

2013-2014 SCHOOL IMPROVEMENT PLAN

Raa Middle School
401 W THARPE ST
Tallahassee, FL 32303
850-488-6287

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 54%
Alternative/ESE Center No	Charter School No	Minority Rate 55%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Raa Middle School

Principal

Giselle Marsh

School Advisory Council chair

Sherry Southerland

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

Name	Title
Giselle Marsh, Principal	Dr. Lisa Richardson, Assistant Principal
Christopher Cowart, Assistant Principal	Sam Thompson, Department Chair
Barbie Townsend, Department Chair	Debbie Bobroskie, Department Chair
Gail Perego, Department Chair	Delia Pogorzelski, Department Chair
Terry Collins, Department Chair	John Thayer, Department Chair
Thomas Hosford, Athletic Director	Colleen Hosford, Team Leader
Julie Langston, Team Leader	Kathie Hock, Team Leader
Kay Lachat Guidance Counselor	Kathy Kerrigan, Guidance Counselor

District-Level Information

District

Leon

Superintendent

Mr. Jackie Pons

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

The membership of SAC is composed a balanced group of individuals representative of the bylaws of SAC membership, including a percentage of members not employed by the district; and/or ethnic, racial, and economic demographics. This includes Giselle Marsh, principal; Terry Collins, Josh King, Sam Thompson, and Jennifer Williams, teacher representatives; Candace Blakely, non-instructional support staff representative; Janet Burns, Cheree Wiltsher, Thomas Smith and Sherry Southerland, parent representatives ; Traci Jusko community/business representatives.

Sherry Southerland, Chair

Janet Burns, Vice Chair

Sam Thompson, Recording Secretary

Janet Burns, DAC representative.

The election process was a majority vote of the members present, and did include proxy votes submitted in accordance with Article VI. These officers may be elected to successive terms.

Involvement of the SAC in the development of the SIP

SAC assisted in writing the SIP; including setting school goals, standards and objectives, assessment methods and specific school wide strategies.

Activities of the SAC for the upcoming school year

Review and approval of the SIP

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

Currently, funds have not been allocated for school improvement efforts. Funds will be made available for designated areas of school function.

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:

Giselle Marsh		
Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	2010 MS in Educational Leadership 2005 BS in Chemistry and Education	
Performance Record	Elizabeth Cobb Middle School 12-13 = B * AYP: NO Reading: 63% Proficient, 63% Learning Gains, 58% Lowest 25% making a Year's Worth of Progress Math: 62% Proficient, 66% Learning Gains, 54% Lowest 25% making a year's worth of progress Elizabeth Cobb Middle School 11-12 = A *AYP: NO Reading: 65% Proficient, 69% Learning Gains, 65% Adequate Progress of the lowest 25% Mathematics: 65% Proficient, 72% Learning Gains, 65% Adequate progress of the lowest Elizabeth Cobb Middle School 10-11 = A * AYP: NO Reading: 74% Proficient, 63% Learning Gains, 55% Lowest 25% making a Year's Worth of Progress Math: 72% Proficient, 70% Learning Gains, 61% Lowest 25% making a year's worth of progress	
Chris Cowart		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	2010 MS Educational Leadership 1995 BS Social Science	
Performance Record	Augusta Raa Middle School 12-13 = C * AYP: NO Reading: 59% Proficient, 63% Learning Gains, 62% Lowest 25% making a Year's Worth of Progress Math: 56% Proficient, 66% Learning Gains, 60% Lowest 25% making a year's worth of progress Augusta Raa Middle School 11-12 = B *AYP: NO Reading: 58% Proficient, 65% Learning Gains, 62% Adequate Progress of the lowest 25% Mathematics: 56% Proficient, 60% Learning Gains, 45% Adequate progress of the lowest Augusta Raa Middle School 10-11 = A * AYP: NO Reading: 75% Proficient, 60% Learning Gains, 62% Lowest 25% making a Year's Worth of Progress Math: 76% Proficient, 73% Learning Gains, 73% Lowest 25% making a year's worth of progress	

Dr. Lisa Richardson

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

2013 PhD in Educational Leadership
 2008 EdS in Educational Leadership
 2004 M.S. in Mathematics Education
 1994 B.S. in Mathematics Education

Performance Record

Augusta Raa Middle School 12-13 = C
 * AYP: NO
 Reading: 59% Proficient, 63% Learning Gains, 62% Lowest 25% making a Year's Worth of Progress
 Math: 56% Proficient, 66% Learning Gains, 60% Lowest 25% making a year's worth of progress
 Augusta Raa Middle School 11-12 = B
 * AYP: NO
 Reading: 58% Proficient, 65% Learning Gains, 62% Adequate Progress of the lowest 25%
 Mathematics: 56% Proficient, 60% Learning Gains, 45% Adequate progress of the lowest
 Augusta Raa Middle School 10-11 = A
 * AYP: NO
 Reading: 75% Proficient, 60% Learning Gains, 62% Lowest 25% making a Year's Worth of Progress
 Math: 76% Proficient, 73% Learning Gains, 73% Lowest 25% making a year's worth of progress

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jan Bennitt

Part-time / School-based

Years as Coach: 1

Years at Current School: 6

Areas

Reading/Literacy

Credentials

Bachelor English Education 1972
 Reading Endorsement Added 2007
 ESOL completed August 2013

Performance Record

Augusta Raa Middle School 12-13 = C
 * AYP: NO
 Reading: 59% Proficient, 63% Learning Gains, 62% Lowest 25% making a Year's Worth of Progress
 Math: 56% Proficient, 66% Learning Gains, 60% Lowest 25% making a year's worth of progress
 Augusta Raa Middle School 11-12 = B
 *AYP: NO
 Reading: 58% Proficient, 65% Learning Gains, 62% Adequate Progress of the lowest 25%
 Mathematics: 56% Proficient, 60% Learning Gains, 45% Adequate progress of the lowest
 Augusta Raa Middle School 10-11 = A
 * AYP: NO
 Reading: 75% Proficient, 60% Learning Gains, 62% Lowest 25% making a Year's Worth of Progress
 Math: 76% Proficient, 73% Learning Gains, 73% Lowest 25% making a year's worth of progress

Classroom Teachers**# of classroom teachers**

54

receiving effective rating or higher

40, 74%

Highly Qualified Teachers

85%

certified in-field

54, 100%

ESOL endorsed

4, 7%

reading endorsed

4, 7%

with advanced degrees

20, 37%

National Board Certified

1, 2%

first-year teachers

6, 11%

with 1-5 years of experience

16, 30%

with 6-14 years of experience

13, 24%

with 15 or more years of experience

19, 35%

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

Teacher mentoring program- Debbie Bobroskie

Provide Leadership Opportunities- Giselle Marsh

Professional Development- Giselle Marsh

Creating a professional and welcoming environment- Giselle Marsh, Christopher Cowart, Lisa Richardson

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

There are three types of teacher mentoring programs taking place at Raa which are as follows:
 The College of Education (COE) Program addresses the needs of beginning teachers that have majored in education and completed an internship. This program prepares beginning teacher for formal observations, provides general support, positive feedback, and constructive criticism.
 The Professional Education Competence (PEC) Program is designed for teachers holding temporary certificates who are required by the Florida Department of Education to complete a professional education competence (PEC) program in order to be eligible for a Florida Educator's Professional Certificate. PEC teachers will learn through one-on-one mentoring by the PEC mentor, online course work, and on-the-site training.

The Alternative Certification Program (ACP) is the second year program for candidates that have successfully completed the PEC Program. This includes holding a valid Florida Educator's Temporary Certificate, passing all sections of the General Knowledge Test, passing score on the Subject Area Exam, employed as a Leon County teacher at least 3.76 hours per day, and teaching in certified area throughout the ACP program participation. The ACP teacher will complete online course work focusing on ESOL, reading, foundations of assessment, enhancing the classroom with technology, learning theory and practice, and educational strategies. These online classes along with regular onsite training sessions with the mentor teacher are designed to help the mentor successfully complete the Professional Education Test.

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 RTI Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal students achievement for all students. The team meets once a month. Examples of activities during monthly meetings include: reviewing students data through screening and progress monitoring. Teachers make student referrals to the intervention team. The intervention team may refer some situations to the Problem Solving Intervention Assistance Team which is comprised of the school psychologist, district intervention specialist, and the school social worker. The Problem Solving Intervention Assistance Team meets weekly. The review of data will facilitate identification of students who are at moderate or high risk for not achieving benchmarks/standards. Based on evaluation of data and identification of students needs, the team will identify strategies for the student and identify professional development and resources needed for teachers.

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

Principal and administrative team: Provides vision, ensures the school-based team is implementing RTI, ensures implementation of intervention support, ensures adequate professional development is provided to support RTI and communicates with outside stakeholders regarding school-based RTI.

School RTI coordinator: Sets the agenda for meetings, informs all stakeholders of the meetings, and facilitates the meetings. In addition, RTI coordinator participates in data collection, interpretation and analysis of data; facilitates implementation of intervention plans, and provides follow up with parents and students as needed. Delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I materials/instruction with Tier 2/3 activities.

Guidance Counselors: Provide information about guidance services and coordinate outside interventions for students.

General Education Teachers: The RTI leadership team will consist of one representative from each grade level who will provide information about core instruction, participates in student data collection and collaborates with other staff to ensure implementation of interventions and support for students.

ESE Teachers: Provides information about intervention instruction, participates in data collection, collaborates with general education teachers on Tier 1-3 interventions.

Instructional Coaches: Participate in data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidenced-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading and writing strategies in all content areas.

School Psychologist: Participates in data collection, interpretation and analysis of data; facilitates implementation of intervention plans. Provides technical assistance and professional development for problem-solving activities as needed.

Program Specialist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides technical assistance and professional development for problem-solving activities as needed.

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

On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.

Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions.

Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Monitor the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).

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

Baseline data is obtained through Data Director reports, and previous test information. The data is made available through use of Progress Monitoring.

Progress Monitoring for reading is obtained through the administration of Achieve 3000 and curriculum based measurements.

Progress monitoring for mathematics and science are obtained through progress monitoring assessments in Data Director.

For intensive mathematics, additional data will be obtained through SuccessMaker 5.

Progress monitoring for Algebra I, Geometry, and Biology I are obtained through progress monitoring assessments in Data Director.

Writing progress monitoring is provided through Writes Upon Request assessments

Midyear and end of year data is obtained through Data Director.

End of the year data is also obtained through FCAT.

Data for behavior is obtained at any time through the automated Educator's Handbook discipline files.

Data for attendance is obtained at any time through Pinpoint and Genesis.

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

For staff:

Faculty Meetings, Department meetings, grade level meetings, Raa Leadership team meetings

- Discuss data
- Review effective and ineffective strategies
- Progress monitoring
- Staff development

For Parents:

- Open House, PTO, SAC, Listserv
- Parent Conferences

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: 420

After school tutoring with local university students (Study Buddies).

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student progress reports and report card grades.

Who is responsible for monitoring implementation of this strategy?

Kay Lachat- school guidance counselor

Literacy Leadership Team (LLT)

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

Name	Title
Gail Perego	Language Arts Department Head
Jan Bennitt	Reading Coach
Lynne Harris	Language Arts Teacher
Kathie Hock	Language Arts Teacher
Mattie Fisher	Language Arts Teacher
Ana Devine	Language Arts Teacher
Natalee Harrison	Language Arts Teacher
Trikia White	Language Arts Teacher
Deborah Edgar	Language Arts Teacher
Cathy Rousseau	Reading Teacher
Kristen Gilley	Language Arts Teacher
Julie Langston	Language Arts Teacher

How the school-based LLT functions

Monthly department meetings.
 Joint professional development opportunities.
 Collegial conversations pertaining to literacy.
 Jan Bennitt will serves as the LLT chair.

Major initiatives of the LLT

Achieve 3000 reading program
Text dependent writing
Common Core initiatives

Every Teacher Contributes to Reading Instruction

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

All FCAT level 1,2,3 students will receive Achieve 3000.
Webb's Depth of Knowledge to make sure that our questions are meaningful and related to text.
Increasing minutes of required reading.
Summer reading and assignment for all students.
Assigning homework that involves declarative knowledge using the following- comparing, classifying, creating metaphors and analogies, and analyzing errors.

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

n/a

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

As Raa Middle School moves to Common Core standards, teachers will examine the relationship between their subject(s) and potential career options for students. College and career readiness standards provided through the Common Core initiative address reading, writing, speaking/listening, and language skills which would be beneficial to future careers.

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

The CHOICES program provides Raa Middle School students with the opportunity to do the following:

- identify career planning
- plan high school courses
- begin a post secondary plan
- create a personalized career list

Strategies for improving student readiness for the public postsecondary level

Based on the most recent high school feedback report available, Raa Middle School students will benefit from the opportunity to enroll in Algebra I at the middle school level and the opportunity to practice standardized test taking strategies in all subject areas.

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	68%	59%	No	72%
American Indian				
Asian				
Black/African American	54%	46%	No	59%
Hispanic	64%	53%	No	68%
White	80%	71%	No	82%
English language learners				
Students with disabilities	45%	26%	No	51%
Economically disadvantaged	55%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	252	28%	30%
Students scoring at or above Achievement Level 4	280	31%	31%

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>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	570	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	148	62%	64%

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>		85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		55%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		12%

Postsecondary Readiness

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

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	144	50%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		60%

Area 3: Mathematics**Elementary and Middle School Mathematics**

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	56%	No	72%
American Indian				
Asian				
Black/African American	52%	40%	No	57%
Hispanic	78%	60%	No	80%
White	80%	69%	No	82%
English language learners				
Students with disabilities	40%	27%	No	46%
Economically disadvantaged	56%	46%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	216	24%	25%
Students scoring at or above Achievement Level 4	290	32%	33%

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>		70%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	599	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	138	60%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	83	23%	66%
Middle school performance on high school EOC and industry certifications	83	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	31%	30%
Students scoring at or above Achievement Level 4	37	69%	70%

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>		15%
Students scoring at or above Achievement Level 4	21	81%	85%

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	66	23%	35%
Students scoring at or above Achievement Level 4	71	25%	30%

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>		75%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Achievement Level 4	15	65%	70%

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)	6		7
Participation in STEM-related experiences provided for students	279	30%	35%

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	112	12%	11%
Students who fail a mathematics course	36	4%	4%
Students who fail an English Language Arts course	52	5%	5%
Students who fail two or more courses in any subject	67	7%	6%
Students who receive two or more behavior referrals	137	14%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	102	11%	10%

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

Raa would like to see the number of parents that are active in our school grow. We would like parents to help with organizational tasks as well as tasks that involve building positive relationships with students. At this time our parent organization has parents that volunteer for specific organization events. We would like parents to become active members in the mentoring process as well as keep records of parents volunteering in all school wide events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The number of parent volunteers will increase by at least 5%	20	2%	5%
The number of active parents in PTO will increase by 5%	50	5%	7%

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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** For grades 6-8, 30% of the students (280) will score a level 3 on FCAT 2.0 reading.
- G2.** For grades 6-8, 25% of the students (233) will score a level 3 on FCAT 2.0 math
- G3.** For 8th grade, 52% of the students (167) will score at or above 3.5 on FCAT 2.0 writing.
- G4.** For 8th grade, 35% of the students (112) will score at level 3 on FCAT 2.0 science.

Goals Detail

G1. For grades 6-8, 30% of the students (280) will score a level 3 on FCAT 2.0 reading.

Targets Supported

Resources Available to Support the Goal

- All level 3 students will work on the Achieve 3000 through their language arts class.

Targeted Barriers to Achieving the Goal

- Student attendance

Plan to Monitor Progress Toward the Goal

Reading and language arts teachers will meet to discuss progress monitoring data for their students in Achieve 3000.

Person or Persons Responsible

Reading coach and language arts teachers

Target Dates or Schedule:

Language Arts department meetings (monthly) Reading coach meetings (monthly)

Evidence of Completion:

At department meetings the school reading coach and language arts teachers will discuss student results from the reading program and discuss attendance interventions needed for specific students.

G2. For grades 6-8, 25% of the students (233) will score a level 3 on FCAT 2.0 math

Targets Supported

Resources Available to Support the Goal

- Through the use of more rigorous questioning techniques via use of Webb's Depth of Knowledge, the mathematics classrooms will provide a more cognitively engaging and challenging mathematics curriculum.
- Webb's Depth of Knowledge chart- http://dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf

Targeted Barriers to Achieving the Goal

- student attendance, learning styles

Plan to Monitor Progress Toward the Goal

Genesis attendance reports

Person or Persons Responsible

Assistant principal for curriculum and guidance counselors

Target Dates or Schedule:

Continuously throughout the year/as needed

Evidence of Completion:

Student attendance improves

G3. For 8th grade, 52% of the students (167) will score at or above 3.5 on FCAT 2.0 writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- FCAT 2.0 8th grade writing rubric

Targeted Barriers to Achieving the Goal

- Writing to demonstrate learning

Plan to Monitor Progress Toward the Goal

Student writing samples

Person or Persons Responsible

Language Arts/content area teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Writes Upon Request scores

G4. For 8th grade, 35% of the students (112) will score at level 3 on FCAT 2.0 science.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Science curriculum guides

Targeted Barriers to Achieving the Goal

- Students lack skills that enable them to find errors in logic or reasoning

Plan to Monitor Progress Toward the Goal

Results of FCAT, and End of Semester grades

Person or Persons Responsible

Administration and 8th grade science teachers

Target Dates or Schedule:

At semester and end of school year

Evidence of Completion:

Review of grades and FCAT scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. For grades 6-8, 30% of the students (280) will score a level 3 on FCAT 2.0 reading.

G1.B1 Student attendance

G1.B1.S1 The school will utilize Achieve 3000 data to monitor student progress. Attendance conferences with truant students.

Action Step 1

Students will go to the computer lab at least once a week with their language arts teacher to work on the Achieve 3000 program.

Person or Persons Responsible

Language Arts teachers

Target Dates or Schedule

During Language Arts class

Evidence of Completion

Each week the school reading coach and language arts teachers will examine student results from the reading program.

Facilitator:

Judith Gould

Participants:

All language arts teachers and reading coach

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

Collect student data from Achieve 3000 to ensure students are progressing through the program.

Person or Persons Responsible

Jan Bennitt, school reading coach

Target Dates or Schedule

Weekly

Evidence of Completion

The reading coach will supply Achieve 3000 reports to administration each week

Plan to Monitor Effectiveness of G1.B1.S1

Review Achieve 3000 data reports to ensure teachers are assessing students. Attendance reviewed for students in Achieve 3000

Person or Persons Responsible

Reading coach and language arts teachers

Target Dates or Schedule

Weekly

Evidence of Completion

The school reading coach and language arts teachers will examine student results from the reading program.

G2. For grades 6-8, 25% of the students (233) will score a level 3 on FCAT 2.0 math

G2.B1 student attendance, learning styles

G2.B1.S1 attendance conferences with teachers, counselors, and parents intervention meetings and differentiated instruction

Action Step 1

Student attendance

Person or Persons Responsible

Assistant Principal for administration and guidance counselors

Target Dates or Schedule

continuously/ as needed

Evidence of Completion

Genesis attendance reports

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

Genesis attendance reports

Person or Persons Responsible

Assistant principal for administration, guidance counselors

Target Dates or Schedule

continuously throughout the year/as needed

Evidence of Completion

Compulsory School Attendance Packet

Plan to Monitor Effectiveness of G2.B1.S1

attendance reviewed, attendance trends analyzed

Person or Persons Responsible

Assistant principal for administration and guidance counselors

Target Dates or Schedule

continuously throughout the year/as needed

Evidence of Completion

Truancy reports

G3. For 8th grade, 52% of the students (167) will score at or above 3.5 on FCAT 2.0 writing.

G3.B1 Writing to demonstrate learning

G3.B1.S1 Integrate writing into content presentation and outcome assessment.

Action Step 1

8th grade students will utilize effective writing strategies across all content areas.

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

Weekly

Evidence of Completion

assignments and/or assessments

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

Classroom walk-throughs logs/ observation checklists

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly walk-throughs

Evidence of Completion

Use of writing strategies incorporated in the content areas

Plan to Monitor Effectiveness of G3.B1.S1

Writes Upon Request (WUR)

Person or Persons Responsible

Language Arts teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Students scoring 3.5 or higher on WUR

G4. For 8th grade, 35% of the students (112) will score at level 3 on FCAT 2.0 science.

G4.B1 Students lack skills that enable them to find errors in logic or reasoning

G4.B1.S1 Provide real world science experiences and engaging activities and lab experiments

Action Step 1

Real world science experiences and engaging activities and lab experiments

Person or Persons Responsible

8th grade science teachers

Target Dates or Schedule

when appropriate with science pacing guide

Evidence of Completion

Classroom assessments

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

Teacher lesson plans

Person or Persons Responsible

8th grade science teachers

Target Dates or Schedule

Quarterly or as needed

Evidence of Completion

Student submitted lab reports/projects

Plan to Monitor Effectiveness of G4.B1.S1

District Progress Monitoring Data and 9-weeks grades

Person or Persons Responsible

Administration and 8th grade science teachers

Target Dates or Schedule

Quarterly or as needed

Evidence of Completion

Increase student progress and/or 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

Currently, funds have not been allocated for school improvement efforts.

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. For grades 6-8, 30% of the students (280) will score a level 3 on FCAT 2.0 reading.

G1.B1 Student attendance

G1.B1.S1 The school will utilize Achieve 3000 data to monitor student progress. Attendance conferences with truant students.

PD Opportunity 1

Students will go to the computer lab at least once a week with their language arts teacher to work on the Achieve 3000 program.

Facilitator

Judith Gould

Participants

All language arts teachers and reading coach

Target Dates or Schedule

During Language Arts class

Evidence of Completion

Each week the school reading coach and language arts teachers will examine student results from the reading program.

Appendix 2: Budget to Support School Improvement Goals