achievement using research-based teaching strategies. The Team will review baseline data to make instructional decisions, analyze progress monitoring data at the grade level and classroom level to determine which students are at risk to meet benchmarks. The Team will share effective strategies discovered through student progress.

The school-based Literacy Leadership Team will assist in the following ways:

Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify student students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks.

The Literacy Leadership Team will attend twelve professional development sessions sponsored by the state of Florida through the PCG firm for charter schools. All team members attend six leadership trainings. Administrators will attend two additional trainings designed for understanding data. ELA members will attend six trainings focused on ELA issues.

Mathematics members will attend six additional trainings on mathematical development.

Helping teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation and assisting in making decisions for school, teacher, student improvement continues to be the goal of the LLT.

### **Major initiatives of the LLT**

Major initiatives of the Literacy Leadership Team will include ensuring teachers:

- Focus on writing across the curriculum. Teachers and students will collaborate develop and reflect upon improvements in student writing.
- Build comprehension in students, with a focus on improving students' abilities in critical thinking, including, but not limited to, skills inherent in reference and research
- Improve students' content area acquisition through improving subject-area vocabulary
- Implement rigorous coursework throughout the curriculum to challenge all students.

The Literacy Leadership Team has created two major areas on impact to address the 2013-2014 school year:

1. Effective use of writing across all classrooms. This includes the implementation of the BAMS Writing Rubric for analytical/argumentative writing, training on the use of the rubric, training on inter-rater reliability on scoring using the rubric, coaching and feedback.
2. Effective implementation of assessments across curriculums to ensure critical thinking skills incorporation in all assessments across all curriculums.

## **Every Teacher Contributes to Reading Instruction**

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

The Principal will monitor all core and non-core area teachers to ensure instructors attend professional development trainings and implement research-based reading strategies within classroom instruction and implement

Evidence of implemented strategies will be evaluated through classroom walk-through visitations using I-Observation by administration and through teacher lesson plan documentation. The effectiveness of the strategies will be evident in student work and mastery of the Next Generation Sunshine State Standards and rigorous curriculum to ensure college and career ready students.

All students scoring a level 1 on the FCAT will be scheduled into ninety-minute Intensive Reading classes every day. Some Level 2 students may be served through critical thinking and/or 45 minute reading classes. The classes will be equipped with research-based reading materials that have been proven to yield high learning gains when properly implemented. The teachers will be held accountable for implementing the use of the state reading curriculum which is aligned with an ongoing progress

monitoring tool to evaluate the student's progress as well as determine the instructor's need for professional development.

## 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	72%	66%	No	75%
American Indian				
Asian				
Black/African American	53%	57%	Yes	58%
Hispanic	78%	66%	No	81%
White	73%	67%	No	75%
English language learners	36%	0%	No	42%
Students with disabilities	27%	18%	No	34%
Economically disadvantaged	66%	54%	No	69%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	29%	32%
Students scoring at or above Achievement Level 4	174	39%	42%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	322	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	79	69%	72%

### 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)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%

**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	81	56%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**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	81%	72%	No	83%
American Indian				
Asian				
Black/African American	78%	48%	No	81%
Hispanic	92%	77%	No	93%
White	79%	73%	No	81%
English language learners	73%	0%	No	75%
Students with disabilities	37%	17%	No	43%
Economically disadvantaged	75%	68%	No	78%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	176	38%	41%
Students scoring at or above Achievement Level 4	149	32%	35%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	336	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	86	75%	78%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	97	70%	73%
Middle school performance on high school EOC and industry certifications	94	97%	100%



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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	94%	97%
Students scoring at or above Achievement Level 4	17	33%	36%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	100%	100%
Students scoring at or above Achievement Level 4	33	73%	76%

**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	87	61%	64%
Students scoring at or above Achievement Level 4	32	22%	25%

**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)	12		15
Participation in STEM-related experiences provided for students	420	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	23	5%	3%
Students who fail a mathematics course	2	1%	0%
Students who fail an English Language Arts course	2	1%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	9	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	21	5%	3%

**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**

Increasing parent outreach opportunities (Orientation, Open House, 8th grade Guidance Nights, Subject Area Nights, etc.)

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
At least 80% of Level 1 and 2 students parents will attend support meetings.	110	75%	80%

## Goals Summary

- G1.** Increase the number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.
- G2.** Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.
- G3.** At least 69 % of students will score a 3 or higher on the FCAT Reading assessment.
- G4.** Increase the percent of students scoring a 3 or higher on FCAT mathematics to at least 75%.
- G5.** Increase the percent of students scoring a 3 or higher on the FCAT Science assessment to at least 64%.

## Goals Detail

**G1.** Increase the number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.

### Targets Supported

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

### Resources Available to Support the Goal

- PMRN reading comprehension assessments
- Professional development using Learning Sciences effective strategies
- I-Observation for evaluation and feedback

### Targeted Barriers to Achieving the Goal

- Some students come to middle school lacking the critical thinking skills needed.

### Plan to Monitor Progress Toward the Goal

Students in lowest 25% on reading FCAT assessment will take the PMRN Reading Comprehension portion in October for a baseline and mid-year to show predictors for success on Reading FCAT assessment.

### Person or Persons Responsible

Reading Teachers, Language Arts Teachers and Administration

### Target Dates or Schedule:

October 2013 and January 2014

### Evidence of Completion:

Progress Monitoring and Reporting Network (PMRN) data showing growth of lowest 25% from baseline to mid-year.

**G2. Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Professional development using Learning Sciences effective strategies.
- Professional development on rubric scoring.
- I-Observation tool for classroom observation and feedback on effective strategies use.
- BAMS writing rubric used across all classes with professional development on inter-rater reliability scoring.

**Targeted Barriers to Achieving the Goal**

- Some students lack the skills needed to write an accurate analysis using explicit and inferential evidence to support the analysis to show full comprehension of complex ideas.
- Some teachers need extra professional development to accurately score student writing using the BAMS rubric.

**Plan to Monitor Progress Toward the Goal**

Percent of students scoring higher on BAMS writing rubric will increase from pre to mid year.

**Person or Persons Responsible**

Administration and Literacy Leadership Team

**Target Dates or Schedule:**

August and January

**Evidence of Completion:**

Collection of student pre and mid year assessments with scoring.

**G3. At least 69 % of students will score a 3 or higher on the FCAT Reading assessment.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- Professional Development utilizing Learning Sciences effective strategies.
- Professional Development utilizing I-Observation.
- Administrator Walkthrough and observations with feedback.
- Data from Progress Monitoring Pre/Mid/Post assessments.

**Targeted Barriers to Achieving the Goal**

- Teachers need professional development to align the assessments using more critical thinking questioning.
- Students coming to middle school without the critical thinking skills developed to the rigor and readiness of their grade level.

### Plan to Monitor Progress Toward the Goal

Using effective strategies learned on assessments and scoring in reading.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

On-Going

**Evidence of Completion:**

Progress Monitoring and Reporting Network data and I-Observation data collected.

### G4. Increase the percent of students scoring a 3 or higher on FCAT mathematics to at least 75%.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Math XL technology labs for students.
- Learning Sciences effective strategies professional development.
- I-Observation tool for classroom observation and feedback on effective use of strategies.

**Targeted Barriers to Achieving the Goal**

- Some students are not challenged & authentically engaged in activities that require students to reason & problem solve.
- Some students have gaps in their background knowledge of essential concepts in math and need relevant learning opportunities in the classroom.

### Plan to Monitor Progress Toward the Goal

Pre and mid year progress monitoring assessments.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule:**

August and January

**Evidence of Completion:**

Completed excel data sheets.

**G5.** Increase the percent of students scoring a 3 or higher on the FCAT Science assessment to at least 64%.

**Targets Supported**

- Science
- Science - Middle School
- STEM

**Resources Available to Support the Goal**

- Team teaching
- Science Explorations Class
- Applied Discovery Projects

**Targeted Barriers to Achieving the Goal**

- Students need practice with reading and writing strategies to increase learning from science text.

**Plan to Monitor Progress Toward the Goal**

Effective use of strategies across all classrooms.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

On-Going

**Evidence of Completion:**

Data from I-Observation showing increase in use of effective strategies

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.

**G1.B1** Some students come to middle school lacking the critical thinking skills needed.

**G1.B1.S1** Professional development to ensure effective reading and writing strategies are being implemented effectively in all classrooms.

### Action Step 1

Provide all teachers professional development opportunities on effective reading and writing strategies.

#### Person or Persons Responsible

Administration and Literacy Leadership Team

#### Target Dates or Schedule

Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. All teachers will attend six different staff development trainings throughout the 2013-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

#### Evidence of Completion

Professional Development agendas, sign-in sheets, classroom observation, lesson plans

#### Facilitator:

Various; Marzano Learning Sciences, PCG Consulting, Harcourt Mifflin, and Administrators

#### Participants:

All classroom teachers and administration

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

Effective use of reading and writing strategies implemented in classrooms

**Person or Persons Responsible**

Administration and Literacy Leadership Team

**Target Dates or Schedule**

August 2013- June 2014

**Evidence of Completion**

Data from I-Observation, lesson plans

### **Plan to Monitor Effectiveness of G1.B1.S1**

Effective use of effective reading and writing strategies implemented in all classrooms on a regular basis.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

August 2013-June 20144

**Evidence of Completion**

Data from I-Observation classroom observations, Lesson Plans



**G2.** Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.

**G2.B1** Some students lack the skills needed to write an accurate analysis using explicit and inferential evidence to support the analysis to show full comprehension of complex ideas.

**G2.B1.S1** Implement effective writing strategies using graphic organizers, modeling, and practice.

### **Action Step 1**

Professional Development using graphic organizers.

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

All Teachers

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

Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing using graphic organizers. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. The use of graphic organizers in these two areas will be key. All teachers will attend six different staff development trainings throughout the 2013-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

#### **Evidence of Completion**

Professional Development sign in sheets. I-Observation data showing implementation of effective strategies in the classroom.

#### **Facilitator:**

Jill Bolender

#### **Participants:**

All Classroom Teachers

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

Effective strategies being implemented in all classrooms.

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

Administration and Literacy Leadership Team

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

On-going

#### **Evidence of Completion**

Collection of writing samples and I-Observation data showing use of effective strategies in the classroom.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Effective strategies being implemented in the classroom by use of Pre and Mid year progress monitoring.

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

Administration and Literacy Leadership Team

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

August and January

#### **Evidence of Completion**

Collection of student writing from pre and mid year progress monitoring.

**G3.** At least 69 % of students will score a 3 or higher on the FCAT Reading assessment.

**G3.B1** Teachers need professional development to align the assessments using more critical thinking questioning.

**G3.B1.S1** Professional Development using Learning Sciences effective strategies in assessment and scoring.

**Action Step 1**

Professional Development in assessments and scoring using Learning Sciences effective strategies.

**Person or Persons Responsible**

All classroom teachers.

**Target Dates or Schedule**

July 2013- May 2014 The Leadership Team goal of assessment and writing across all curriculum was made in the summer of 2013. Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in assessment and writing across the curriculum. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

**Evidence of Completion**

Sign in sheets, classroom observations, in-service logs.

**Facilitator:**

Jill Bolender

**Participants:**

All classroom teachers

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

Professional Development using Learning Sciences for assessment and scoring.

**Person or Persons Responsible**

Administrators and Literacy Leadership Team

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Professional Development sign-in sheets and classroom observation documentation.

### **Plan to Monitor Effectiveness of G3.B1.S1**

Professional Development Strategies from Learning Sciences Implementation on assessments and scoring.

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

Administration

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

On-Going

#### **Evidence of Completion**

I-Observation effective ratings on classroom observations of strategies implementation.

**G4. Increase the percent of students scoring a 3 or higher on FCAT mathematics to at least 75%.**

**G4.B2** Some students have gaps in their background knowledge of essential concepts in math and need relevant learning opportunities in the classroom.

**G4.B2.S1** Teachers will use highly effective strategies for critical thinking skills

**Action Step 1**

Implementation of highly effective strategies for critical thinking skills

**Person or Persons Responsible**

Mathematics teachers

**Target Dates or Schedule**

Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies for critical thinking skills. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. All teachers will attend six different staff development trainings throughout the 2013-2014 school year. Lead math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference. Teachers will implement these critical thinking skills in classrooms. Administration and Leadership Team will provide coaching and feedback on an on-going basis through the 2013-2014 year on an informal and formal basis using I-observation.

**Evidence of Completion**

Data from I-Observation showing increased level of critical thinking strategies being implemented in classrooms.

**Facilitator:**

Various Consultants (PCG, Marzano, Houghton-Mifflin, Jill Bolender)

**Participants:**

Mathematics Teachers

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

An increase in effective use of highly effective strategies for critical thinking in mathematics classrooms.

**Person or Persons Responsible**

Mathematics Teachers

**Target Dates or Schedule**

On-going 2013-2014 school year

**Evidence of Completion**

Data from I-Observation showing an increase in use of highly effective strategies.

## **Plan to Monitor Effectiveness of G4.B2.S1**

Increased use of highly effective strategies for critical thinking in mathematics.

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

On-going 2013-2014 school year

### **Evidence of Completion**

I-Observation data

**G5.** Increase the percent of students scoring a 3 or higher on the FCAT Science assessment to at least 64%.

**G5.B1** Students need practice with reading and writing strategies to increase learning from science text.

**G5.B1.S1** Increase the effective strategies used across all classrooms in writing and reading to increase critical thinking in science.

### **Action Step 1**

Increase the use of highly effective strategies used in all classrooms to increase critical thinking skills in science.

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

All classroom teachers

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

Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

#### **Evidence of Completion**

Classroom observations using I-Observation, sign in sheets and agendas from professional development

#### **Facilitator:**

Various (PCG, Houghton Mifflin, Marzano, Jill Bolender)

#### **Participants:**

All classroom teachers

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Increase the use of effective strategies used across all classrooms in writing and reading.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-Going

**Evidence of Completion**

I-Observation data showing use of the effective strategies.

### **Plan to Monitor Effectiveness of G5.B1.S1**

Effective use of strategies across all classrooms

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-Going

**Evidence of Completion**

I-Observation data showing use of effective strategies.



## 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.** Increase the number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.

**G1.B1** Some students come to middle school lacking the critical thinking skills needed.

**G1.B1.S1** Professional development to ensure effective reading and writing strategies are being implemented effectively in all classrooms.

### PD Opportunity 1

Provide all teachers professional development opportunities on effective reading and writing strategies.

#### Facilitator

Various; Marzano Learning Sciences, PCG Consulting, Harcourt Mifflin, and Administrators

#### Participants

All classroom teachers and administration

#### Target Dates or Schedule

Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. All teachers will attend six different staff development trainings throughout the 2013-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inter-rater-reliability conference and Principal attend a three day ASCD conference.

#### Evidence of Completion

Professional Development agendas, sign-in sheets, classroom observation, lesson plans

**G2.** Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.

**G2.B1** Some students lack the skills needed to write an accurate analysis using explicit and inferential evidence to support the analysis to show full comprehension of complex ideas.

**G2.B1.S1** Implement effective writing strategies using graphic organizers, modeling, and practice.

### **PD Opportunity 1**

Professional Development using graphic organizers.

#### **Facilitator**

Jill Bolender

#### **Participants**

All Classroom Teachers

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

Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing using graphic organizers. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. The use of graphic organizers in these two areas will be key. All teachers will attend six different staff development trainings throughout the 2013-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

#### **Evidence of Completion**

Professional Development sign in sheets. I-Observation data showing implementation of effective strategies in the classroom.

**G3.** At least 69 % of students will score a 3 or higher on the FCAT Reading assessment.

**G3.B1** Teachers need professional development to align the assessments using more critical thinking questioning.

**G3.B1.S1** Professional Development using Learning Sciences effective strategies in assessment and scoring.

### **PD Opportunity 1**

Professional Development in assessments and scoring using Learning Sciences effective strategies.

#### **Facilitator**

Jill Bolender

#### **Participants**

All classroom teachers

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

July 2013- May 2014 The Leadership Team goal of assessment and writing across all curriculum was made in the summer of 2013. Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in assessment and writing across the curriculum. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

#### **Evidence of Completion**

Sign in sheets, classroom observations, in-service logs.

**G4.** Increase the percent of students scoring a 3 or higher on FCAT mathematics to at least 75%.

**G4.B2** Some students have gaps in their background knowledge of essential concepts in math and need relevant learning opportunities in the classroom.

**G4.B2.S1** Teachers will use highly effective strategies for critical thinking skills

### **PD Opportunity 1**

Implementation of highly effective strategies for critical thinking skills

#### **Facilitator**

Various Consultants (PCG, Marzano, Houghton-Mifflin, Jill Bolender)

#### **Participants**

Mathematics Teachers

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

Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies for critical thinking skills. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. All teachers will attend six different staff development trainings throughout the 2013-2014 school year. Lead math teachers attend a Marzano three day training. Assistant Principal attend a inter-rater-reliability conference and Principal attend a three day ASCD conference. Teachers will implement these critical thinking skills in classrooms. Administration and Leadership Team will provide coaching and feedback on an on-going basis through the 2013-2014 year on an informal and formal basis using I-observation.

#### **Evidence of Completion**

Data from I-Observation showing increased level of critical thinking strategies being implemented in classrooms.

**G5.** Increase the percent of students scoring a 3 or higher on the FCAT Science assessment to at least 64%.

**G5.B1** Students need practice with reading and writing strategies to increase learning from science text.

**G5.B1.S1** Increase the effective strategies used across all classrooms in writing and reading to increase critical thinking in science.

### **PD Opportunity 1**

Increase the use of highly effective strategies used in all classrooms to increase critical thinking skills in science.

#### **Facilitator**

Various (PCG, Houghton Mifflin, Marzano, Jill Bolender)

#### **Participants**

All classroom teachers

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

Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

#### **Evidence of Completion**

Classroom observations using I-Observation, sign in sheets and agendas from professional development

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.	\$2,000
G2.	Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.	\$1,500
Total		\$3,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Operating Budget	\$1,500	\$1,500
Operating	\$2,000	\$2,000
Total	\$3,500	\$3,500

### Budget Details

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

**G1.** Increase the number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.

**G1.B1** Some students come to middle school lacking the critical thinking skills needed.

**G1.B1.S1** Professional development to ensure effective reading and writing strategies are being implemented effectively in all classrooms.

#### Action Step 1

Provide all teachers professional development opportunities on effective reading and writing strategies.

#### Resource Type

Professional Development

#### Resource

Professional Development as described in Action Step

#### Funding Source

Operating

#### Amount Needed

\$2,000

**G2.** Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.

**G2.B1** Some students lack the skills needed to write an accurate analysis using explicit and inferential evidence to support the analysis to show full comprehension of complex ideas.

**G2.B1.S1** Implement effective writing strategies using graphic organizers, modeling, and practice.

**Action Step 1**

Professional Development using graphic organizers.

**Resource Type**

Professional Development

**Resource**

Professional Development using graphic organizers.

**Funding Source**

Operating Budget

**Amount Needed**

\$1,500