

---

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

Osceola Middle School  
526 SE TUSCAWILLA AVE  
Ocala, FL 34471  
352-671-7100

---

### School Demographics

---

<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 45%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 35%

---

### School Grades History

---

<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</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>13</b>
<b>Goals Summary</b>	<b>18</b>
<b>Goals Detail</b>	<b>18</b>
<b>Action Plan for Improvement</b>	<b>22</b>
<b>Part III: Coordination and Integration</b>	<b>42</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>43</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>47</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
Not in DA	N/A	N/A

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Osceola Middle School

##### Principal

John Mccollum, III

##### School Advisory Council chair

Joan Chappell

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

Name	Title
John McCollum	Principal
Suzette Parker	Assistant Principal, curriculum
Reeshemha Anderson	Assistant Principal, discipline
Jeffrey Miller	Dean of students
Cindy Walker	Guidance Counselor
Stephanie Smith	Guidance 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 SAC is comprised of the school administration, teachers, and parents. Fifty three percent of the SAC is comprised of parents; nine percent school administration; and thirty-eight percent teachers (4 of whom are also parents of students at Osceola).

John McCollum, Principal

Joan Chappell- chair

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

The SAC committee is actively involved in analyzing the school data from the previous year and brainstorming solutions for improvement in each area analyzed. The full committee is broken into subcommittees in order to focus specifically on each area targeted in the School Improvement Plan.

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

The Osceola SAC meets monthly. At each meeting, members receive an update on progress in a specific goal area. The reporting subcommittee provides suggestions for improvement. This year focus will be on the lowest 25% of reading /math and growth of all students in reading and math. We will emphasize Car- PD and the FCA-0 plan for math. Common Core should be a central theme. The SAC also will address current school wide matters and target areas of interest for growth and improvement.

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

No funds have been allocated by the state for school improvement at this time.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements****Highly Qualified Staff**

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

**Administrators****# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:****John Mccollum, III**

Principal

Years as Administrator: 26

Years at Current School: 8

**Credentials**

BS - Education  
MA - Ed. Leadership

**Performance Record**

Earned 13 consecutive grades of "A" at elementary and middle school level.  
Current Grades:  
Osceola Middle - "B", 577 Points. The school is a Correct II due to the performance of black and economically disadvantaged students in the areas of math and reading. Additional performance information is available in this report and on the DOE School Accountability website.  
Eighth Street Elementary - "A", 562 points

<b>Suzette Parker</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
<b>Credentials</b>	BS - Agriculture MS - Education Ed.S - Ed. Leadership	
<b>Performance Record</b>	Osceola Middle - "B", 577 Points. The school is a Correct II due to the performance of black and economically disadvantaged students in the areas of math and reading. Additional performance information is available in this report and on the DOE School Accountability website. Three prior school grades of "A" at Osceola Middle.	

<b>Reeshemha Anderson</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 3
<b>Credentials</b>	BS - Psychology MS - Ed. Leadership	
<b>Performance Record</b>	Osceola Middle - "B", 577 Points. The school is a Correct II due to the performance of black and economically disadvantaged students in the areas of math and reading. Additional performance information is available in this report and on the DOE School Accountability website. Liberty Middle School - 2010-2011 Grade A, Reading Mastery 70%, Math Mastery 72%, Science Mastery 46%,. AYP: 72% White, African-American, Hispanics, Economically Disadvantaged, and SWD did not meet AYP in Reading. White, African-American, Economically Disadvantaged, and SWD did not meet AYP in Math. 2009-2010 Grade A, Reading Mastery 71 %, Math Mastery 70%, and Science Mastery 45%. AYP: 77% White, African-American, and SWD did not meet AYP in Reading. White, African-American, Economically Disadvantaged, and SWD	

### Instructional Coaches

#### # of instructional coaches

1

#### # receiving effective rating or higher

(not entered because basis is &lt; 10)

#### Instructional Coach Information:

**Meredith Scott**

Part-time / District-based

Years as Coach: 5

Years at Current School: 1

**Areas**

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

**Credentials**BS in English Secondary Education  
Certification: 6-12 English  
Reading Endorsement**Performance Record**Howard Middle School -grade C (2013); Liberty Middle School-  
grade C (2013)**Classroom Teachers****# of classroom teachers**

48

**# receiving effective rating or higher**

47, 98%

**# Highly Qualified Teachers**

98%

**# certified in-field**

48, 100%

**# ESOL endorsed**

17, 35%

**# reading endorsed**

5, 10%

**# with advanced degrees**

17, 35%

**# National Board Certified**

3, 6%

**# first-year teachers**

1, 2%

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

8, 17%

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

25, 52%

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

22, 46%

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

6



**# Highly Qualified**

6, 100%

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

6

**# 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**

Review resumes and certification- Administrators

Provide leadership opportunities- Administrators and Instructional Coaches

Provide professional development opportunities- Administrators and Instructional Coaches

Provide mentoring program for new teachers- Administrators

**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**

Mentoring Plan: 1. Planning meetings with mentors and mentees.2. Professional Development monthly throughout the 2013-2014 school year. 3. Collaborate weekly to discuss upcoming lessons and common assessments. Focus areas will include the following: How to accommodate students with special needs, classroom assignments and homework that provide appropriate challenges, classroom presence, e.g., moving throughout the classroom, voice effectiveness, appropriate professional demeanor, etc., classroom management, integration of technology into their classroom (Moodle, etc).4. Assists in the integration of other content areas into their classroom.

Sarah Hurst- 1st year teacher assigned Cynthia McCambridge because she is an experienced OMS teacher with a classroom next to Ms. Hurst; Sarah has also been assigned to an Agriculture teacher (Fallon Dirver) at Lake Weir Middle to assist her in her specific content area

**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 conversations regarding student 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 are all actively involved in the MTSS process. 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 meet bi-monthly with school psychologist, social worker, behavior specialist, guidance counselors, and specific teachers at Problem Solving Meetings (PST) to re-visit data from students struggling at each Tier of instruction. Resources and interventions for struggling students (in both academic and behavior arenas) are assigned and monitored at these PST meetings. Where appropriate direct instruction and computer software are utilized for both remediation and enrichment. Parents are notified of struggling student's progress through weekly tracking sheets and frequent parent conferences.

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

School leadership teams monitors effectiveness of instruction at all Tiers using the Marion County Instructional Evaluation System(MCIES). Instructors receive a minimum of 4 formal walkthroughs, 1 twenty minute informal observation, and 1 forty-five minute formal observation. In addition to MCIES, the administrative team conducts informal walkthroughs to monitor instructional practices, fidelity to CAR-pD strategies, and fidelity within each reading program. Leadership team and instructional staff receive instructional staff development on the MTSS process. Feedback and discussion from the MTSS process are a standing topic at each monthly small group department meeting.

### **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 AIMS Web) as well as local assessments (Focus Calendar Assessments, Quarterly Writing Assessments, Demand Writings, Reading Writing Assessments, Document Based Questions, etc.) Performance Matters also allows for teacher comparison 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 internal software (Custom Reports).

Tiered data can be found in Performance Matters where the intervention tier is identified and process 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 instruction.

### **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 opportunities 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, during breakout sessions at collaborative planning meetings, and during faculty meetings. The MTSS PST meets regularly to examine 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. Parents are notified of struggling student's progress through weekly tracking sheets and frequent parent conferences

### Literacy Leadership Team (LLT)

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

Name	Title
Suzette Parker	Assistant Principal, curriculum
David Steffey	Reading teacher
Lisa Roberts	Reading Teacher
Karen Cox	School Librarian
Stephanie Prisciandaro	Reading teacher
Meredith Scott	Instructional Coach
Jamila McGinnis	Language Arts teacher

#### How the school-based LLT functions

The team will meet monthly to review reading data. Data will be presented by the reading coach. Interventions will be suggested by team members. The SRLT at Osceola Middle has developed a plan for before school and after school activities as determined by the school's needs based on the school's data and available resources. Before school and after school activities and resources may include the following: access to media centers, peer tutoring, and teacher tutoring. Take Stock in Children is a mentoring program that provides monthly visits from a mentor from the community. Book clubs and after school study halls are offered in a variety of ways ranging from two to five times a week. The activities for summer may include suggested summer reading lists for all students, and communication of extended learning opportunities provided by outside agencies.

#### Major initiatives of the LLT

Text Complexity in the 50 Minute Classes- increase the number of nonfiction and technical pieces read in the 50 minute reading classes as well as during schoolwide reading time at the beginning of the school day

### 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 the first 20 minutes of the school day to reading. At the beginning of the year, we sponsor a schoolwide read where every student reads the same book. This year the selection is, "The Red Kayak." 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.

Many of our content area 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.

We also reserve a portion of every faculty meeting to highlight best reading practices in the content area and reading classrooms. This segment is called "There's an App for That," and it is led by teachers.

## 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, Technology, and Health Occupations classes for 7th and 8th grade students. Each of these classes is designed to expose students to career opportunities in the specific fields commiserate with the class. Each class also has an after school club to help students delve more deeply into the course and real life experiences associated with the course.

In the 6th grade we offer BRAVO (Building Responsibility And Valuing Organization) to every student for 18 weeks. One component of the class is career exploration and resume writing. The second half of the year is a Computer Applications course during which teachers show students how to use the Microsoft Office Suite; however the incorporation of career exploration is the basis around the projects which students complete in the course.

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

Guidance counselors visit every 6th grade BRAVO class to initiate discussions centered around career planning. Goal setting is a major component of BRAVO. The goal setting unit follows closely behind the guidance counselor visits.

Guidance Counselors visit classes again in the 8th grade to have more in depth conversations with students about career planning and the relationship to course selection in high school.

Agriculture, Technology, and Health Occupations also bring professional from their specific fields into the classroom to speak to students about careers.

### **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	71%	65%	No	74%
American Indian		67%		
Asian	100%	91%	No	100%
Black/African American	45%	35%	No	51%
Hispanic	64%	59%	No	68%
White	76%	71%	No	78%
English language learners	43%	16%	No	49%
Students with disabilities	39%	29%	No	45%
Economically disadvantaged	56%	49%	No	60%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	296	31%	34%
Students scoring at or above Achievement Level 4	310	33%	36%

### 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>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		78%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	536	56%	59%
Students in lowest 25% making learning gains (FCAT 2.0)	25	23%	28%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		42%
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>		7%
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>		16%

**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	215	67%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	72%	64%	No	75%
American Indian		67%		
Asian	90%	91%	Yes	91%
Black/African American	48%	40%	No	54%
Hispanic	68%	56%	No	71%
White	77%	71%	No	79%
English language learners	43%	8%	No	49%
Students with disabilities	41%	23%	No	47%
Economically disadvantaged	58%	49%	No	62%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	280	30%	33%
Students scoring at or above Achievement Level 4	316	33%	36%

**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>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		28%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	542	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	13%	16%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	63	7%	10%
Middle school performance on high school EOC and industry certifications	63	100%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	37	93%	95%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		7%
Students scoring at or above Achievement Level 4	22	96%	93%

**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	92	27%	30%
Students scoring at or above Achievement Level 4	92	27%	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

**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)	8		11
Participation in STEM-related experiences provided for students	280	30%	35%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	291	31%	34%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	56	89%	92%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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	1	25%	25%

**Area 8: Early Warning Systems**



**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	23	2%	0%
Students who fail a mathematics course	11	1%	0%
Students who fail an English Language Arts course	8	0%	0%
Students who fail two or more courses in any subject	18	2%	0%
Students who receive two or more behavior referrals	192	20%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	75	8%	5%

**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 will increase the number and type of parent communications involving student performance data and opportunities for parents to be involved in their student's education.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
School Connects Text Messages	1	>1%	3%%
Teacher web site hits		%	+5%
Parent Portal Account Activation	644	68%	75%

## Goals Summary

- G1.** Increase percent of students scoring proficient on Math and Reading FCAT 2.0 by 3%.
- G2.** Increase the percentage of 8th grade students scoring proficient on Science FCAT 2.0 by 3%.
- G3.** Increase the percent of 8th grade students scoring level 3.5 on FCAT Writing by 3%.
- G4.** Increase the number and methods of communication with parents by 5% in order to inform larger number of parents with a higher rate of consistency.

## Goals Detail

### G1. Increase percent of students scoring proficient on Math and Reading FCAT 2.0 by 3%.

#### Targets Supported

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

#### Resources Available to Support the Goal

- Each math teacher offers 1 day of free tutoring after school
- Reading and Math textbooks are available for free online through the student desktop
- Teacher web pages offer a variety of ancillary websites and activities for both review and enrichment
- FCAT Explorer is available for use by students both at school and at home
- Osceola school web page list a variety free web games and resources designed to supplement math and reading instruction
- Allocate 20 minutes to beginning of school day for Accelerated Reader reading time
- Media Center hosts reading celebrations
- Designated teacher to circulate and deliver AIMS web probes to students not in a formal reading class

#### Targeted Barriers to Achieving the Goal

- Students need more mathematics instruction time.
- Limited student experience with complex reading text and common core skills in math.
- Students are entering middle school with a deficiency in decoding, vocabulary, and/or fluency. Students lack comprehension, vocabulary skills, and strategies.

### Plan to Monitor Progress Toward the Goal

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

**Person or Persons Responsible**

Admin team, teachers, and instructional coach

**Target Dates or Schedule:**

After completion of each FCA, DBQ, QWA, QRA, RWA, and demand writing.

**Evidence of Completion:**

Student scores will indicate success on the goal itself while minutes from data meetings and department meetings will indicate completion of steps towards achieving goal.

### G2. Increase the percentage of 8th grade students scoring proficient on Science FCAT 2.0 by 3%.

**Targets Supported**

- Science
- Science - Middle School
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Teacher generated review labs
- Teachers volunteer time for tutoring after school
- FIRST Robotics Team
- Academic Team competitions

**Targeted Barriers to Achieving the Goal**

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

### Plan to Monitor Progress Toward the Goal

Use of science passages to teach reading skills and the technical language of science

**Person or Persons Responsible**

Admin Team & Instructional Coach

**Target Dates or Schedule:**

Walkthroughs & classroom visits; department meetings

**Evidence of Completion:**

Student grades, FCA, and FCAT 2.0 test data

**G3. Increase the percent of 8th grade students scoring level 3.5 on FCAT Writing by 3%.**

**Targets Supported**

- Reading (FCAT2.0)
- Writing

**Resources Available to Support the Goal**

- Teachers trained in implementation of Document Based Question (DBQ)
- Creative writing class will integrate writing to complex text this year
- Teachers who participated in "Academic Conversations" are a resource to their peers

**Targeted Barriers to Achieving the Goal**

- Not enough FCAT writing training this past year.

**Plan to Monitor Progress Toward the Goal**

Student progress on RWA's and demand writing

**Person or Persons Responsible**

Admin team, instructional coach, and teachers

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Minutes from department meetings and data housed in Performance Matters

**G4. Increase the number and methods of communication with parents by 5% in order to inform larger number of parents with a higher rate of consistency.**

**Targets Supported**

- Parental Involvement
- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Parent Portal- showcases gradebook and links to teacher websites and e-mail
- School Connects- text message delivery system
- Connect 5- Automated phone message system
- Teacher and School Websites
- Student Desktop- allows student access to e-textbooks, grades, and other links to important information

**Targeted Barriers to Achieving the Goal**

- Lack of teacher training using new website format
- Parents have no knowledge of "School Connects" and how to use it

## Plan to Monitor Progress Toward the Goal

Response to School Survey

**Person or Persons Responsible**

Admin Team

**Target Dates or Schedule:**

End of Year

**Evidence of Completion:**

School survey data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase percent of students scoring proficient on Math and Reading FCAT 2.0 by 3%.

**G1.B1** Students need more mathematics instruction time.

**G1.B1.S1** Decrease number of students needing 100 minutes of reading.

### Action Step 1

Implement reading strategies in their content area with fidelity

#### Person or Persons Responsible

Reading Teachers and Car-pD teachers

#### Target Dates or Schedule

Instruction occurs during subject area teaching

#### Evidence of Completion

Data notebooks & fidelity checklists

#### Facilitator:

Meredith Scott- instructional coach

#### Participants:

Reading Teachers and Car-pD teachers

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

Fidelity checklists and informal feedback

#### Person or Persons Responsible

Administrative Team and instructional coach

#### Target Dates or Schedule

during classroom walkthroughs and informal classroom visits

#### Evidence of Completion

MCIES data on TrueNorth Logic and data notebooks

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

Examine student data and collaborate

### Person or Persons Responsible

Teacher and admin team

### Target Dates or Schedule

Department meetings

### Evidence of Completion

Improvement in student performance

## G1.B1.S2 Offer an FCA#0 to review 5th grade math concepts before starting 6th grade curriculum

### Action Step 1

Teach review concepts from 5th grade math

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

In the first 2 weeks of school

### Evidence of Completion

Score results of FCA0

### Facilitator:

Bobbie Knighton

### Participants:

Teachers

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

Classroom walkthroughs and data review

#### Person or Persons Responsible

Admin team

#### Target Dates or Schedule

First 2 weeks of school

#### Evidence of Completion

Data results from FCA zero

### Plan to Monitor Effectiveness of G1.B1.S2

Examine student results in collaborative format

#### Person or Persons Responsible

Admin Team and teachers

#### Target Dates or Schedule

After completion of FCA 0

#### Evidence of Completion

Meeting minutes

### G1.B2 Limited student experience with complex reading text and common core skills in math.

**G1.B2.S1** Implement opportunities students to read complex science and social studies passages during the AR period. These passages will be discussed in math class.

#### Action Step 1

Reading complex science and social studies passages

#### Person or Persons Responsible

All 1st period teachers

#### Target Dates or Schedule

1st 20 minutes of class

#### Evidence of Completion

Interactive discussions in math class



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

Monitor fidelity for use & content of 1st 20 minutes of period 1

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

Admin team

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

During classroom walkthroughs

#### **Evidence of Completion**

Student participation as measured by discussions in math class

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

Quality of student participation in response to questioning

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

Teachers

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

During classroom discussion and during class activities

#### **Evidence of Completion**

Students are able to ask and answer higher order questions

**G1.B2.S2** Provide additional CAR-PD training and personnel at each school.

**Action Step 1**

Target social studies and science teachers for enrollment into CAR-pD training

**Person or Persons Responsible**

Assistant Principal of Curriculum

**Target Dates or Schedule**

Prior to start of school

**Evidence of Completion**

Teachers enrolled in Car-Pd training

**Facilitator:**

Michelle Surman

**Participants:**

Assistant Principal of Curriculum

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

Implementing strategies in class

**Person or Persons Responsible**

Content area teachers

**Target Dates or Schedule**

During content area instruction

**Evidence of Completion**

Fidelity checklists

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

CAR-pD fidelity checks

### Person or Persons Responsible

Admin team

### Target Dates or Schedule

Walkthroughs and informal classroom visits

### Evidence of Completion

Fidelity checklist

**G1.B3** Students are entering middle school with a deficiency in decoding, vocabulary, and/or fluency. Students lack comprehension, vocabulary skills, and strategies.

## G1.B3.S1 Support implementation of AIMS Web

### Action Step 1

Use and integrations of AIMS Web

### Person or Persons Responsible

Reading teachers and instructional coach

### Target Dates or Schedule

In reading classes

### Evidence of Completion

Implementation of differentiation strategies in the classroom

## Plan to Monitor Fidelity of Implementation of G1.B3.S1

Successful use of AIMS Web by reading students

### Person or Persons Responsible

Admin team and instructional coach

### Target Dates or Schedule

Walkthroughs and informal classroom visits

### Evidence of Completion

Student data report generated & implemented

## Plan to Monitor Effectiveness of G1.B3.S1

Use of AIMS web with fidelity

### Person or Persons Responsible

Admin Team & Instructional coach

### Target Dates or Schedule

Walkthroughs and informal classroom visits

### Evidence of Completion

Implementation of differentiation of instruction for each student

## G1.B3.S2 Provide additional CAR-PD training and personnel at each school.

### Action Step 1

Enlist science and social studies teachers for CAR-pD training

### Person or Persons Responsible

Assistant Principal, curriculum

### Target Dates or Schedule

Pre-school

### Evidence of Completion

Completion of Car-Pd course

### Facilitator:

Michelle Surman

### Participants:

Assistant Principal, curriculum

### Plan to Monitor Fidelity of Implementation of G1.B3.S2

Use of Car-Pd strategies

**Person or Persons Responsible**

Admin team and instructional coach

**Target Dates or Schedule**

During class instruction

**Evidence of Completion**

Car-pD fidelity checklist

### Plan to Monitor Effectiveness of G1.B3.S2

Use of formative assessment to gauge student understanding

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

During class instruction

**Evidence of Completion**

Students respond appropriately to formative probes

**G2.** Increase the percentage of 8th grade students scoring proficient on Science FCAT 2.0 by 3%.

**G2.B1** Students are non-proficient in reading in technical nature of science text.

**G2.B1.S1** Implement opportunities students to read complex science and social studies passages during the AR period. These passages will be discussed in math class.

**Action Step 1**

Reading complex science and social studies passages

**Person or Persons Responsible**

All 1st period teachers

**Target Dates or Schedule**

1st 20 minutes of class

**Evidence of Completion**

Interactive discussions in math class & application during science labs

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

Monitor fidelity to preserved 20 minutes of AR during period 1

**Person or Persons Responsible**

Admin team

**Target Dates or Schedule**

During classroom walkthroughs

**Evidence of Completion**

Student participation in math class discussions regarding reading from period 1

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

Quality of student participation in response to questioning and during lab activities

**Person or Persons Responsible**

Science & Math Teachers

**Target Dates or Schedule**

During classroom discussion and class activities

**Evidence of Completion**

Students are able to ask and answer higher order questions

**G2.B1.S2** Science text should be included in 50-minute intensive reading classes.

**Action Step 1**

Will use science passages and science text

**Person or Persons Responsible**

Reading teachers

**Target Dates or Schedule**

During 50 minute reading classes

**Evidence of Completion**

Teacher lesson plans and reflections

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

Use of science passages to teach reading skills

**Person or Persons Responsible**

Admin Team & Instructional Coach

**Target Dates or Schedule**

Walkthroughs & classroom visits

**Evidence of Completion**

Data Notebooks

### Plan to Monitor Effectiveness of G2.B1.S2

Technical science passages

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Classroom tests & quizzes

**Evidence of Completion**

Student comprehension of lab topics & technical passages

**G2.B1.S3** Provide additional labs and offer more science-oriented opportunities through clubs and field trips. to help with comprehension and retention of FCAT-tested concepts.

**Action Step 1**

Hands on lab activities and after school experiences

**Person or Persons Responsible**

Science teachers & admin

**Target Dates or Schedule**

During science class & after school

**Evidence of Completion**

Teacher gradebooks and student participation in enrichment opportunities

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

Integration of lab activities and communication of enrichment opportunities

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

Admin team

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

During classroom walkthroughs & informal class visits

#### **Evidence of Completion**

TrueNorth Logic data and enrichment rosters

### **Plan to Monitor Effectiveness of G2.B1.S3**

Quality of student participation and performance in science

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

Science teachers and admin

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

During class discussions and during class activities

#### **Evidence of Completion**

Student grades and FCA, and FCAT 2.0 data

**G3.** Increase the percent of 8th grade students scoring level 3.5 on FCAT Writing by 3%.

**G3.B1** Not enough FCAT writing training this past year.

**G3.B1.S1** Use DBQ as instructional tool to better prepare students for writing.

#### **Action Step 1**

Focus on what a quality piece of writing will look like

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

Teachers

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

During course of DBQ instruction in the content area

#### **Evidence of Completion**

Documentation in lesson plans



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

Use and implementation of DBQ

**Person or Persons Responsible**

Administration team & instructional coach

**Target Dates or Schedule**

During formal and informal classroom visits

**Evidence of Completion**

Student product and teacher feedback

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

Student writing quality on DBQ

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Implementing and grading DBQ

**Evidence of Completion**

Student grades on DBQ

**G3.B1.S2 Offer argumentative writing training for teachers.**

**Action Step 1**

Train peers in argumentative writing

**Person or Persons Responsible**

Common Core Lead Teachers (CCLT)

**Target Dates or Schedule**

During Early Release days

**Evidence of Completion**

Rosters from TrueNorth Logic

**Facilitator:**

CCLT

**Participants:**

Common Core Lead Teachers (CCLT)

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

Implementation of argumentative writing in classroom instruction

**Person or Persons Responsible**

Admin team

**Target Dates or Schedule**

Classroom walkthroughs and informal visits

**Evidence of Completion**

Student writing products

## Plan to Monitor Effectiveness of G3.B1.S2

Student use of argumentative writing

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Assessing students products

### Evidence of Completion

Student grades on assignments using argumentative writing techniques

**G3.B1.S3** Integrate Reading Writing Assessments (RWA) into curriculum at grades 6 & 7 while continuing demand writing in grade 8.

### Action Step 1

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

### Person or Persons Responsible

Language Arts teachers

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student writing products

### Facilitator:

CCLT

### Participants:

Language Arts teachers

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

Monitor implementation of RWA and demand writing

**Person or Persons Responsible**

Admin team

**Target Dates or Schedule**

Classroom walkthroughs and department meetings

**Evidence of Completion**

Minutes from department meetings where data is disaggregated

### **Plan to Monitor Effectiveness of G3.B1.S3**

Instructional skills required for RWA/ demand writing

**Person or Persons Responsible**

Admin team

**Target Dates or Schedule**

Classroom walkthroughs and informal class visits

**Evidence of Completion**

Scores for student writing products

**G4.** Increase the number and methods of communication with parents by 5% in order to inform larger number of parents with a higher rate of consistency.

**G4.B1** Lack of teacher training using new website format

**G4.B1.S1** Advertise summer training opportunities for web site training & offer incentives, and Invite district personnel to campus to train teachers during the first week of school

**Action Step 1**

Plan for district personnel to come to school site & use voice & e-mail messages to advertise summer opportunities

**Person or Persons Responsible**

Assistant Principal, curriculum

**Target Dates or Schedule**

Pre-school

**Evidence of Completion**

Completed teacher websites

**Facilitator:**

Larry Booth

**Participants:**

Assistant Principal, curriculum

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

Check teacher websites to make sure they are current

**Person or Persons Responsible**

Admin team

**Target Dates or Schedule**

Every 4 weeks

**Evidence of Completion**

Up to date websites published consistently

### Plan to Monitor Effectiveness of G4.B1.S1

Parent survey

**Person or Persons Responsible**

Admin team

**Target Dates or Schedule**

Spring of school year

**Evidence of Completion**

Completed surveys shared with SAC

### G4.B1.S2 Utilize existing staff to mentor peers who struggle with website technology

**Action Step 1**

Help sessions and peer assistance

**Person or Persons Responsible**

APC and teachers

**Target Dates or Schedule**

Monthly help sessions for web site questions

**Evidence of Completion**

Teacher web sites posted and up to date

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

Web site troubleshooting is available

**Person or Persons Responsible**

Admin team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Teacher web sites are posted and up to date

## Plan to Monitor Effectiveness of G4.B1.S2

Survey

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

End of year

### Evidence of Completion

Survey results

## G4.B2 Parents have no knowledge of "School Connects" and how to use it

### G4.B2.S1 Send Connect 5 Messages reminding parents to encourage them to sign up for School Connects

#### Action Step 1

Send Connect 5 Phone message reminder

#### Person or Persons Responsible

Principal and APC

#### Target Dates or Schedule

Beginning of school & at progress report time

#### Evidence of Completion

Phone log from Connect 5

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

Disaggregate data from Connect 5 phone logs

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

Each 9 weeks

#### Evidence of Completion

Data analysis

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

Parent Survey

### Person or Persons Responsible

Admin Team

### Target Dates or Schedule

End of Year Survey

### Evidence of Completion

Survey Data

**G4.B2.S2** Blurbs in school newsletter and flyers sent home depicting screen shots of School Connects functionality and set-up

### Action Step 1

Publish blurbs and screenshots

### Person or Persons Responsible

Principal and APC

### Target Dates or Schedule

Summer, Beginning of school and quarterly

### Evidence of Completion

Newsletter and flyer

## Plan to Monitor Fidelity of Implementation of G4.B2.S2

School Connects usage

### Person or Persons Responsible

Principal

### Target Dates or Schedule

End of each semester

### Evidence of Completion

School Connects usage report



## Plan to Monitor Effectiveness of G4.B2.S2

Parent response to Connect 5

### **Person or Persons Responsible**

Principal

### **Target Dates or Schedule**

End of each semester

### **Evidence of Completion**

Informal parent survey

## 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 - NA

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 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.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

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. Increase percent of students scoring proficient on Math and Reading FCAT 2.0 by 3%.

#### G1.B1 Students need more mathematics instruction time.

##### G1.B1.S1 Decrease number of students needing 100 minutes of reading.

#### PD Opportunity 1

Implement reading strategies in their content area with fidelity

##### Facilitator

Meredith Scott- instructional coach

##### Participants

Reading Teachers and Car-pD teachers

##### Target Dates or Schedule

Instruction occurs during subject area teaching

##### Evidence of Completion

Data notebooks & fidelity checklists

##### G1.B1.S2 Offer an FCA#0 to review 5th grade math concepts before starting 6th grade curriculum

#### PD Opportunity 1

Teach review concepts from 5th grade math

##### Facilitator

Bobbie Knighton

##### Participants

Teachers

##### Target Dates or Schedule

In the first 2 weeks of school

##### Evidence of Completion

Score results of FCA0

**G1.B2** Limited student experience with complex reading text and common core skills in math.

**G1.B2.S2** Provide additional CAR-PD training and personnel at each school.

**PD Opportunity 1**

Target social studies and science teachers for enrollment into CAR-pD training

**Facilitator**

Michelle Surman

**Participants**

Assistant Principal of Curriculum

**Target Dates or Schedule**

Prior to start of school

**Evidence of Completion**

Teachers enrolled in Car-Pd training

**G1.B3** Students are entering middle school with a deficiency in decoding, vocabulary, and/or fluency. Students lack comprehension, vocabulary skills, and strategies.

**G1.B3.S2** Provide additional CAR-PD training and personnel at each school.

**PD Opportunity 1**

Enlist science and social studies teachers for CAR-pD training

**Facilitator**

Michelle Surman

**Participants**

Assistant Principal, curriculum

**Target Dates or Schedule**

Pre-school

**Evidence of Completion**

Completion of Car-Pd course

**G3.** Increase the percent of 8th grade students scoring level 3.5 on FCAT Writing by 3%.

**G3.B1** Not enough FCAT writing training this past year.

**G3.B1.S2** Offer argumentative writing training for teachers.

**PD Opportunity 1**

Train peers in argumentative writing

**Facilitator**

CCLT

**Participants**

Common Core Lead Teachers (CCLT)

**Target Dates or Schedule**

During Early Release days

**Evidence of Completion**

Rosters from TrueNorth Logic

**G3.B1.S3** Integrate Reading Writing Assessments (RWA) into curriculum at grades 6 & 7 while continuing demand writing in grade 8.

**PD Opportunity 1**

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

**Facilitator**

CCLT

**Participants**

Language Arts teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student writing products

**G4.** Increase the number and methods of communication with parents by 5% in order to inform larger number of parents with a higher rate of consistency.

**G4.B1** Lack of teacher training using new website format

**G4.B1.S1** Advertise summer training opportunities for web site training & offer incentives, and Invite district personnel to campus to train teachers during the first week of school

**PD Opportunity 1**

Plan for district personnel to come to school site & use voice & e-mail messages to advertise summer opportunities

**Facilitator**

Larry Booth

**Participants**

Assistant Principal, curriculum

**Target Dates or Schedule**

Pre-school

**Evidence of Completion**

Completed teacher websites

## Appendix 2: Budget to Support School Improvement Goals