

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

### Howard Middle School

1655 NW 10TH ST  
Ocala, FL 34475  
352-671-7225

---

### School Demographics

---

<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 55%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 57%

---

### School Grades History

---

<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</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.

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>Differentiated Accountability</b>	<b>4</b>
<b>Part I: Current School Status</b>	<b>5</b>
<b>Part II: Expected Improvements</b>	<b>14</b>
<b>Goals Summary</b>	<b>19</b>
<b>Goals Detail</b>	<b>19</b>
<b>Action Plan for Improvement</b>	<b>21</b>
<b>Part III: Coordination and Integration</b>	<b>23</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>24</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>25</b>

---

## 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

Howard Middle School

##### Principal

Mr. Robert Hensel

##### School Advisory Council chair

Mrs. Moats

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

Name	Title
Robert Hensel	Principal
Paula Hart	APC
Earnest Mitchell	APD
Lisa Coleman	Magnet and IB Coordinator
Matthew Daubenmire	Student Dean
Elias Posth	Student Dean
Heather Jones	Counselor
Natasha Oliver	Counselor

#### District-Level Information

##### District

Marion

##### Superintendent

Mr. George D Tomin

##### 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

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 members who are representative of the ethnic, racial, and economic community served by the school.

Positions in the SAC include: Chair/Co-Chair, secretary and general members.

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

The SIP was on the agenda for the last 3 meetings of the SAC meetings. Members shared ideas for various sections of the SIP where applicable. Three SAC members volunteered to be on a separate sub-committee to review the SIP before it was due to be submitted to the county and state.

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

Howard Middle School's School Advisory Council (SAC) meets monthly September through May, except in December. Each year the members elect a Chair to facilitate the meetings and a Secretary to record attendance and minutes.

SAC meetings include guest speakers, school updates and recognitions, subcommittee reports, and School Improvement Plan (SIP) progress reports. The SAC agenda also includes updates on student articulation and enrollment, curriculum, testing, staffing, and budget at appropriate times of the school year.

Marion county high schools visit our SAC meetings to give an overview of their programs to parents and students. This year, each high school will present on a separate night.

SAC subcommittees include Safety and Discipline, Technology, FCAT Preparation, Parent Resource Committee (PRC), Motivating the Lower Quartile.

Howard's planned SAC activities for school year 2013 - 2014 include the following: approve 2013 - 2014 SIP, update SAC By-Laws as needed, provide parent and/or community speakers for school activities (New to Howard Staff, Orientation, Magnet Orientation, Career Day, Pinwheels for Peace, etc.), and monitor progress on SIP.

If funding is available, the SAC will support Howard teachers through making Grants available, as outlined in SAC By-Laws.

Howard Middle School's SAC will be evaluated through attendance logs, minutes, and end-of-year customer satisfaction surveys.

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

Teacher submitted grants (classroom novels, science lab/experiment, etc.): \$300 max per request

### **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**

To recruit members at various school functions. Also, to heavily display SAC meeting dates and agendas by way of school announcements, dates posted on the school's marquee and on the school's website.

### **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:**

**Mr. Robert Hensel**

Principal

Years as Administrator: 11

Years at Current School: 3

**Credentials**

Certified in School Leadership K-12 and as School Principal

**Performance Record**

2010-2011 School grade of A  
 2011-2012 School Grade of B  
 2012-2013 School Grade of C

**Paula Hart**

Asst Principal

Years as Administrator: 8

Years at Current School: 3

**Credentials**

Certified in School Leadership K-12 and as School Principal

**Performance Record**

2011-2012 school grade of B  
 2012-2013 school grade of C

**Earnest Mitchell**

Asst Principal

Years as Administrator: 12

Years at Current School: 6

**Credentials****Performance Record**

2010-2011 school grade of A  
 2011-2012 school grade of B  
 2012-2013 school grade of C

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

**Tabitha McClendon-Farmer**

Part-time / District-based

Years as Coach: 3

Years at Current School: 1

**Areas**

Reading/Literacy

**Credentials**

Master's Degree, Education

Certifications: Special Education, Reading Endorsement, ESOL Endorsement

**Performance Record**

Bellevue High School:

2012-2013 - Pending

2011-2012 - B

2010-2011 - A

Vanguard High School:

2012-2013 - Pending

2011-2012 - B

2011-2012 - B

Lake Weir High School:

Co-Coached - 2012-2013 - Grade Pending

**Classroom Teachers****# of classroom teachers**

68

**# receiving effective rating or higher**

68, 100%

**# Highly Qualified Teachers**

35%

**# certified in-field**

60, 88%

**# ESOL endorsed**

20, 29%

**# reading endorsed**

8, 12%

**# with advanced degrees**

24, 35%

**# National Board Certified**

1, 1%

**# first-year teachers**

0, 0%

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

15, 22%

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

25, 37%



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

28, 41%

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

7

**# Highly Qualified**

7, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

3

**# 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. District On-Line Website and Application -- obtain broad spectrum of applicants, easier screening. (School admin)
2. "New to Howard" teacher orientation pre-school (School Admin)
3. Pair new Howard teachers with veterans (Assistant Principal Hart)
4. Bi-Weekly Monday Morning meetings (Assistant Principal Hart)
5. Teacher Recognitions for Achievements (Principal Hensel)
6. Gifts, Pre-School Planning, Holidays, Teacher Appreciation (Principal Hensel and admin)
7. Special Training Opportunities (IB off-site, ESE off-site, and others) (School admin and IB Coordinator)

**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**

Teacher mentoring is an effective method of developing and retaining high quality classroom teachers. Both the mentor and mentee benefit from relationships that encourage reflection on the practice of teaching. A comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement.

It is important that administrators provide resources, especially time for mentoring teams to meet, observing each other's techniques, modeling best practices, and discussing improvements to classroom and instructional practices. We provide the following activities for new teacher success at Howard Middle:

1. New teachers are paired with established teachers in their subject areas.
2. New teachers will have access to their mentor teacher before and after school and by way of email during the day.
3. New teachers will receive help such as setting up grade books in Power Teacher, looking up test scores for classes in Performance Matters, and overall school information.

4. Classroom management and procedures are also areas our mentor teachers are instructed to help new teachers with.
5. Mentor teachers will help to keep new teachers abreast of department and data meeting dates/times.

### **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**

Florida defines a Multi-Tiered System of Supports (MTSS) as an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. Within the MTSS, resources are allocated in direct proportion to student needs. To ensure efficient use of resources, we begin with the identification of trends and patterns using schoolwide and grade-level data. The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. These levels, or tiers, are used to describe the intensity of the instruction and interventions provided, not categories of students. The three tiers are:

- Tier 1 is the core universal instruction and supports designed and differentiated for all students in all settings.
- Tier 2 is the targeted supplemental interventions and supports some students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
- Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction.

The data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. More information and helpful resources can be found on Florida's MTSS website located at <http://www.florida-rti.org/index.htm>.

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

Principal Hensel:

Assistant Principals Mitchell and Hart:

Deans Daubenmire and Posth:

Guidance Counselors Heather Jones and Natasha Oliver:

ESE /support facilitators Emma Hawkins and Paul Reed:

Reading coach, behavior specialist and the school Psychologist:

Other staff that support MTSS include math teacher Gregory Holman, ESE Teachers and Reading teachers.

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

Weekly PBS (Positive Behavior Support) meetings for school wide decision making.

Weekly MTSS team meetings to discuss pertinent school issues, student needs, and to monitor student progress.

**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**

Data management systems:

Positive Response: The gap is closing. The SAT is able to extrapolate the point at which targeted student(s) will “come in range” of target – even if it is long range. The level of “risk” lowers over time.

Questionable Response: The rate at which gap is widening slows considerably, but gap is still widening. The gap stops widening but closure does not occur.

Data sources used to summarize tiered data for reading, mathematics, science, writing, and behavior include FCAT, FAIR, Successmaker, FCA scores, Demand Writing scores, SMS, and anecdotal notes from staff.

Examples of Data Management Systems: Graphs (chart dog, teacher created, etc.), Inform, Benchmark, PMRN, Dibels, FAIR (2010-2011), and Aimsweb for intensive reading students starting 2013-2014.

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

The plan to support MTSS will include weekly synergy meetings with the MTSS team. Also, Marion County will continue to provide professional development to school leadership and support schools with bi-annual progress monitoring meetings with administration. School level professional development is delivered during preschool, early release and during break out sessions during collaborative planning and faculty meetings. The MTSS problem solving team will look at data and develop ongoing progress monitoring systems regarding implementation at the school site.

**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:** 4,500

Daily Algebra and geometry tutoring with teacher, Mrs. Bucha.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Algebra and geometry EOC exams.

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

Administration and Mrs. Bucha.

**Literacy Leadership Team (LLT)**

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

Name	Title
Rob Hensel	Principal
Paula Hart	Assistant Principal, Curriculum
Tabitha McClendon-Farmer	Reading Coach
Suzanne Hazen	Reading Teacher
Marika Long	Language Arts teacher
Julie Quaid	Media Specialist
Aimee Perez	Science Teacher

### How the school-based LLT functions

School-based Literacy Leadership Teams (LLT), also referred to as Reading Leadership Teams, have the important task of monitoring the progress of reading and writing proficiency, ensuring that reading and writing is addressed in all classes and content areas, and providing teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. This is completed, in part, through the implementation of the coaching model.

Based on the current literacy proficiency of our students, we make sure to introduce reading and literacy best practices into our monthly department meetings. These are developed as a result of our monthly literacy team meetings.

Teachers are informed of the availability of our reading coach on campus as well should they have questions or need guidance about reading and literacy standards to introduce into the classrooms. The reading coach also supports our school level Car-PD (content area trained reading) teachers in social studies, math and science.

### Major initiatives of the LLT

To increase literacy throughout our entire campus by promoting and supporting the following literacy campaigns:

- \*Reading the novel "A Long Walk to Water" in our PE and intensive classes
- \*Having a culminating activity (H2O for Life Walk-A-Thon) and essay contest for the novel "A Long Walk to Water)
- \*A Bag of Books program where intensive reading teachers will sign a bag of books out to students over the weekend and students and parents journal about which book was read.
- \*Breakfast Book Clubs each quarter for each grade level where the love of reading good literature beyond the standard curriculum will be promoted.
- \*A family resource guide to Marion County to be created by ESE students.

## Every Teacher Contributes to Reading Instruction

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

In the effort to ensure that all students promoted from the eighth grade have the necessary academic skills for success in high school, we use various strategies to ensure that every teacher contributes to reading improvement. One strategy we use is having 8 teachers who are currently trained in reading in their specific content area (Car-PD teachers).

Also, our reading coach is readily available to help teachers with reading strategies throughout the content areas.

Professional development is offered for Common Core standards such as text complexity.

Additionally, we know that students must have the skills necessary for success in postsecondary education or the workplace. Knowing this, every teacher in the school must contribute to the reading improvement of every student. These efforts also include implementation of a coaching model at school,

additional professional development, and classroom support to ensure teaching reading across the curriculum.

Currently, our school is involed in reading a book entitled "A Long Walk to Water". Students in PE, intensive math and intensive reading classes are reading this book. There will be a culminating activity which involves raising money for villages who do not have running water. This will be the H2O for LIfe fund raiser later this fall.

## 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**

The school incorporates applied and integrated courses to help students see the relationship between subjects and relevance to their future. As a magnet school, Howard has a program that is called AAIT (advanced academics in technolgy). To that end, students in our magnet program have Advanced/ Honors courses and technology courses which require them to learn about current trends in technology. As an International Baccalaureate school, our teachers and students are supported in making the connection between the relevance of a subject and a student's future. We make an effort to ensure students make the connection with what they are learning and how it will be useful to their future in all courses and grade levels. We encoruage our students to be inquisitve and knowledgable members of their school, local, national, and international communities.

When participating in the annual International Day of Peace, our art classes and entire school has a chance to participate in an activity for which they can see how our attitudes and ideals can impact the community and world.

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

We promote academic and career planning in the following ways:

Details may include any courses or sections of courses that address academic and career planning as part of the curriculum, activities and exploration that takes place with the school guidance counselor, of projects and reflections required of the students involved in CTE or advanced academic programs. Enter any special advising or career planning events that take place on campus, including those where students can visit with representatives from colleges and local businesses.

### **Strategies for improving student readiness for the public postsecondary level**

Details here may reflect the efforts to increase those areas measured on the High School Feedback Report, including the number of students who: graduate, score at Achievement Level 3 or higher on the tenth grade FCAT 2.0 in reading and mathematics, complete a college preparatory curriculum, take a college entrance exam such as SAT or ACT, transition into college, and successfully complete their first semester of college math or English. Strategies may include efforts embedded in the curriculum, special test preparation opportunities, as well as academic advising and career planning events hosted by the school.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	72%	Yes	75%
American Indian				
Asian	94%	94%	Yes	95%
Black/African American	48%	48%	Yes	53%
Hispanic	78%	78%	Yes	80%
White	83%	83%	Yes	85%
English language learners	48%	48%	Yes	54%
Students with disabilities	32%	32%	Yes	39%
Economically disadvantaged	56%	56%	Yes	60%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	459	65%	55%
Students scoring at or above Achievement Level 4	28	15%	20%

### 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)	42		50%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		50%

**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)	12	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		41%
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>		32%

**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	340	49%	54%
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	68%	64%	No	72%
American Indian				
Asian	94%	95%	Yes	95%
Black/African American	44%	36%	No	50%
Hispanic	73%	65%	No	75%
White	80%	78%	No	82%
English language learners	48%	25%	No	54%
Students with disabilities	34%	17%	No	41%
Economically disadvantaged	52%	47%	No	57%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	18%	22%
Students scoring at or above Achievement Level 4	92	20%	24%



**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 %
Learning Gains	100	19%	23%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	50	35%	

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	50	20%	25%
Middle school performance on high school EOC and industry certifications	50	20%	25%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	80%	85%
Students scoring at or above Achievement Level 4	20	83%	87%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	363	64%	68%
Students scoring at or above Achievement Level 4	250	53%	57%

**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	342	55%	60%
Students scoring at or above Achievement Level 4	200	42%	46%



**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>		

**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)	2		3
Participation in STEM-related experiences provided for students	600	59%	64%

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

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

**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	120	17%	20%
Students who fail a mathematics course	18	8%	5%
Students who fail an English Language Arts course	25	10%	5%
Students who fail two or more courses in any subject	20	7%	
Students who receive two or more behavior referrals	58	12%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	45	9%	6%

**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**

Parent teacher conferences

School orientation

School open house

Parent portal sign up and help

SAC meetings

School website updated regularly

Flyers sent home with lower quartile students about how parents can help

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
SAC, volunteering at school and on field trips, volunteering with sports teams	20	25%	30%

## Goals Summary

- G1.** For the 2013-2014 school year, there will be a 3% increase in all sub group level 3-5 and students making learning gains. (add alt assess)
- G2.** Teachers will review FCA and benchmark data monthly and be prepared to share at data meetings for the purpose of discovering common areas reading, math and science students need help in and sharing best practices.

## Goals Detail

**G1.** For the 2013-2014 school year, there will be a 3% increase in all sub group level 3-5 and students making learning gains. (add alt assess)

### Targets Supported

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

### Resources Available to Support the Goal

- PD, tutoring etc...
- PD, tutoring etc...

### Targeted Barriers to Achieving the Goal

- Lack of prior knowledge
- Lack of fluency in reading
- Lack of attendance

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

School Admin

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

**G2.** Teachers will review FCA and benchmark data monthly and be prepared to share at data meetings for the purpose of discovering common areas reading, math and science students need help in and sharing best practices.

**Targets Supported**

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

**Resources Available to Support the Goal**

- FCA monthly testing, common core lead teachers will attend trainings and then facilitate trainings here at school for their departments. Helping teachers to meet the common core standards in their areas will facilitate better learning opportunities for students.

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

Increase of sub group performance by 3%.

**Person or Persons Responsible**

Teachers and administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

2014 FCAT school grade

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** For the 2013-2014 school year, there will be a 3% increase in all sub group level 3-5 and students making learning gains. (add alt assess)

**G1.B1** Lack of prior knowledge

**G1.B1.S1** Provide professional development for delivery of intensive reading curriculum for teachers.

### Action Step 1

Training on Read 180, Success Maker, Aimsweb and other reading programs

#### Person or Persons Responsible

Reading Coach and APC

#### Target Dates or Schedule

Early release days

#### Evidence of Completion

Student data, classroom rosters, classroom walkthrus

#### Facilitator:

Paula Hart

#### Participants:

Reading Coach and APC

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

Data logs, lesson plans

#### Person or Persons Responsible

Reading Coach and Admin

#### Target Dates or Schedule

Monthly reading department meetings, classroom walkthrus

#### Evidence of Completion

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## 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 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- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

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.

Head Start: Pre-Kindergarten program offered at selected feeder school sites.

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: Bike Safety Week, DARE Program (piloting for HMS 7th graders this year), Walk your Child to School...

Other agencies that may be collaborated with for various programs:

Marion County Children's Alliance

Marion County Public Education Foundation

Early Learning Coalition of Marion County

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

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** For the 2013-2014 school year, there will be a 3% increase in all sub group level 3-5 and students making learning gains. (add alt assess)

**G1.B1** Lack of prior knowledge

**G1.B1.S1** Provide professional development for delivery of intensive reading curriculum for teachers.

### PD Opportunity 1

Training on Read 180, Success Maker, Aimsweb and other reading programs

#### Facilitator

Paula Hart

#### Participants

Reading Coach and APC

#### Target Dates or Schedule

Early release days

#### Evidence of Completion

Student data, classroom rosters, classroom walkthrus



## Appendix 2: Budget to Support School Improvement Goals