



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Wakulla Middle School**

22 JEAN DR

Crawfordville, FL 32327

850-926-7143

<http://www.wakullaschooldistrict.org/wms.cfm>

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 56%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 22%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
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

Wakulla Middle School

##### Principal

Michael Barwick

##### School Advisory Council chair

Angie Gentry

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

Name	Title
Mike Barwick	Principal
Sue Hutchins	Guidance Counselor
Angie Gentry	School Improvement Chairperson
Becky Thomas	Reading Committee Chairperson
Sandy Byars	Language Arts Committee Chairperson
Josh Sandgren	Math Committee Chairperson
Logan Crouch	Science Committee Chairperson
Jessica Mapes	Parental Involvement Committee Chairperson
Katherine Spivey	AVID Committee Chairperson

#### District-Level Information

##### District

Wakulla

##### Superintendent

Mr. Robert Pearce

##### Date of school board approval of SIP

10/21/2013

### 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

There are seven voting parent members. WMS SAC Committee Chairpersons, the Guidance Counselor, a non instructional staff member and the principal are also members. Six of them have voting rights.

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

This plan was created with member input. The SAC members reviewed and edited the plan for feasibility and completeness.

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

The SAC Committee will actively support the goals included in this document.

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

School improvement funds will be allocated to support the goals stated within the plan.

**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**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Michael Barwick**

Principal

Years as Administrator: 9

Years at Current School: 20

**Credentials**

Master's Degree  
Educational  
Leadership,  
General Science,  
Mathematics,  
School Principal

**Performance Record**

School grade of an A for 11 years.

**Tolar Griffin**

Asst Principal

Years as Administrator: 7

Years at Current School: 4

**Credentials**

Master's Degree  
Educational  
Leadership,  
Social Science

**Performance Record**

School grade of an A for 4 years.

**Instructional Coaches**

**# of instructional coaches**

**# receiving effective rating or higher**

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

Reading/Literacy

Credentials

Performance Record

**Classroom Teachers**

**# of classroom teachers**

33

**# receiving effective rating or higher**

33, 100%

**# Highly Qualified Teachers**

88%

**# certified in-field**

29, 88%

**# ESOL endorsed**

24, 73%

**# reading endorsed**

9, 27%

**# with advanced degrees**

14, 42%

**# National Board Certified**

4, 12%

**# first-year teachers**

0, 0%

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

6, 18%

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

11, 33%

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

16, 48%

**Education Paraprofessionals**

**# of paraprofessionals**

6



**# Highly Qualified**

100, 1667%

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

1

**# 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**

Highly qualified new teachers are recruited via e-recruiting through the district website. New hires are assigned an on campus mentor with a similar teaching assignment. Mentor teachers conduct regularly scheduled meetings with the new hire. The principal or his designee also meets with new hires throughout the year.

**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**

All new hires are assigned an on campus mentor with a similar teaching assignment. He or she conducts regularly scheduled meetings with the new hire to support their success. Topics include Professional Development Plans, Curriculum Guides, Behavior Management, Progress Monitoring, Instructional Strategies. This program is overseen by the principal.

**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 role of the MTSS team is to explore ways that they can follow the district's problem solving model to ensure the success of every student. They will meet biweekly to review data from students not achieving success within the Tier 1 instructional deliver and offer strategies to promote achievement.

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

Principal or Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Teacher Requesting meeting: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2

interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

School Psychologist and Guidance Counselor: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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

The leadership team will monitor the fidelity of the school's MTSS and SIP during regularly scheduled meetings.

### **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**

In Reading - FAIR (Florida Assessments for Instruction in Reading) will be administered three times a year, all students will take the Broad Screen and the Broad Diagnostic Inventory with targeted students being assessed with the Targeted Diagnostic Inventory. All information is entered into the Progress Monitoring Reporting Network. Disaggregated data reports are then available to administrators and teachers to use in planning for instruction. Ongoing progress monitoring is utilized for Tier II and Tier III students between the assessment windows. This is also a part of FAIR. EasyCBM assessments will also be utilized at Tier II and III.

In Math - All students will take the STAR Math assessment in the fall, winter, and spring for progress monitoring. This data is accessible through the STAR Math website. Tier II and Tier III students will be given the GMADE from Pearson to determine specific needs in math instruction. Detailed progress monitoring information is updated each nine weeks. EasyCBM assessments will also be utilized at Tier II and III.

In Science – FCAT Science scores and Textbook, Teacher created assessments. Achievement on teacher created assessment as well as each nine weeks grade will be used to determine progress. Ongoing progress monitoring is utilized for Tier II and Tier III students.

In Writing – FCAT Writing scores and School Wide FCAT Writing practice as well as teacher created writing assessments will be used to determine progress. Ongoing progress monitoring is utilized for Tier II and Tier III students.

In Engagement- Student referral information from the SWISS report as well as attendance reports will be scrutinized for trends three times a year. Results from report will be utilized as progress monitoring for Tier II and Tier III students.

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

All new personnel are required to complete a five hour online Response to Intervention module. School based MTSS district team members will work with faculties to orient them to the district and school plans. A teacher packet has been created and is available to all teachers on the district website. Ongoing training will occur throughout the school year with some utilization of early release days. In addition, the school Intervention Support Team will serve as a training forum for teachers who are working with Tier II and Tier III students.

### **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:** 1,200

Targeted instruction to meet the needs of the lowest quartile and/or other at risk students.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Teacher created assessments, FAIR assessment reports, STAR Math reports, FCAT student achievement

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

The principal is responsible for monitoring the implementation of this strategy.

**Strategy:** Summer Program  
**Minutes added to school year:** 1,260

AVID Summer Institute

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Teacher created lesson plans and assessment, FAIR assessment reports, STAR Math reports, FCAT student achievement

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

The principal is responsible for monitoring the implementation of this strategy.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Mike Barwick	Principal
Angie Gentry	6th Grade Reading/LA Teacher
Alexandra Kauffman	6th Grade LA Teacher
Sandy Byars	6th Grade Reading/LA Teacher
Lucile Graham	7th Grade Reading/LA Teacher
Chrissy Sarvis	7th Grade Reading/LA Teacher

Name	Title
Donna Young	7th Grade Reading/LA Teacher
Deidra Walker	8th Grade Reading/LA Teacher
Ruth Ann Glisson	8th Grade LA Teacher
Katherine Spivey	8th Grade LA Teacher
Lara Davis	8th Grade Reading/LA Teacher
Julie Perry	ESE Reading/LA Teacher

### How the school-based LLT functions

The purpose of the Literacy Leadership Team is to actively and collaboratively develop and communicate a shared whole school vision that is centered around literacy and learning in all content areas. The LLT will meet monthly to discuss current literacy implementations, collaboratively problem solve, and address any essential questions that may arise.

### Major initiatives of the LLT

The major initiatives of the team are to implement Learning Logs in every academic subject area, make changes to the School Wide Vocabulary program to improve implementation, and make adjustments to the Summer Reading Plan and District Reading Plan.

## Every Teacher Contributes to Reading Instruction

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

Learning Logs will be implemented in every subject area and grade to encompass the entire school. History instruction will include one Document Based Question activity per nine weeks. Training will take place to share reading in the content area strategies. Content area teachers will work with reading teachers on their teams to ensure correct application of strategies. The principal will also conduct walk through visits to ensure that implementation is occurring in the classrooms.

## 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	74%	72%	No	77%
American Indian				
Asian				
Black/African American	59%	66%	Yes	63%
Hispanic		47%		
White	76%	79%	Yes	78%
English language learners				
Students with disabilities	57%	33%	No	61%
Economically disadvantaged	66%	61%	No	69%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	16%	25%
Students scoring at or above Achievement Level 4	122	21%	25%

#### 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>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		58%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	415	73%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	101	71%	77%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		55%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	57	58%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	72%	No	75%
American Indian				
Asian				
Black/African American	63%	45%	No	66%
Hispanic		64%		
White	73%	72%	No	76%
English language learners				
Students with disabilities	46%	37%	No	51%
Economically disadvantaged	65%	59%	No	69%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	14%	25%
Students scoring at or above Achievement Level 4	116	20%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	35%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	60%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	426	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	82	58%	60%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	102	59%	60%
Middle school performance on high school EOC and industry certifications	100	57%	59%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	26%	30%
Students scoring at or above Achievement Level 4	61	73%	75%

**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	19	33%	35%
Students scoring at or above Achievement Level 4	17	29%	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	55	10%	15%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	18	10%	15%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	18	10%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		10%	15%
Students taking CTE industry certification exams	18	10%	15%
Passing rate (%) for students who take CTE industry certification exams		94%	95%
<b>CTE program concentrators</b>			
CTE teachers holding appropriate industry certifications	1	100%	100%

**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	116	18%	17%
Students who fail a mathematics course	47	7%	6%
Students who fail an English Language Arts course	33	5%	4%
Students who fail two or more courses in any subject	33	5%	4%
Students who receive two or more behavior referrals	102	16%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	145	22%	21%

**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**



Increase parental involvement overall by 5%.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental volunteerism, conferencing	258	40%	42%
Participation in Open House	484	75%	78%

## Goals Summary

- G1.** To support Writing achievement to achieve target goal of 60% of students scoring at or above a 3.5 on the statewide writing assessment.
- G2.** To support Science achievement to achieve target goal of 65% of students scoring a level 3 or above on the science statewide assessment.
- G3.** To support Reading achievement target goal of 77% of students scoring at a level 3 or above on the reading statewide assessment.
- G4.** To support Math achievement target goal of 75% of students scoring at a level 3 or above on the math statewide assessment.

## Goals Detail

**G1.** To support Writing achievement to achieve target goal of 60% of students scoring at or above a 3.5 on the statewide writing assessment.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Middle School
- STEM - All Levels
- EWS - Middle School

### Resources Available to Support the Goal

- Writing Strategies professional development.
- Implementation of Learning Logs in every academic area.
- School Wide Vocabulary
- AVID WICRR strategies

### Targeted Barriers to Achieving the Goal

- Teacher uncertainty regarding writing strategies and assessment.

## Plan to Monitor Progress Toward the Goal

Teachers utilizing writing strategies

### Person or Persons Responsible

Literacy Leadership Team, School Advisory Council

### Target Dates or Schedule:

Scheduled meetings

### Evidence of Completion:

School level and state level writing assessment scores

**G2.** To support Science achievement to achieve target goal of 65% of students scoring a level 3 or above on the science statewide assessment.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science - Middle School
- STEM - All Levels
- EWS - Middle School

### Resources Available to Support the Goal

- Science related material

### Targeted Barriers to Achieving the Goal

- Students lack the basic science knowledge to build upon and meet expected levels at middle school.

## Plan to Monitor Progress Toward the Goal

Student grades

### Person or Persons Responsible

Classroom teacher, principal

### Target Dates or Schedule:

Every nine weeks

### Evidence of Completion:

Student grades of 60% or above.

**G3.** To support Reading achievement target goal of 77% of students scoring at a level 3 or above on the reading statewide assessment.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- U.S. History EOC
- Civics EOC
- Science - Middle School
- STEM - All Levels
- EWS - Middle School

**Resources Available to Support the Goal**

- DBQ teacher resources for Social Studies
- Test review material
- Sunshine State Reader books, Non fiction books
- AVID WICRR Training

**Targeted Barriers to Achieving the Goal**

- Students who lack supports/strategies to achieve at a high level in reading.
- Students lack the skills necessary to achieve proficiency.

**Plan to Monitor Progress Toward the Goal**

FAIR Assessment results and classroom grades

**Person or Persons Responsible**

Tolar Griffin (assistant principal), Sue Hutchins (guidance counselor), RtI Team, classroom teachers

**Target Dates or Schedule:**

After FAIR administration, grades at progress report and report card

**Evidence of Completion:**

FAIR assessment results, classroom grades, teacher created checklists and calendars. For those in Tier 3: Easy CBM reports and Read 180 reports.

**G4.** To support Math achievement target goal of 75% of students scoring at a level 3 or above on the math statewide assessment.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Middle School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Math remediation materials
- Math standardized testing materials

**Targeted Barriers to Achieving the Goal**

- Students lack the skill to achieve at proficiency.

**Plan to Monitor Progress Toward the Goal**

Specific targeted intervention

**Person or Persons Responsible**

Classroom teacher, Rtl team

**Target Dates or Schedule:**

Rtl meeting

**Evidence of Completion:**

Lesson plans, classroom grades, teacher created checklists/calendar, STAR Math report, Easy CBM reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To support Writing achievement to achieve target goal of 60% of students scoring at or above a 3.5 on the statewide writing assessment.

**G1.B2** Teacher uncertainty regarding writing strategies and assessment.

**G1.B2.S1** Teacher training on writing strategies and assessment.

#### Action Step 1

Writing Strategies and Assessment

##### Person or Persons Responsible

All Teachers

##### Target Dates or Schedule

Teacher Training Days

##### Evidence of Completion

Implementation of writing strategies and assessment through lesson plan and final artifact.

##### Facilitator:

Dr. K Oropallo

##### Participants:

All Teachers

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

Writing Artifacts

##### Person or Persons Responsible

Principal

##### Target Dates or Schedule

Ongoing

##### Evidence of Completion

Student Artifacts

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

Implementation of writing strategies.

### Person or Persons Responsible

Principal

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Created Artifact

**G2.** To support Science achievement to achieve target goal of 65% of students scoring a level 3 or above on the science statewide assessment.

**G2.B1** Students lack the basic science knowledge to build upon and meet expected levels at middle school.

**G2.B1.S1** Science teachers will utilize curriculum that encompasses all scientific domains.

### Action Step 1

Science instructional materials and strategies

#### Person or Persons Responsible

Science Instructional Personnel, Principal

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

School and State wide Science assessments

#### Facilitator:

AVID Summer Training Facilitators, College Board

#### Participants:

Science Instructional Personnel

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

Implementation of science materials and AVID strategies

**Person or Persons Responsible**

SAC Science Committee, Principal

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher created and textbook assessments, student grades

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

Student achievement on classroom assessments and science statewide assessment.

**Person or Persons Responsible**

Science teachers, principal

**Target Dates or Schedule**

Every nine weeks

**Evidence of Completion**

Class grades and science statewide assessment



**G3.** To support Reading achievement target goal of 77% of students scoring at a level 3 or above on the reading statewide assessment.

**G3.B1** Students who lack supports/strategies to achieve at a high level in reading.

**G3.B1.S1** Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core

**Action Step 1**

AVID Summer Training

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

FAIR results, classroom grades

**Facilitator:**

AVID Summer Training Personnel, College Board

**Participants:**

All Instructional Staff are eligible

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

Target watch list

**Person or Persons Responsible**

Tolar Griffin (assistant principal), Sue Hutchins (guidance)

**Target Dates or Schedule**

After FAIR administrations

**Evidence of Completion**

Students achieve at a highly proficient level on FAIR and ultimately on standardized testing.

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

FAIR assessment results

**Person or Persons Responsible**

Classroom Teacher

**Target Dates or Schedule**

After FAIR administration

**Evidence of Completion**

Students score at a highly proficient level.

### G3.B2 Students lack the skills necessary to achieve proficiency.

**G3.B2.S1** Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.

**Action Step 1**

Targeted interventions

**Person or Persons Responsible**

Classroom teacher, Rtl Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student will achieve at proficiency.

### Plan to Monitor Fidelity of Implementation of G3.B2.S1

Quantitative data documenting success of interventions.

**Person or Persons Responsible**

Rtl Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans, grades, FAIR results, teacher created checklists/calendars

### Plan to Monitor Effectiveness of G3.B2.S1

Quantitative data

**Person or Persons Responsible**

Rtl Team

**Target Dates or Schedule**

At scheduled Rtl Team meeting

**Evidence of Completion**

Grades, FAIR assessment results, teacher created checklists/calendars

**G3.B2.S2** Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data. Plan differentiated instruction using evidence-based instruction/ interventions within 90- minute reading block. Students will participate in either a Read 180 or Intensive Reading classroom.

**Action Step 1**

Student will receive intensive interventions.

**Person or Persons Responsible**

Classroom teacher, Rtl team, Mr. Griffin

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson plans, teacher created checklists and calendars.

### Plan to Monitor Fidelity of Implementation of G3.B2.S2

Intensive targeted interventions

**Person or Persons Responsible**

Rtl Team

**Target Dates or Schedule**

At the Rtl meeting

**Evidence of Completion**

Lesson plans, teacher created checklists/calendar, Easy CBM reports.

## Plan to Monitor Effectiveness of G3.B2.S2

Specific targeted intervention

### Person or Persons Responsible

Rtl Team

### Target Dates or Schedule

daily

### Evidence of Completion

Easy CBM reports, Read 180 reports, FAIR results, classroom grades, teacher created checklists and calendars

**G4.** To support Math achievement target goal of 75% of students scoring at a level 3 or above on the math statewide assessment.

**G4.B1** Students lack the skill to achieve at proficiency.

**G4.B1.S1** Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of STAR Math data and will include explicit instruction, modeled instruction, guided practice and independent practice.

### Action Step 1

Specific targeted intervention

### Person or Persons Responsible

Classroom teacher, Rtl team

### Target Dates or Schedule

Weekly

### Evidence of Completion

STAR Math test, lesson plans, teacher created ckecklists/calendars, Easy CBM reports

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

Specific targeted instruction

**Person or Persons Responsible**

Rtl Team, classroom teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, teacher created checklists and calendars, student grades, STAR Math testing, Easy CBM reports

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

Specific Targeted Intervention

**Person or Persons Responsible**

Classroom teacher, Rtl Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, classroom grades, STAR Math results, Easy CBM reports

**G4.B1.S2** Tier 1: Determine core instructional needs by reviewing STAR Math assessment data. Plan differentiated instruction using evidence-based instruction/ interventions. Students will participate in an Intensive Math classroom.

**Action Step 1**

Specific Target intervention

**Person or Persons Responsible**

Classroom teacher, Rtl Team

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom grades, teacher created checklists and calendars. STAR Math report, Easy CBM report

**Facilitator:**

School based personnel

**Participants:**

All teachers

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

Specific Targeted Intervention

**Person or Persons Responsible**

Classroom teacher, Rtl Team

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom grades, teacher created checklists and calendars, STAR Math report, Easy CBM report

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

Specific targeted interventions

### **Person or Persons Responsible**

Classroom teacher, Rtl Team

### **Target Dates or Schedule**

daily

### **Evidence of Completion**

Classroom grades, teacher created checklists and calendars, STAR Math report, Easy CBM report

## 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

All funding is under the scrutiny and direction of the Principal and Assistant Principal. They diligently work to utilize the funding in a matter that best serves the school's needs within funding guidelines.



## 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.** To support Writing achievement to achieve target goal of 60% of students scoring at or above a 3.5 on the statewide writing assessment.

**G1.B2** Teacher uncertainty regarding writing strategies and assessment.

**G1.B2.S1** Teacher training on writing strategies and assessment.

### **PD Opportunity 1**

Writing Strategies and Assessment

#### **Facilitator**

Dr. K Oropallo

#### **Participants**

All Teachers

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

Teacher Training Days

#### **Evidence of Completion**

Implementation of writing strategies and assessment through lesson plan and final artifact.

**G2.** To support Science achievement to achieve target goal of 65% of students scoring a level 3 or above on the science statewide assessment.

**G2.B1** Students lack the basic science knowledge to build upon and meet expected levels at middle school.

**G2.B1.S1** Science teachers will utilize curriculum that encompasses all scientific domains.

**PD Opportunity 1**

Science instructional materials and strategies

**Facilitator**

AVID Summer Training Facilitators, College Board

**Participants**

Science Instructional Personnel

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

School and State wide Science assessments

**G3.** To support Reading achievement target goal of 77% of students scoring at a level 3 or above on the reading statewide assessment.

**G3.B1** Students who lack supports/strategies to achieve at a high level in reading.

**G3.B1.S1** Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core

**PD Opportunity 1**

AVID Summer Training

**Facilitator**

AVID Summer Training Personnel, College Board

**Participants**

All Instructional Staff are eligible

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

FAIR results, classroom grades

**G4.** To support Math achievement target goal of 75% of students scoring at a level 3 or above on the math statewide assessment.

**G4.B1** Students lack the skill to achieve at proficiency.

**G4.B1.S2** Tier 1: Determine core instructional needs by reviewing STAR Math assessment data. Plan differentiated instruction using evidence-based instruction/ interventions. Students will participate in an Intensive Math classroom.

**PD Opportunity 1**

Specific Target intervention

**Facilitator**

School based personnel

**Participants**

All teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom grades, teacher created checklists and calendars. STAR Math report, Easy CBM report

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	To support Writing achievement to achieve target goal of 60% of students scoring at or above a 3.5 on the statewide writing assessment.	\$6,250
G2.	To support Science achievement to achieve target goal of 65% of students scoring a level 3 or above on the science statewide assessment.	\$1,000
G3.	To support Reading achievement target goal of 77% of students scoring at a level 3 or above on the reading statewide assessment.	\$5,000
G4.	To support Math achievement target goal of 75% of students scoring at a level 3 or above on the math statewide assessment.	\$5,000
Total		\$17,250

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Technology	Total
District Allocation and Business Partner Donation, SAC Funds	\$5,000	\$0	\$0	\$5,000
Instructional Materials Allocation, SAC Funds	\$0	\$3,000	\$0	\$3,000
Technology district allocation and business partner donation, SAC Funds	\$0	\$0	\$2,000	\$2,000
Professional Development District allocation and grants	\$6,250	\$0	\$0	\$6,250
Instructional Materials district allocation, SAC Funds	\$0	\$1,000	\$0	\$1,000
Total	\$11,250	\$4,000	\$2,000	\$17,250

### Budget Details

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

**G1.** To support Writing achievement to achieve target goal of 60% of students scoring at or above a 3.5 on the statewide writing assessment.

**G1.B2** Teacher uncertainty regarding writing strategies and assessment.

**G1.B2.S1** Teacher training on writing strategies and assessment.

**Action Step 1**

Writing Strategies and Assessment

**Resource Type**

Professional Development

**Resource**

Training in Writing Across Content Areas, Scoring Training for FCAT Writing,

**Funding Source**

Professional Development District allocation and grants

**Amount Needed**

\$6,250

**G2.** To support Science achievement to achieve target goal of 65% of students scoring a level 3 or above on the science statewide assessment.

**G2.B1** Students lack the basic science knowledge to build upon and meet expected levels at middle school.

**G2.B1.S1** Science teachers will utilize curriculum that encompasses all scientific domains.

**Action Step 1**

Science instructional materials and strategies

**Resource Type**

Evidence-Based Materials

**Resource**

Instructional Material that support the needs of the learner and curriculum

**Funding Source**

Instructional Materials district allocation, SAC Funds

**Amount Needed**

\$1,000

**G3.** To support Reading achievement target goal of 77% of students scoring at a level 3 or above on the reading statewide assessment.

**G3.B1** Students who lack supports/strategies to achieve at a high level in reading.

**G3.B1.S1** Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core

**Action Step 1**

AVID Summer Training

**Resource Type**

Professional Development

**Resource**

Professional Development

**Funding Source**

District Allocation and Business Partner Donation, SAC Funds

**Amount Needed**

\$5,000

**G4.** To support Math achievement target goal of 75% of students scoring at a level 3 or above on the math statewide assessment.

**G4.B1** Students lack the skill to achieve at proficiency.

**G4.B1.S1** Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of STAR Math data and will include explicit instruction, modeled instruction, guided practice and independent practice.

**Action Step 1**

Specific targeted intervention

**Resource Type**

Evidence-Based Materials

**Resource**

Materials to support the needs of Tier 2 students in Math

**Funding Source**

Instructional Materials Allocation, SAC Funds

**Amount Needed**

\$3,000

**G4.B1.S2** Tier 1: Determine core instructional needs by reviewing STAR Math assessment data. Plan differentiated instruction using evidence-based instruction/ interventions. Students will participate in an Intensive Math classroom.

**Action Step 1**

Specific Target intervention

**Resource Type**

Technology

**Resource**

On line program to support student achievement

**Funding Source**

Technology district allocation and business partner donation, SAC Funds

**Amount Needed**

\$2,000