2013-2014 SCHOOL IMPROVEMENT PLAN

Fort Mccoy School
16160 NE HIGHWAY 315
Fort Mc Coy, FL 32134
352-671-6325

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	59%

Alternative/ESE Center	Charter School	Minority Rate
No	No	12%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	B	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School
Ft. Mccoy School

Principal
Michael Hearn

School Advisory Council chair
Romaine Sanders

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

Name	Title
Michael Hearn	Principal
Carol Sales	Assistant Principal
Mitzi Smith	Assistant Principal
James McGovern	Dean
Jacqueline Favors	Dean
Deborah Duval	Academic Coach
Matthew Dobbins	Guidance Counselor
Mary Taschenberger	Guidance Counselor

District-Level Information

District
Marion

Superintendent
Mr. George D Tomyn

Date of school board approval of SIP
11/12/2013

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

Romaine Sanders-Chair
Carrie Mosher-Co-chair
SAC committee is made up of 12 people:
It consists of 25% teachers, 34% parents, 8% the principal, 8% community members, 25% students.

Involvement of the SAC in the development of the SIP

Members have been invited to read over and will give feedback on the SIP.

Activities of the SAC for the upcoming school year

If the budget was such, the SAC committee would accept ideas for grants to give to teachers for use in their classrooms. SAC committee is also kept apprised of the school's activities.

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

No funds available

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

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

We are appointing and recruiting those individuals who will allow us to be in compliance.

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:

Michael Hearn		
Principal	Years as Administrator: 28	Years at Current School: 3

Credentials	Masters in Administration/Supervision School Principal Health and Physical Education
Performance Record	2013-Grade C 2012- Grade B 2011-A-AYP not met 2010 – A – AYP not met in Total, White, Economically Disadvantaged, and ESE subgroups 2009 – A – AYP not met in ESE subgroup 2008 – A – AYP not met in writing and ESE subgroup 2007 – A – AYP met 2006 – C – AYP not met in ESE subgroup 2005 – B – AYP not met in ESE subgroup

Mitzi Smith		
Asst Principal	Years as Administrator: 6	Years at Current School: 15

Credentials	Specialist in Education Masters in Education Bachelors in Elementary Education Elem. Education Ed. Leadership School Principal
Performance Record	SY 2008 Grade B AYP N SY 2009 Grade A AYP N SY 2010 Grade A AYP N SY 2011 Grade A AYP N Reading: 69% scored at or above grade level; 62% made learning gains;68% of low 25 made learning gains Math: 67% scored at or above grade level; 68% made learning gains; 72% of lowest 25 made learning gains SY 2012 Grade B SY 2013 Grade C

Carol Sales		
Asst Principal	Years as Administrator: 11	Years at Current School: 4

Credentials	Masters in Educational Leadership Bachelors in Health Science Education Ed. Leadership School Principal Health K-12 Science 5-9
Performance Record	SY 2007 Grade D AYP N SY 2010 Grade AYP SY 2008 Grade B AYP N SY 2009 Grade D AYP N 2010 Grade D AYP N SY 2011 Grade A AYP N Reading: 69% scored at or above grade level; 62% made learning gains;68% of low 25 made learning gains Math: 67% scored at or above grade level; 68% made learning gains; 72% of lowest 25 made learning gains SY 2012 Grade B SY 2013 Grade C

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Deborah Duval		
Full-time / District-based	Years as Coach: 10	Years at Current School: 22

Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other
Credentials	Masters in Curriculum and Instruction Bachelors in Elementary Education Elementary Education SLD K-12 Reading Endorsed Teacher Educator at Florida Southern and St. Leo University
Performance Record	SY 2006 Grade A AYP Y SY 2007 Grade C AYP N SY 2008 Grade B AYP N SY 2009 Grade A AYP N SY 2010 Grade A AYP N SY 2011 Grade A AYP N Reading: 69% scored at or above grade level; 62% made learning gains;68% of low 25 made learning gains Math: 67% scored at or above grade level; 68% made learning gains; 72% of lowest 25 made learning gains SY 2012 Grade B SY 2013 Grade C

Classroom Teachers

# of classroom teachers
59

 # receiving effective rating or higher
59, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
58, 98%

 # ESOL endorsed
25, 42%

 # reading endorsed
12, 20%

 # with advanced degrees

19, 32%

 # National Board Certified

4, 7%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

5, 8%

 # with 6-14 years of experience

24, 41%

 # with 15 or more years of experience

30, 51%

Education Paraprofessionals

# of paraprofessionals

22

 # Highly Qualified

22, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # 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. Conduct a school orientation: to curriculum materials and school policies and procedures
2. Appoint a mentor teacher
3. Arrange for classroom visitations to observe exemplary strategies and techniques
4. Provide necessary training (Tools for Teaching, Strategy of the Month, Harry Wong, Kagan Strategies)
5. Include on a committee (business partner, spirit, technology assistance, etc.)
6. To recruit teachers, the district receives applications and we will review them as the need arises to hire the most appropriate, highly qualified teachers.
Administrative staff is responsible for this piece.

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

We do not have any new teachers on campus this school year. However, if we did we would pair them with the most appopriate teacher in the same grade level/subject area to provide guidance on school climate and procedures.

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 leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.
The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of students growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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

The members of the school-based leadership team will consist of the Principal, assistant principals, the guidance counselors, and the instructional coach.
The Principal actively discusses student data from Tier 1 progress monitoring tools with teachers in order to track effectiveness of Tier 1 instruction. The assistant principals will meet bimonthly with the counselors, school psychologist, compliance resource specialist, and social worker in order to discuss any school wide issues . This team will be called the synergy team and will determine the plan for issues as they arise with struggling students.
Responsibilities of team members:
Social worker, school psychologist, resource specialist, guidance counselors: evaluate students and put them in the appropriate Tier and followup with students to be sure they are progressing well.

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

SLT will monitor the fidelity by using the Marion County Instructional Evaluation System (MCIES) to monitor the fidelity of the school's MTSS and SIP. The instructional staff have received professional development on the expectations and will have 4 formal walkthroughs, 1 twenty minute informal and 1 forty minute formal observation. All of this data will be housed in the TrueNorth Logic (TNL) data system. Teachers will receive feedback and interventions as necessary. Additional professional development will be available through the Moodle classroom.

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

Marion County uses a variety of source data to progress monitor students. All data is warehoused in performance matters which allows for easy disaggregation by ethnicity, socioeconomics, ELL, ESE, teacher and course. This data includes state assessments (FCAT, AIMSweb) as well as local assessments (Focus Calendar assessments, benchmark assessments, quarterly writing assessments,

demand writing, reading writing assessments, document based questions, etc.). Performance Matters also allows for teacher comparisons, by student, standard and demographics. School and district are able to compare data as well as similar schools across the state.

Discipline data is housed in the Student Management System (SMS) and can be disaggregated using an internal software (custom reports).

Tiered data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.

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

Marion County will continue to provide professional development to school leadership and support schools with bi-annual progress monitoring meetings with administration. Monthly meetings with school leadership provide opportunity for on-going professional development as well as small group/breakout sessions specific to MTSS.

School level professional development is delivered during preschool, early release and during breakout sessions during collaborative planning and faculty meetings. The MTSS problem solving teams meet regularly to look at data and develop on-going progress monitoring systems regarding implementation at the school site. Professional development is based on the needs of individuals at the school site and includes opportunities in technology, intervention strategy and implementation of common core.

Parent meetings will be set up to help parents understand the school's goal for reaching struggling students. (See Parent involvement goals).

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: Extended Day for All Students

Minutes added to school year: 43,200

Extended day is provided for a fee after school. During this time, the students can participate in homework activities and some physical activity.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

NA

Who is responsible for monitoring implementation of this strategy?

MCPS Extended Day Employees

Strategy: Before or After School Program

Minutes added to school year: 27,000

The 21st Century program is offered after school for a limited number of students. The program provides time for homework, academic remediation, and enrichment activities for about 55 students. The teachers work together to plan project based instruction that is fun and informative.

Strategy Purpose(s)

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

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

Grades are collected each nine weeks for the students involved in the program to determine if the academic remediation and homework help is increasing students grades.

Who is responsible for monitoring implementation of this strategy?

21st Century School coordinator and district personnel.

Strategy: Summer Program

Minutes added to school year: 5,760

The 21st Century program is offered after school for a limited number of students. The program provides time for credit recovery, academic remediation, and enrichment activities for about 100 students. The teachers work together to plan project based instruction that is fun and informative.

Strategy Purpose(s)

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

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

Students involved in the credit recovery program will have grades to show the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

21st Century School coordinator and district personnel.

Literacy Leadership Team (LLT)

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

Name	Title
Deborah Duval	Academic Coach
Michael Hearn	Principal
Carol Sales	Assistant Principal
Mitzi Smith	Assistant Principal
Adrianne Manning	Teacher
Matthew Dobbins	Guidance counselor
Mary Taschenberger	Guidance counselor
Jaime Grace	Teacher
Amy Shaw	Teacher
Amy Emrich	Teacher
Audrey Kernan	Teacher
Suzy Dennis	Teacher
Lesa Belwood	Teacher
Wendy Harvey	Teacher
Beverly Bryant	Teacher
Mary DeCasper	Teacher
Claurice Mondesir	Teacher
Lora Davis	Teacher

How the school-based LLT functions

LLT meets monthly to identify progress toward meeting improvement goals through data analysis and to identify needed professional development and/or other support for teachers, students, and families.

Major initiatives of the LLT

To increase the percent of students proficient in reading through the use of MTSS processes, PLCs, data team meetings, effective professional development, meaningful at-home literacy strategies, and frequent review of achievement data (FCAs, Benchmark, Success Maker, FAIR). To successfully implement Vocabulary, Essential Questions, Graphic Organizers, Summarizing Strategies, and Scaffolding instructional strategies.

Every Teacher Contributes to Reading Instruction

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

All teachers on campus have committed to doing a read-write-discuss as part of their lesson each day.This is checked by the Administrative staff each Friday in the lesson plans and throughout the week during walkthroughs.
During the year, we sponsor a schoolwide read where every student reads the same book. All teachers complete specific activities and discussions with the students as the book progresses. After the schoolwide read, the first 20 minutes of the day are still dedicated to silent reading.
In addition, many of our content are reading teachers are CAR-pD trained, meaning they have been trained in the delivery of their content using a variety of reading strategies to touch all the modalities of student learning in the classroom. In addition we conduct fidelity checks for CAR-pD implementation and offer ongoing support and training for these teachers through our instructional coach. Our Car-pD

teachers are expected to share reading strategies in their department meetings in order to bring the Car-pD training to their peers.

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

STAGGER START is a district initiative designed to assist students in transitioning to Kindergarten. Five to eight students per day attend school the first week to give teachers an opportunity to administer assessments, develop one-on–one relationships with students, and eliminate student anxiety. FAIR, FLKRS, IDEL are the assessment tools used to determine readiness needs.
Florida's Voluntary PreK, Headstart are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children.
The Brigance Preschool Screen and the TERA-3 (Test of Early Reading Abilities) are administered to identify students with low readiness skills, to target instruction, and to evaluate success of the program.
Early Literacy Learning Model (ELLM), a research based curriculum is implemented in all Title I preschool programs.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

We offer a variety of Agriculture and Technology classes for 6th-8th grade students. Each of these classes is designed to expose students to career opportunities in the specific fields commiserate with the class. FFA is a club that is offered after school for interested students.Description

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

Our 8th grade students use the Choices website to facilitate their thinking about the future. Students are given choices as which electives they want to take each year during the registration process.

Strategies for improving student readiness for the public postsecondary level

NA

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	60%	48%	No	64%
American Indian		67%		
Asian				
Black/African American		29%		
Hispanic	58%	61%	Yes	63%
White	60%	48%	No	64%
English language learners				
Students with disabilities	40%	15%	No	46%
Economically disadvantaged	57%	44%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	186	25%	28%
Students scoring at or above Achievement Level 4	166	23%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	335	46%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	32	27%	31%

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]*		100%

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	72	30%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	50%	No	63%
American Indian		33%		
Asian		100%		
Black/African American		28%		
Hispanic	56%	63%	Yes	60%
White	59%	49%	No	63%
English language learners		33%		
Students with disabilities	38%	24%	No	44%
Economically disadvantaged	57%	45%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	133	26%	29%
Students scoring at or above Achievement Level 4	167	23%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	343	47%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	19%	24%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	19	4%	7%
Middle school performance on high school EOC and industry certifications	19	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		10%
Students scoring at or above Achievement Level 4	16	84%	100%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	39%	44%
Students scoring at or above Achievement Level 4	14	18%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	27%	30%
Students scoring at or above Achievement Level 4	37	23%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		9
Participation in STEM-related experiences provided for students	400	40%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	220	41%	45%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	40	100%	100%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	14	3%	0%
Students retained, pursuant to s. 1008.25, F.S.	8	2%	0%
Students who are not proficient in reading by third grade	8	12%	9%
Students who receive two or more behavior referrals	20	4%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	3%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	44	9%	5%
Students who fail a mathematics course	41	8%	4%
Students who fail an English Language Arts course	6	1%	0%
Students who fail two or more courses in any subject	28	5%	1%
Students who receive two or more behavior referrals	103	21%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	53	11%	8%

Area 9: Parent Involvement

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

Parental involvement targets for the school

We are a Title I school and our plan is located on the Parent involvement website. https://app1.fldoe.org/bsa/ParentInvolvementPlan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase the percent of students scoring proficient on Reading FCAT 2.0 by 18%.

G2. Increase the percent of 4th & 8th grade students scoring level 4.0 on FCAT Writing

G3. Increase the number of 5th and 8th grade students scoring proficient in Science on the FCAT 2.0 by 4%.

G4. Increase the percent of students scoring proficient on Math FCAT 2.0 by 13%.

Goals Detail

G1. Increase the percent of students scoring proficient on Reading FCAT 2.0 by 18%.

Targets Supported

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

Resources Available to Support the Goal

- Academic coach
- Effective remedial reading programs with Paraprofessional support

Targeted Barriers to Achieving the Goal

- Students are entering middle school with a deficiency in decoding, vocabulary, and/or fluency. Students lack comprehension of vocabulary skills and strategies.
- Limited student experience with common core skills in ELA.

Plan to Monitor Progress Toward the Goal

Disaggregate the data from each assessment and plan next steps based on results

Person or Persons Responsible
Admin team, teachers, and academic coach

Target Dates or Schedule:
during walkthroughs, observations, fidelity checks

Evidence of Completion:
Student scores on QWA, FCA, DBMA, DBQ, RWA, and demand writing will show evidence of student understanding. Minutes from data/planning meetings.

G2. Increase the percent of 4th & 8th grade students scoring level 4.0 on FCAT Writing

Targets Supported
- Writing

Resources Available to Support the Goal
- Use teachers who have been DBQ/QWA trained
- Academic coach

Targeted Barriers to Achieving the Goal
- Not enough FCAT writing training this past year

Plan to Monitor Progress Toward the Goal

student progress on DBQ, RWA, and demand writing scores

Person or Persons Responsible
Admin team, teachers, and academic coach

Target Dates or Schedule:
quarterly

Evidence of Completion:
Minutes from data/PLC meetings and data from performance matters. Student work as compared to ELA shifts

G3. Increase the number of 5th and 8th grade students scoring proficient in Science on the FCAT 2.0 by 4%.

Targets Supported
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- District trained personnel
- CPalms

Targeted Barriers to Achieving the Goal
- Students are non-proficient in reading and in technical nature of science text.

Plan to Monitor Progress Toward the Goal

Effectiveness of the implementation of the CARPD strategies. Number of STEM activities that are pursued and planned.

Person or Persons Responsible
K-12 Academic Services/Academic Coaches/School personnel

Target Dates or Schedule:
During observations and walkthroughs

Evidence of Completion:
Student work and student scores

G4. Increase the percent of students scoring proficient on Math FCAT 2.0 by 13%.

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
- Certified math teachers teaching intensive math classes

- Academic coach

- Effective remedial math programs

Targeted Barriers to Achieving the Goal
- Allowing more time for mathematics instruction

- Limited student experience with common core skills in math.

Plan to Monitor Progress Toward the Goal

Disaggregate the data from each assessment and plan next steps based on results

Person or Persons Responsible
Admin team, teachers, and academic coach

Target Dates or Schedule:
during walkthroughs, observations, fidelity checks

Evidence of Completion:
Student scores on QWA, FCA, DBMA, DBQ, RWA, and demand writing will show evidence of student understanding. Minutes from data/planning meetings.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase the percent of students scoring proficient on Reading FCAT 2.0 by 18%.

G1.B1 Students are entering middle school with a deficiency in decoding, vocabulary, and/or fluency. Students lack comprehension of vocabulary skills and strategies.

G1.B1.S1 Provide an additional language arts teacher in order to reduce teacher-student ratio.

Action Step 1

provide personnel to reduce the teacher-student ratio in middle school

Person or Persons Responsible

language arts teacher

Target Dates or Schedule

throughout the school day all year

Evidence of Completion

PSNs

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

fidelity of implementation

Person or Persons Responsible

administration and teachers

Target Dates or Schedule

during walkthroughs, observations

Evidence of Completion

grade book, evaluations

Plan to Monitor Effectiveness of G1.B1.S1

monitor for effectiveness

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the year during walkthroughs and evaluations

Evidence of Completion

grades, FCAs, AIMSweb

G1.B1.S2 Provide assistance in the classrooms with the academic coach and paraprofessionals.

Action Step 1

provide personnel to assist in Reading classrooms and the academic coach to provide some professional development

Person or Persons Responsible

academic coach, paraprofessionals

Target Dates or Schedule

throughout the school day all year

Evidence of Completion

PSNs

Facilitator:

academic coach

Participants:

k-8 teachers

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

fidelity of implementation

Person or Persons Responsible

administration and teachers

Target Dates or Schedule

during walkthroughs, observations

Evidence of Completion

grade book, evaluations

Plan to Monitor Effectiveness of G1.B1.S2

monitor for effectiveness

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the year during walkthroughs and evaluations

Evidence of Completion

grades, FCAs, AIMSweb

G1.B1.S3 Provide additional CAR-PD training and personnel at each school.

Action Step 1

CAR-PD trainings

Person or Persons Responsible

Train social studies and science teachers in CAR-PD.

Target Dates or Schedule

throughout the school year as scheduled by the district

Evidence of Completion

TNL rosters

Facilitator:

Tara Hart

Participants:

Train social studies and science teachers in CAR-PD.

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

use fidelity checklist

Person or Persons Responsible

district personnel, administrators

Target Dates or Schedule

during walkthroughs and observations

Evidence of Completion

fidelity checklist

Plan to Monitor Effectiveness of G1.B1.S3

implementation of program

Person or Persons Responsible

district personnel, adminstrators

Target Dates or Schedule

walkthroughs, observations

Evidence of Completion

fidelity checklist

G1.B2 Limited student experience with common core skills in ELA.

G1.B2.S1 Teachers will receive ongoing professional development in the Common Core implementation strategies.

Action Step 1

strategies to assist students in understanding the CCSS

Person or Persons Responsible

Common Core Lead Teachers

Target Dates or Schedule

during the early release days throughout the year

Evidence of Completion

minutes from the meetings

Facilitator:

CCLT

Participants:

Common Core Lead Teachers

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

training on common core strategies

Person or Persons Responsible

administrators

Target Dates or Schedule

walkthroughs, observations

Evidence of Completion

TNL rosters and sign in sheets

Plan to Monitor Effectiveness of G1.B2.S1

based on our PD during district administrative trainings

Person or Persons Responsible

administrators

Target Dates or Schedule

during CCLT meetings

Evidence of Completion

rosters and sign in sheets

G2. Increase the percent of 4th & 8th grade students scoring level 4.0 on FCAT Writing

G2.B1 Not enough FCAT writing training this past year

G2.B1.S1 Provide personnel to assist in classrooms and the academic coach to provide some professional development

Action Step 1

Provide personnel to assist in writing classrooms and the academic coach to provide some professional development

Person or Persons Responsible

academic coach, paraprofessionals

Target Dates or Schedule

throughout the school day all year

Evidence of Completion

PSNs

Facilitator:

academic coach

Participants:

k-8 teachers

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

fidelity of implementation

Person or Persons Responsible

administration and teachers

Target Dates or Schedule

during walkthroughs and evaluations

Evidence of Completion

gradebook, evaluations

Plan to Monitor Effectiveness of G2.B1.S1

monitor for effectiveness

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the year during walkthroughs and evaluations

Evidence of Completion

grades, RWA, DBQ, QWA, and DW scores

G2.B1.S2 Provide writing training to teachers through the Common Core Training Plan.

Action Step 1

train peers in argumentative writing

Person or Persons Responsible

CCLT

Target Dates or Schedule

During early release days

Evidence of Completion

Rosters from TNL for training classes

Facilitator:

CCLT

Participants:

CCLT

Plan to Monitor Fidelity of Implementation of G2.B1.S2

teacher implementation of techniques

Person or Persons Responsible

Admin Team

Target Dates or Schedule

walkthroughs and observations

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G2.B1.S2

student work

Person or Persons Responsible

admin team

Target Dates or Schedule

assessing students progress

Evidence of Completion

student scores

G2.B1.S3 Integrate Reading Writing Assessments (RWA) Into curriculum at grades 6 and 7 while continuing to do demand writing in the 8th grade.

Action Step 1

Use of PARCC-like assessments in grades 6 & 7, demand writing occurs in grade 8

Person or Persons Responsible

LA teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

student writing products

Facilitator:

CCLT

Participants:

LA teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

monitor implementation of strategies

Person or Persons Responsible

Admin team

Target Dates or Schedule

walkthroughs and observations

Evidence of Completion

Minutes from department meetings where data is disaggregated

Plan to Monitor Effectiveness of G2.B1.S3

Instructional skills required for RWA demand writing

Person or Persons Responsible

Admin team

Target Dates or Schedule

walkthrough and observations

Evidence of Completion

Scores recorded in Performance matters

G3. Increase the number of 5th and 8th grade students scoring proficient in Science on the FCAT 2.0 by 4%.

G3.B1 Students are non-proficient in reading and in technical nature of science text.

G3.B1.S1 Provide assistance in the classrooms with the academic coach and paraprofessionals

Action Step 1

provide personnel to assist in Science classrooms and the academic coach to provide some professional development

Person or Persons Responsible

academic coach, paraprofessionals

Target Dates or Schedule

throughout the school day all year

Evidence of Completion

PSNs

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

fidelity of implementation

Person or Persons Responsible

administration and teachers

Target Dates or Schedule

during walkthroughs, observations

Evidence of Completion

gradebook, observations

Plan to Monitor Effectiveness of G3.B1.S1

monitor of effectiveness

Person or Persons Responsible

administration

Target Dates or Schedule

throughout the year during walkthroughs and observations

Evidence of Completion

grades, FCAs

G3.B1.S2 Increase the number of teachers who have been trained in CAR-PD (content area reading professional development).

Action Step 1

CAR-PD training

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Schedule provided by K-12 Academic Services

Evidence of Completion

Calendar of events planned for CAR-PD

Facilitator:

k-12 Academic Services

Participants:

Science teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Fidelity of CARPD strategies

Person or Persons Responsible

K-12 Academic Services/Academic Coaches/School personnel

Target Dates or Schedule

During observation times

Evidence of Completion

observations, student work

Plan to Monitor Effectiveness of G3.B1.S2

Effectiveness of the CARPD strategies

Person or Persons Responsible

K-12 Academic Services/Academic Coaches/School personnel

Target Dates or Schedule

During observations and walkthoughs

Evidence of Completion

Student work

G3.B1.S3 Increase the number of STEM activities that occur on campus or as fieldtrips

Action Step 1

Invite community members to come speak about their professions and what students need to do to learn a profession. ie, dentist, doctor, fireman, etc. Plan fieldtrips to science based museums, such as MOSI

Person or Persons Responsible

Community members

Target Dates or Schedule

planned throughout the year

Evidence of Completion

Calendar of events

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Guest speakers and field trips

Person or Persons Responsible

Teachers

Target Dates or Schedule

As scheduled

Evidence of Completion

calendar of events

Plan to Monitor Effectiveness of G3.B1.S3

monitor student eagerness and ability to learn about science related fields

Person or Persons Responsible

Teachers

Target Dates or Schedule

throughout the year

Evidence of Completion

Possibly students ability/interest in science related fields.

G4. Increase the percent of students scoring proficient on Math FCAT 2.0 by 13%.

G4.B1 Allowing more time for mathematics instruction

G4.B1.S1 Reduce the number of students in 100 minute classes and allow them to be in intensive math classes.

Action Step 1

teaching corrective B1/B2 in the elementary grades

Person or Persons Responsible

4th/5th grade teachers

Target Dates or Schedule

During 4th/5th grade reading blocks

Evidence of Completion

master schedule

Facilitator:

Academic Coach

Participants:

4th/5th grade teachers

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

FCAs, benchmarks

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

during walkthroughs and observations, fidelity checks

Evidence of Completion

grades, scores, and fluency numbers

Plan to Monitor Effectiveness of G4.B1.S1

fidelity of remediation program

Person or Persons Responsible

administration, academic coach

Target Dates or Schedule

during walkthroughs, observations, fidelity checks

Evidence of Completion

comprehension, fluency of students reading

G4.B1.S2 Use iReady for math review and remediation in the intensive math classes.

Action Step 1

place students in lab for initial placement

Person or Persons Responsible

Intensive math teacher

Target Dates or Schedule

1-2 times per week during class

Evidence of Completion

reports from iReady

Facilitator:

academic coach

Participants:

Intensive math teacher

Plan to Monitor Fidelity of Implementation of G4.B1.S2

fidelity of program

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

walkthroughs, observations

Evidence of Completion

FCAs, benchmark, skills review

Plan to Monitor Effectiveness of G4.B1.S2

effectiveness of program

Person or Persons Responsible

academic coach, administrators

Target Dates or Schedule

walkthroughs, observations

Evidence of Completion

grades, scores on FCAs/benchmark

G4.B1.S3 Provide more support in intensive math classes by providing available staff during math instruction.

Action Step 1

provide more supervision and assistance in math classrooms

Person or Persons Responsible

paraprofessionals, certified teachers

Target Dates or Schedule

during intensive math times

Evidence of Completion

master schedule

Plan to Monitor Fidelity of Implementation of G4.B1.S3

ability to assist students in classes

Person or Persons Responsible

teacher, administrators

Target Dates or Schedule

during walkthroughs

Evidence of Completion

master schedule

Plan to Monitor Effectiveness of G4.B1.S3

ability to assist students

Person or Persons Responsible

teacher, administrators

Target Dates or Schedule

walkthroughs, observations

Evidence of Completion

master schedule

G4.B2 Limited student experience with common core skills in math.

G4.B2.S1 Teachers will receive ongoing professional development in the Common Core implementation strategies.

Action Step 1

strategies to assist students in understanding the CCSS

Person or Persons Responsible

Common Core Lead Teachers

Target Dates or Schedule

during the early release days throughout the year

Evidence of Completion

minutes from the meetings

Facilitator:

CCLT

Participants:

Common Core Lead Teachers

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

training on common core strategies

Person or Persons Responsible

administrators

Target Dates or Schedule

walkthroughs, observations

Evidence of Completion

TNL rosters and sign in sheets

Plan to Monitor Effectiveness of G4.B2.S1

based on our PD during district administrative trainings

Person or Persons Responsible

administrators

Target Dates or Schedule

during CCLT meetings

Evidence of Completion

rosters and sign in sheets

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 - Most of our Title I budge pays for para professionals and instructional personnel.
Title I – Part C – Migrant Program:
District funds are used to purchase:
• School supplies,
• Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. Families must meet the federal eligibility to participate in the program.
Title I –Part D- NA
Title II – Part A: - Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.
Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs Technology in classrooms that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students. (For Middle and High Schools Title II – Part D funds are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker.)
Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.
Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.
Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.
Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.
Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.
Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.
Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: provide DARE and REACT programs through the School Resource Officer.

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 percent of students scoring proficient on Reading FCAT 2.0 by 18%.

G1.B1 Students are entering middle school with a deficiency in decoding, vocabulary, and/or fluency. Students lack comprehension of vocabulary skills and strategies.

G1.B1.S2 Provide assistance in the classrooms with the academic coach and paraprofessionals.

PD Opportunity 1

provide personnel to assist in Reading classrooms and the academic coach to provide some professional development

Facilitator

academic coach

Participants

k-8 teachers

Target Dates or Schedule

throughout the school day all year

Evidence of Completion

PSNs

G1.B1.S3 Provide additional CAR-PD training and personnel at each school.

PD Opportunity 1

CAR-PD trainings

Facilitator

Tara Hart

Participants

Train social studies and science teachers in CAR-PD.

Target Dates or Schedule

throughout the school year as scheduled by the district

Evidence of Completion

TNL rosters

G1.B2 Limited student experience with common core skills in ELA.

G1.B2.S1 Teachers will receive ongoing professional development in the Common Core implementation strategies.

PD Opportunity 1

strategies to assist students in understanding the CCSS

Facilitator

CCLT

Participants

Common Core Lead Teachers

Target Dates or Schedule

during the early release days throughout the year

Evidence of Completion

minutes from the meetings

G2. Increase the percent of 4th & 8th grade students scoring level 4.0 on FCAT Writing

G2.B1 Not enough FCAT writing training this past year

G2.B1.S1 Provide personnel to assist in classrooms and the academic coach to provide some professional development

PD Opportunity 1

Provide personnel to assist in writing classrooms and the academic coach to provide some professional development

Facilitator

academic coach

Participants

k-8 teachers

Target Dates or Schedule

throughout the school day all year

Evidence of Completion

PSNs

G2.B1.S2 Provide writing training to teachers through the Common Core Training Plan.

PD Opportunity 1

train peers in argumentative writing

Facilitator

CCLT

Participants

CCLT

Target Dates or Schedule

During early release days

Evidence of Completion

Rosters from TNL for training classes

G2.B1.S3 Integrate Reading Writing Assessments (RWA) Into curriculum at grades 6 and 7 while continuing to do demand writing in the 8th grade.

PD Opportunity 1

Use of PARCC-like assessments in grades 6 & 7, demand writing occurs in grade 8

Facilitator

CCLT

Participants

LA teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

student writing products

G3. Increase the number of 5th and 8th grade students scoring proficient in Science on the FCAT 2.0 by 4%.

G3.B1 Students are non-proficient in reading and in technical nature of science text.

G3.B1.S2 Increase the number of teachers who have been trained in CAR-PD (content area reading professional development).

PD Opportunity 1

CAR-PD training

Facilitator

k-12 Academic Services

Participants

Science teachers

Target Dates or Schedule

Schedule provided by K-12 Academic Services

Evidence of Completion

Calendar of events planned for CAR-PD

G4. Increase the percent of students scoring proficient on Math FCAT 2.0 by 13%.

G4.B1 Allowing more time for mathematics instruction

G4.B1.S1 Reduce the number of students in 100 minute classes and allow them to be in intensive math classes.

PD Opportunity 1

teaching corrective B1/B2 in the elementary grades

Facilitator

Academic Coach

Participants

4th/5th grade teachers

Target Dates or Schedule

During 4th/5th grade reading blocks

Evidence of Completion

master schedule

G4.B1.S2 Use iReady for math review and remediation in the intensive math classes.

PD Opportunity 1

place students in lab for initial placement

Facilitator

academic coach

Participants

Intensive math teacher

Target Dates or Schedule

1-2 times per week during class

Evidence of Completion

reports from iReady

G4.B2 Limited student experience with common core skills in math.

G4.B2.S1 Teachers will receive ongoing professional development in the Common Core implementation strategies.

PD Opportunity 1

strategies to assist students in understanding the CCSS

Facilitator

CCLT

Participants

Common Core Lead Teachers

Target Dates or Schedule

during the early release days throughout the year

Evidence of Completion

minutes from the meetings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percent of students scoring proficient on Reading FCAT 2.0 by 18%.	$104,189
G2.	Increase the percent of 4th & 8th grade students scoring level 4.0 on FCAT Writing	$56,132
G3.	Increase the number of 5th and 8th grade students scoring proficient in Science on the FCAT 2.0 by 4%.	$40,113
G4.	Increase the percent of students scoring proficient on Math FCAT 2.0 by 13%.	$56,132
	Total	$256,566

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Personnel	Total
District funds	$0	$0	$0	$0
Title I	$0	$0	$256,566	$256,566
Total	$0	$0	$256,566	$256,566

Budget Details

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

G1. Increase the percent of students scoring proficient on Reading FCAT 2.0 by 18%.

G1.B1 Students are entering middle school with a deficiency in decoding, vocabulary, and/or fluency. Students lack comprehension of vocabulary skills and strategies.

G1.B1.S1 Provide an additional language arts teacher in order to reduce teacher-student ratio.

Action Step 1

provide personnel to reduce the teacher-student ratio in middle school

Resource Type

Personnel

Resource

Highly qualified teacher

Funding Source

Title I

Amount Needed

$48,057

G1.B1.S2 Provide assistance in the classrooms with the academic coach and paraprofessionals.

Action Step 1

provide personnel to assist in Reading classrooms and the academic coach to provide some professional development

Resource Type

Personnel

Resource

Paraprofessionals and academic coach to be used in math, science, writing, and reading/language arts

Funding Source

Title I

Amount Needed

$56,132

G1.B1.S3 Provide additional CAR-PD training and personnel at each school.

Action Step 1

CAR-PD trainings

Resource Type

Evidence-Based Program

Resource

District Personnel will provide the training

Funding Source

District funds

Amount Needed

$0

G1.B2 Limited student experience with common core skills in ELA.

G1.B2.S1 Teachers will receive ongoing professional development in the Common Core implementation strategies.

Action Step 1

strategies to assist students in understanding the CCSS

Resource Type

Professional Development

Resource

Provded by the district to our common core lead teachers.

Funding Source

District funds

Amount Needed

$0

G2. Increase the percent of 4th & 8th grade students scoring level 4.0 on FCAT Writing

G2.B1 Not enough FCAT writing training this past year

G2.B1.S1 Provide personnel to assist in classrooms and the academic coach to provide some professional development

Action Step 1

Provide personnel to assist in writing classrooms and the academic coach to provide some professional development

Resource Type

Personnel

Resource

Academic coach, paraprofessionals

Funding Source

Title I

Amount Needed

$56,132

G3. Increase the number of 5th and 8th grade students scoring proficient in Science on the FCAT 2.0 by 4%.

G3.B1 Students are non-proficient in reading and in technical nature of science text.

G3.B1.S1 Provide assistance in the classrooms with the academic coach and paraprofessionals

Action Step 1

provide personnel to assist in Science classrooms and the academic coach to provide some professional development

Resource Type

Personnel

Resource

Paraprofessionals

Funding Source

Title I

Amount Needed

$40,113

G4. Increase the percent of students scoring proficient on Math FCAT 2.0 by 13%.

G4.B1 Allowing more time for mathematics instruction

G4.B1.S3 Provide more support in intensive math classes by providing available staff during math instruction.

Action Step 1

provide more supervision and assistance in math classrooms

Resource Type

Personnel

Resource

teachers and paraprofessionals

Funding Source

Title I

Amount Needed

$56,132