



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Desoto Middle School  
420 E GIBSON ST  
Arcadia, FL 34266  
863-494-4133  
<http://dms.desotoschools.com/>

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## School Demographics

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**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
76%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
60%

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## School Grades History

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**2013-14**  
D

**2012-13**  
D

**2011-12**  
C

**2010-11**  
B

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## SIP Authority and Template

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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
Focus Year 1	4	Jim Browder

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Desoto Middle School

##### Principal

Gary White

##### School Advisory Council chair

Ruth Ann Smith

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

Name	Title
Gary White	Principal
Cynthia Langston	Assistant Principal
Karen Gustinger	Assistant Principal
Kathy Bement	Math Coach
Laurie Graebner	Reading Coach
Sally McGill	Dean
ESE Facilitator	Missis Clemons
Tammy Allshouse	Guidance
Pam Simmons	Guidance

#### District-Level Information

##### District

Desoto

##### Superintendent

Dr. Karyn Gary

##### 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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

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

The major activity of the School Advisory Council for the upcoming school year will be monitoring the implementation of the school improvement plan, reviewing progress data, and focusing on the mission statement of providing a safe environment and for students to reach their fullest potential.

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

- Student Behavior Program
- Student/Staff Incentives
- Substitutes for meetings
- Student of the Month Rewards

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

- Student Behavior Program \$1500.00
- Student/Staff Incentives \$1600.00
- Substitutes for meetings \$250.00
- Student of the Month Rewards \$300.00

**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:**

**Gary White**

Principal

Years as Administrator: 8

Years at Current School: 1

**Credentials**

M.E in Educational Leadership

2013 - 2014 Desoto Middle School

2012 - 2013 School grade D

2011 - 2012 School grade D

2010 - 2011 School grade C

High standards

Reading - 55% Math - 67% Writing - 71% Science - 40%

Learning Gains

Reading - 55% Math 67% Lowest 25% making gains in Reading

60% making gains in Math 62%

2009 - 2010

School grade c

High Standards

Reading - 56% Math 67% Writing - 83% Science - 29%

Learning gains

Reading - 57% Math - 66%

Lowest 25% making gains in Reading - 58%

Making gains in Math - 61%

2008 - 2009

School Grade B

High Standards

Reading - 57% Math - 67% Writing - 92% Science - 33%

Learning Gains

Reading - 60% Math - 67%

Lowest 25%

Making gains in Reading - 70% aking gains in Math - 65%

2007 - 2008

School Grade B

High Standards

Reading - 52% Math - 66% Writing 88% Science - 35%

Learning Gains

Reading - 59% Math 73%

Lowest 25%

Making gains in Reading - 68% making learning gains in Math - 76%

2006 - 2007

School Grade C

High Standards

Reading - 50% Math - 59% Writing - 78% Science - 32%

Learning Gains

Reading - 50% Math 65%

Lowest 25%

Making gains in Reading - 58% Making gains in Math - 60%

**Performance Record**



**Cythia Langston**

Asst Principal

Years as Administrator: 13

Years at Current School: 5

**Credentials**

.Ed.S. Nova  
Southeastern  
University;  
B.A.Communications  
University of  
Florida;  
Elementary  
Education 1-6,  
Middle Grades  
Curriculum 5-9

**Performance Record**

2010 - 2011  
Grade: B, Reading Mastery; 58%, Math  
Mastery; 66%, Science Master; 42%.  
Lowest 25% making reading learning  
gains; 64% Lowest 25% making gains in  
math; 68%. AYP: 69%, no subgroup made  
AYP.

2009-2010; Grade: B, Reading Mastery;  
61%, Math Mastery; 65%, Science Mastery  
29%. Lowest 25% making reading learning  
gains; 56%. Lowest 25% making gains in  
math; 74%. AYP: 72%, Black subgroup in  
Reading was the only subgroup to make  
AYP.

2008-2009; Grade: A, Reading Mastery;  
61%, Math Mastery; 65%, Science  
Mastery; 28%. Lowest 25% reading; 74%.  
Lowest 25% math; 71%. AYP; 90%, Black  
and Hispanic did not make AYP in Reading.  
Black and SWD did not make AYP in math.

2007-2008; Grade B, Reading Mastery  
57%. Math Mastery 57%, Science Mastery  
29% AYP 87%. Hispanic and ED did not  
make AYP in reading. Black and ED did not  
make AYP in math.

2006-2007 Grade C Reading Mastery 53%.  
Math Mastery 58%. Science Mastery 29%.  
AYP 72%. Only White made AYP in  
Reading. Black and ED did not make AYP in  
Math.

2005-2006: Grade B: Reading Mastery  
52%. Math Mastery 56%. AYP 82%. Black,  
ED, and SWD did not make AYP in Reading.  
Only White made AYP in Math.

2004-2005: Grade C. Reading Mastery  
50%. Math Mastery 55%. AYP 83%. Only

White and Hispanic made AYP in Reading.  
Only White made AYP in Math.

<b>Karen Gustinger</b>		
Asst Principal	Years as Administrator: 5	Years at Current School: 1
<b>Credentials</b>	DC, BA, Sp Ed Leadership Middle Grades Science 5-9, Biology, Earth Space, Ed Leadership Certification(s)	
<b>Performance Record</b>	11 '10 '09 '08 '07 SchoolGrade A A A B A AYP N Y N Y Y High Standards Rdg. 66 64 55 63 56 High Standards Math 76 69 65 63 71 Lrng Gains-Rdg. 71 66 67 71 59 Lrng Gains-Math 81 72 70 65 80 Gains-Rdg25% 70 70 82 69 67 Gains-Math-25% 86 71 69 65 84 This is Mrs. Gustinger's first year as Assistant Principal at DeSoto Middle School.	

Asst Principal	Years as Administrator:	Years at Current School:
<b>Credentials</b>		
<b>Performance Record</b>		

**Instructional Coaches**

<b># of instructional coaches</b>
2
<b># receiving effective rating or higher</b>
(not entered because basis is < 10)
<b>Instructional Coach Information:</b>

<b>Dawn Randolph</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>		
<b>Performance Record</b>		

**Kathy Bement**

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

**Areas**

Mathematics

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

64

**# receiving effective rating or higher**

19, 30%

**# Highly Qualified Teachers**

83%

**# certified in-field**

63, 98%

**# ESOL endorsed**

24, 38%

**# reading endorsed**

11, 17%

**# with advanced degrees**

14, 22%

**# National Board Certified**

0, 0%

**# first-year teachers**

4, 6%

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

16, 25%

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

27, 42%

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

15, 23%

**Education Paraprofessionals****# of paraprofessionals**

13

**# Highly Qualified**

13, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

5

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

1. Regular meetings with new teachers and principal.  
The principal is the person responsible.
2. District wide mentor program.  
A. The District has developed a Mentorship Program to allow new teachers the opportunity to become comfortable with the policies and procedures of our school as they settle in to their curriculum areas.  
The persons responsible are the Principal and District Human Resource

**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**

6th grade Reading: Mentee - Robertine Brown Mentor: Susan Keene  
 6th grade Math: Mentee - Aleesha Proudfit Mentor: Juanita Bushouse  
 6th grade Science: Mentee - Sanita Mitchell Mentor: Sharon Thornton  
 7th grade Language Arts-Mentee - Melissa Villafuerte Mentor: Jenna Rowland  
 7th grade Academic Intervention Lab - Mentee-John Magnuson Mentor: Bridget Bowman  
 Business: Mentee - Colleen Comfort Mentor: Luisa Vreeland  
 Band: Mentee - Christie Cooley Mentor: Carrie Guffy  
 Mentor and mentee meet daily to discuss evidencebased strategies for effective classroom teaching as well as help with the every day process and routines. The mentor is paid a stipend by the district. The mentor and mentee also meet during preschool for district orientation of the school process. The rationale for pairings or based on grade level and subject area.

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

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**

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of progress monitoring, intervention support, and documentation. Ensures adequate professional development to support Rtl implementation, and communicates with parent and school advisory regarding school-based Rtl plans and activities. Select General Education Teachers (include all teams and grade levels): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier materials/instruction with Tier 2/3 activities.  
 Exceptional Student Education (ESE) and ESOL Teachers: Participates in student data collection,

integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through inclusion.

Academic Coach and Media Specialist:

Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation.

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

The Leadership Team will focus meetings around its mission statement: How we can help our students reach their fullest potential?

The team will meet every two weeks to engage in the following activities:

Review data and link to instructional decisions; review the progress monitoring data at each grade level and classroom levels to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the information the team will identify professional development and use available school resources. The team will also collaborate to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. In essence, the Plan, Do, Act, Check model will be used in implementing it's goal.

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

#### **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**

Progress Monitoring and Reporting Network (PMRN) will be the data management system for reading data from the FAIR. Performance Matters will be used to provide data in an analyzed format from math progress monitoring as well as all lagging and leading data. Gradebook, Compass Learning, and Genesis will be used for other housing and accessing other data, such as science, state assessment scores, attendance and discipline, and current academic performance in the classroom. The district is still considering how to provide an efficient and effective system for collecting and organizing other progress monitoring data.

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

Professional development will be provided by the District Rtl Coordinator and other members of the District Rtl committee in the implantation of the Rtl plan. Most training will take place during grade level meetings, as well as after school. Teachers will be provided training in assessments (formal and informal; academic and behavioral), gathering and analyzing data from different sources and providing tiered instruction based on assessment information.

### **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:** 700

Small group instruction directed at the students weak areas in reading, math, and science.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Performance Matters

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

After School Coordinator

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Gary White	Principal
Cynthia Langston	Assistant Principal
Karen Gustinger	Assistant Principal
Laurie Graebner	Reading Coach
Kathy Bement	Math Coach
Tammy Allshouse	Guidance
Pam Simmons	Guidance
Missis Clemons	ESE Facilitator
Sally McGill	Dean

**How the school-based LLT functions**

The school-based literacy leadership team functions within a cycle of meetings. Lead teachers hold weekly team meetings that have a standing agenda, requiring that data and instructional strategies be a weekly conversation. These teams are comprised of a Social Studies teacher, Science teacher, Language Arts teacher, Math teacher; and one team will be comprised of the Exploratory teachers. Through these meetings, school-based literacy team will receive data. This data is then used to establish a set of ten non-negotiable strategies to support the teachers through professional development. The initial goal for the school-based literacy leadership team is to support teachers through the concept that every teacher contributes to reading improvement. The meeting process allows the school-based literacy leadership team to meet every three weeks after the grade level team meetings. After the school-based literacy leadership team meeting, there is a department head meeting that allows for vertical planning using the same standing agenda as the team meetings to continue to work to fidelity of high yield strategies.

**Major initiatives of the LLT**

A literacy club will be established via email to the faculty and staff to help generate a literacy culture. The media specialist will initiate this endeavor. Progress data on students who are assigned to reading class as well as Compass Learning Lab will be discussed early in the year to determine if adequate progress is being made. FCAT Reading level 3 and 4 students who are assigned to Ms. Creamers Literacy class will also be monitored. Another initiative will be to provide more positive reinforcement for the Accelerated Reading Program. Goal setting, use of tokens, and events with the principal are some of the initiatives mentioned over the summer.

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

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

Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will include use of these in weekly lesson plans. Teachers will be provided professional learning opportunities such as PLC/Data chats, professional development classes, lesson study and/or coaching support to develop knowledge and understanding in the use of cooperative structures/strategies.

Teachers will be accountable for implementing professional learning.

## 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	56%	38%	No	60%
American Indian				
Asian				
Black/African American	41%	24%	No	47%
Hispanic	50%	35%	No	55%
White	67%	46%	No	70%
English language learners	33%	0%	No	40%
Students with disabilities	35%	9%	No	42%
Economically disadvantaged	51%	50%	No	56%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	254	24%	
Students scoring at or above Achievement Level 4	48	4%	

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		54%	
Students in lowest 25% making learning gains (FCAT 2.0)		55%	



**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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	31%	
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>		

**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	329	33%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%		No	65%
American Indian				
Asian				
Black/African American	49%		No	54%
Hispanic	58%		No	62%
White	67%		No	70%
English language learners	47%		No	52%
Students with disabilities	33%		No	39%
Economically disadvantaged	57%		No	61%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	301	29%	
Students scoring at or above Achievement Level 4	48	4%	

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	
Students scoring at or above Level 7		[data excluded for privacy reasons]	

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	557	54%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	258	55%	

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	144	44%	
Middle school performance on high school EOC and industry certifications	142	43%	

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	50%	
Students scoring at or above Achievement Level 4	29	32%	

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	18%	
Students scoring at or above Achievement Level 4	38	11%	

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	
Students scoring at or above Level 7		[data excluded for privacy reasons]	

**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)	1		
Participation in STEM-related experiences provided for students	296		

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	163		
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	163		
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	32		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	3		
CTE teachers holding appropriate industry certifications	1		

**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			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**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**

Offer Parent involvement night by grade level and themes to parents at least 4 times throughout the year.

Changed time of School Advisory Council meeting to improve attendance.

Provided positive calls home to improve overall communication and community relations

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Open House Attendance to 75%. Increase	750	65%	
. Increase Dinner Theater to 10 percent		%	

**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.** Improved attendance and meaningful/relevant discipline.
- G2.** Development of a school-wide writing rubric.
- G3.** Students will routinely engage in reading and comprehending grade level text across all content areas.

## Goals Detail

## G1. Improved attendance and meaningful/relevant discipline.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

### Resources Available to Support the Goal

- IR room for students
- Dean/School code of conduct
- Discipline clerk
- Professional Development (PD360) in dealing with disruptive students

### Targeted Barriers to Achieving the Goal

- Limited engagement of every students in class through (DI) Differentiated Instruction is limited.
- Lack of effective discipline for students that have continued discipline issues

## Plan to Monitor Progress Toward the Goal

Discipline report and engagement data

### Person or Persons Responsible

Principal, Assistant Principals, Dean, Guidance

### Target Dates or Schedule:

Three week intervals during professional development.

### Evidence of Completion:

Improved student engagement observed through walk throughs.

## G2. Development of a school-wide writing rubric.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

### Resources Available to Support the Goal

- A draft of an expanded scoring rubric for analytic and narrative writing.

### Targeted Barriers to Achieving the Goal

- Time line for implementation.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G3. Students will routinely engage in reading and comprehending grade level text across all content areas.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Reading and Math Coach
- District Professional Development
- Grants
- AVID
- Common Planning
- Content Knowledge Strategies
- OnCourse

**Targeted Barriers to Achieving the Goal**

- Communication Gap
- Effective use of Common Planning



## Plan to Monitor Progress Toward the Goal

Lesson plans, attendance to professional development, use of professional as teachers teach.

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

The identified fidelity of high yield strategies in each teacher's class.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Improved attendance and meaningful/relevant discipline.

**G1.B1** Limited engagement of every students in class through (DI) Differentiated Instruction is limited.

**G1.B1.S1** Professional Development in (DI) Differentiated Instruction.

#### **Action Step 1**

The use of PD 360 as support to teacher in engaging students and in (DI) Differentiation of Instruction.

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

Principal and Assistant Principal

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

Assigned with three week windows for completion.

#### **Evidence of Completion**

Completed PD 360 videos.

#### **Facilitator:**

Principal, Assistant Principals

#### **Participants:**

Teachers

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

DI and student engagement

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

Principal and Assistant Principals

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

Three scheduled walk throughs during the three week window of professional development being provided through PD 360.

#### **Evidence of Completion**

Improved student engagement will be observed during walk throughs.

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

Fewer discipline referrals.

### Person or Persons Responsible

Dean

### Target Dates or Schedule

Weekly

### Evidence of Completion

Discipline report each Thursday.

## G1.B2 Lack of effective discipline for students that have continued discipline issues

**G1.B2.S1** Identify and track students that repeat disruptive behavior. For ESE students identify (BIP) Behavior Intervention Plans.

### Action Step 1

Student discipline data will be tracked and cross referenced with classes that they have success, classes they do not have success, Behavior Intervention Plan development and implementation.

### Person or Persons Responsible

Dean, Principal, and Assistant Principals

### Target Dates or Schedule

At the end of the day every Thursday.

### Evidence of Completion

Effective implementation of student (BIP) Behavior Intervention Plan.

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

Student discipline data.

### Person or Persons Responsible

Dean, Principal, Assistant Principals

### Target Dates or Schedule

Every Thursday

### Evidence of Completion

Reduced number of discipline interventions.

### Plan to Monitor Effectiveness of G1.B2.S1

Discipline data, Each teacher being aware of the students (BIP) Behavior Intervention Plan.

**Person or Persons Responsible**

Dean, Principal, Assistant Principals

**Target Dates or Schedule**

Each Thursday

**Evidence of Completion**

Behavior Intervention Strategies in teacher lesson plans being used effectively.

### G1.B2.S2 Develop a behavior intervention class for students that continue to have discipline problems.

**Action Step 1**

Track student discipline data and develop a class to meet the behavior needs of the identified students. Students would learn through projects like campus beautification or agricultural based projects.

**Person or Persons Responsible**

Dean, Principal, Assistant Principals

**Target Dates or Schedule**

Each Thursday

**Evidence of Completion**

Class development

### Plan to Monitor Fidelity of Implementation of G1.B2.S2

Class and curriculum development.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

TBA

**Evidence of Completion**

TBA

## Plan to Monitor Effectiveness of G1.B2.S2

Successful implementation will be student discipline data and student reading data.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Each quarter

### Evidence of Completion

Completed projects that are aligned to Project based learning.

**G3.** Students will routinely engage in reading and comprehending grade level text across all content areas.

## G3.B3 Communication Gap

**G3.B3.S1** Develop and implement a series of Team meetings. Core grade level teams will consist of a social studies teacher, Math teacher, science teacher, and language arts teacher. There will also be teams consisting of ESE teachers, CTE teachers, and all Exploratory teachers.

### Action Step 1

Develop a needs assessment through data chats that focus on the students needs and the professional development needs of the teacher.

### Person or Persons Responsible

Department Heads

### Target Dates or Schedule

Every four weeks Department Heads will have vertical curriculum meetings to eliminate gaps.

### Evidence of Completion

The development of a set of non-negotiable professional development opportunities specific to DeSoto Middle School.

### Facilitator:

Individual Professional Development Plan training that includes S.M.A.R.T. goals for each teacher.

### Participants:

Department Heads

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

A needs assessment of the teachers to align professional development that makes an immediate impact on student achievement.

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

The School Based Literacy Team

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

Through a cycle of School Based Literacy Team meetings every third Tuesday.

#### **Evidence of Completion**

By May 27, 2014, a set of non-negotiable professional development opportunities will be set for the 2014 - 2015 school year.

### **Plan to Monitor Effectiveness of G3.B3.S1**

Lesson plans, attendance to professional development, use of professional development as teachers teach.

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

Principal and Assistant Principals

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

Daily

#### **Evidence of Completion**

The identified fidelity of high yield strategies in each teacher's class.

### **G3.B5 Effective use of Common Planning**

**G3.B5.S1** Develop and implement a series of Team meetings. Core grade level teams will consist of a social studies teacher, Math teacher, science teacher, and language arts teacher. There will also be teams consisting of ESE teachers, CTE teachers, and all Exploratory teachers.

#### **Action Step 1**

Develop a needs assessment through data chats that focus on the students needs and the professional development needs of the teacher.

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

Grade level team meetings.

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

Every Tuesday during common planning time.

#### **Evidence of Completion**

The development of a set of non-negotiable professional development opportunities specific to DeSoto Middle School.

#### **Facilitator:**

Individual Professional Development Plan training that includes S.M.A.R.T. goals for each teacher.

#### **Participants:**

Grade level team meetings.

### **Plan to Monitor Fidelity of Implementation of G3.B5.S1**

A needs assessment of the teachers to align professional development that makes an immediate impact on student achievement.

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

School Based Literacy Team

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

Through a cycle of School Based Literacy Team meetings every third Tuesday.

#### **Evidence of Completion**

By May 27, 2014, a set of non-negotiable professional development opportunities will be set for the 2014 - 2015 school year.

## Plan to Monitor Effectiveness of G3.B5.S1

Lesson plans, attendance to professional development, use of professional development as teachers teach.

### **Person or Persons Responsible**

Principal and Assistant Principals

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

The identified fidelity of high yield strategies in each teacher's class.



## Coordination and Integration

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

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

Services are provided to students in need of additional services through after school programs, summer institutes, and intervention instruction during the school day. The district coordinates the use of Title I, II, and III funds to provide professional development for teachers and administrators to improve instructional practices and support improvement in student achievement.

#### Title I, Part C- Migrant

Migrant Advocates at each school site provide instructional support to students either during or after the student academic day. These advocates coordinate services with Title I and other programs.

#### Title I, Part D

Funds from this source are used to support instruction in DJJ facilities located in DeSoto, and to develop and implement a drop out prevention program for the district.

#### Title II

Title II, Part A funds are used to provide supplemental professional development for faculty, staff, and administrators at all school sites in the district. Specific activities are based on the needs of the schools, as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other Federal projects.

Title II Part D funds are used to support instructional technology through the purchase and repair of hardware, purchase of software, and provision of professional development in the use of technology as an instructional tool.

#### Title III

Services are provided at each school site to support education of English Language Learners for the purpose of improving student performance.

## 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. Improved attendance and meaningful/relevant discipline.

#### G1.B1 Limited engagement of every students in class through (DI) Differentiated Instruction is limited.

##### G1.B1.S1 Professional Development in (DI) Differentiated Instruction.

###### PD Opportunity 1

The use of PD 360 as support to teacher in engaging students and in (DI) Differentiation of Instruction.

###### Facilitator

Principal, Assistant Principals

###### Participants

Teachers

###### Target Dates or Schedule

Assigned with three week windows for completion.

###### Evidence of Completion

Completed PD 360 videos.

**G3.** Students will routinely engage in reading and comprehending grade level text across all content areas.

**G3.B3** Communication Gap

**G3.B3.S1** Develop and implement a series of Team meetings. Core grade level teams will consist of a social studies teacher, Math teacher, science teacher, and language arts teacher. There will also be teams consisting of ESE teachers, CTE teachers, and all Exploratory teachers.

**PD Opportunity 1**

Develop a needs assessment through data chats that focus on the students needs and the professional development needs of the teacher.

**Facilitator**

Individual Professional Development Plan training that includes S.M.A.R.T. goals for each teacher.

**Participants**

Department Heads

**Target Dates or Schedule**

Every four weeks Department Heads will have vertical curriculum meetings to eliminate gaps.

**Evidence of Completion**

The development of a set of non-negotiable professional development opportunities specific to DeSoto Middle School.

### **G3.B5 Effective use of Common Planning**

**G3.B5.S1** Develop and implement a series of Team meetings. Core grade level teams will consist of a social studies teacher, Math teacher, science teacher, and language arts teacher. There will also be teams consisting of ESE teachers, CTE teachers, and all Exploratory teachers.

#### **PD Opportunity 1**

Develop a needs assessment through data chats that focus on the students needs and the professional development needs of the teacher.

##### **Facilitator**

Individual Professional Development Plan training that includes S.M.A.R.T. goals for each teacher.

##### **Participants**

Grade level team meetings.

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

Every Tuesday during common planning time.

##### **Evidence of Completion**

The development of a set of non-negotiable professional development opportunities specific to DeSoto Middle School.

## Appendix 2: Budget to Support School Improvement Goals