



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Gibson Middle School

6901 SOCRUM LOOP RD N

Lakeland, FL 33809

863-853-6151

<http://www.lakegibsonmiddle.com/>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
72%

Alternative/ESE Center
No

Charter School
No

Minority Rate
48%

School Grades History

2013-14
D

2012-13
C

2011-12
D

2010-11
C

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

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Part III: Coordination and Integration	33
Appendix 1: Professional Development Plan to Support Goals	34
Appendix 2: Budget to Support Goals	37

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Lake Gibson Middle School

Principal

Kathy Conely

School Advisory Council chair

Robert Reed

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

Name	Title
Maryjo Costine	Damien Jones
Jessie Peterson	Gloria Leslie
Latandrier Brown	Jackie Pedigo
Jason Dent	Neysa Pages
Robin Hutchinson	

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

10/22/2013

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 membership of the SAC consists of parents, community members and school staff.

Involvement of the SAC in the development of the SIP

The SAC committee reviewed progress monitoring (Discovery) data at the end of the 2012-13 school year and brainstormed strategies for school improvement. These strategies were used by the Leadership Team in writing the 2013-14 School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC is an elected group made up of school/district personnel, parents, students, and community members with the majority of members not employed by the PCSB. The body meets each month to

assist in developing and reviewing school vision goals and strategies. School needs are determined by analyzing School Grade reports, and staff and community needs.

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

At this date (August, 2013) the SAC has not voted on the allocation of school improvement funds.

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:

Kathy Conely

Principal

Years as Administrator: 19

Years at Current School: 1

Credentials

Masters Ed Leadership, Masters Reading K-12, Bachelors Elem Ed

Performance Record

Lake Gibson Middle School - During the 2012-2013 school year, 49% of students met high standards in reading. 39% of students met high standards in math. 43% of students met high standards in writing, 41% of students met high standards in science, 63% made learning gains in reading, 58% made learning gains in math, 69% of lowest 25% made learning gains in reading, 64% of lowest 25% made learning gains in math, the school received 26 points out of 50 for participation and 50 points out of 50 for acceleration for a total of 502 points on the school grading scale. Previously Principal of Wendell Watson Elementary 2011-2012 School Year: maintained school grade of an "A" for the 11th year in a row. During the 2011-2012 school year, 66% of students met high standards in reading. 62% of students met high standards in math. 76% of students met high standards in writing, 70% of students met high standards in science, 75% made learning gains in reading, 74% made learning gains in math, 77% of lowest 25% made learning gains in reading, 68% of lowest 25% made learning gains in math, for a total of 568 points on the school grading scale. During the 2010-2011 school year, 79% of students met high standards in reading. 83% of students met high standards in math. 76% of students met high standards in writing, 69% of students met high standards in science, 67% made learning gains in reading, 62% made learning gains in math, 53% of lowest 25% made learning gains in reading, 67% of lowest 25% made learning gains in math, for a total of 556 points on the school grading scale.

Damien Jones

Asst Principal

Years as Administrator: 4

Years at Current School: 2

Credentials

Masters Ed Leadership; Business Ed 6-12

Performance Record

Lake Gibson Middle School - During the 2012-2013 school year, 49% of students met high standards in reading. 39% of students met high standards in math. 43% of students met high standards in writing, 41% of students met high standards in science, 63% made learning gains in reading, 58% made learning gains in math, 69% of lowest 25% made learning gains in reading, 64% of lowest 25% made learning gains in math, the school received 26 points out of 50 for participation and 50 points out of 50 for acceleration for a total of 502 points on the school grading scale. 1112 LGMS, Grade D, 46% proficient in reading and 39% proficient in math, 58% making gains in reading and 53% making gains in math, 55% of lowest 25% making gains in reading and 57% of lowest 25% making gains in math.

1011 Dundee Middle School

Samara Routenberg

Asst Principal

Years as Administrator: 3

Years at Current School: 0

Credentials

New to Lake Gibson Middle School for 2013-2014 school year. 2011-2013 - worked for Differentiated Accountability Team for state of Florida.

Gulfstream Middle School – During the 2010 – 2011 school year, 52% of students met high standards in reading. 56% of students met high standards in mathematics. 94% of students met high standards in writing, 27% of students met high standards in science, 62% of students made learning gains in reading, 67% of students made learning gains in mathematics, 78% of the lowest 25% made learning gains in reading and 75% of the lowest 25% made learning gains in mathematics for a total of 511 points on the school grading scale.

Performance Record**Instructional Coaches****# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jessie Peterson

Full-time / School-based

Years as Coach: 1

Years at Current School: 7

Areas

Reading/Literacy

Credentials

ESOL; MG Math 5-9; MGIC; PE 6-12; PI K-12; Reading Endorsement; VE 6-12; Adaptive PE

Performance Record

Lake Gibson Middle School - During the 2012-2013 school year, 49% of students met high standards in reading. 39% of students met high standards in math. 43% of students met high standards in writing, 41% of students met high standards in science, 63% made learning gains in reading, 58% made learning gains in math, 69% of lowest 25% made learning gains in reading, 64% of lowest 25% made learning gains in math, the school received 26 points out of 50 for participation and 50 points out of 50 for acceleration for a total of 502 points on the school grading scale. 1112 Grade D, 46% proficient in reading and 39% proficient in math, 58% making gains in reading and 53% making gains in math, 55% of lowest 25% making gains in reading and 57% of lowest 25% making gains in math.

1011 Grade C, 59% proficient in reading and 54% proficient in math, 59% making gains in reading and 61% making gains in math, 69% of lowest 25% making gains in reading and math. AYP not met.

0910 Grade B, 60% proficient in reading and 56% proficient in math, 63% making gains in reading and 67% making gains in math, 68% of the lowest 25% making gains in reading and 64% of the lowest 25% making gains in math. AYP not met.

0809 Grade B, 62% proficient in reading and 53% proficient in math, 64% making gains in reading and math, 73% of the lowest 25% making gains in reading and 64% of the lowest 25% making gains in math. AYP not met.

0708 Grade B, 62% proficient in reading and 59% proficient in math, 65% making gains in reading and 67% making gains in math, 68% of the lowest 25% making gains in reading and 64% of the lowest 25% making gains in math. AYP not met.

Classroom Teachers**# of classroom teachers**

73

receiving effective rating or higher

73, 100%

Highly Qualified Teachers

100%

certified in-field

73, 100%

ESOL endorsed

25, 34%

reading endorsed

16, 22%

with advanced degrees

29, 40%

National Board Certified

0, 0%

first-year teachers

3, 4%

with 1-5 years of experience

10, 14%

with 6-14 years of experience

41, 56%

with 15 or more years of experience

19, 26%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

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

14

receiving effective rating or higher

14, 100%

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

Teachers new to school will receive a school orientation that will include a tour of the school and school procedures. Person responsible: Syrakis, Lafountain, Conely
Professional development will occur for all staff on a bi-weekly basis. Person responsible: Conely, Peterson

All teachers will be provided consistent feedback regarding teaching strategies. Person responsible: Conely, Costine, Jones

All staff will receive positive reinforcement from other staff and from students on a regular basis. Person responsible: Conely, Dent, PBS Team

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

Four of our teachers are new to our school, but not new to teaching. Therefore, they will need assistance with policies and procedures for our school. A school orientation was provided for them on August 9 from 9:00-12:00 which included a review of our staff handbook, a question and answer session, school tour and ended with a gift of supplies.

Each of these four teachers has been assigned a mentor as follows:

Gray - Peterson

Brooks, Riviere and Widhalm - Hutchinson and Duguid

In addition, these teachers will be involved in monthly professional development which will include such topics as Pinnacle, School Discipline plan, Lesson planning, Parent communication, Effective teaching strategies, teacher evaluation system.

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 MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per week to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done monthly.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

A sub group of the MTSS Leadership Team will meet at least monthly to specifically review and discuss discipline data, discuss the implementation of Positive Behavior Support (PBS), utilize the problem solving model for students or classes needing Tier 2 or 3 interventions, and discuss staff professional development needs.

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

Members of the MTSS Leadership Team will meet with members of the School Advisory Council (SAC) and principal to help develop the SIP and revise the SIP throughout the year as needed. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching – Learning Focused Solutions (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

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

MTSS will be monitored by walk throughs. This will determine what support is needed. Once necessary support is determined, support will be provided during monthly PLCs with staff.

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

Baseline data is gathered through August and September through the Discovery testing system. Sixth through Eighth Grade instructional data is gathered from the previous year's FCAT scores. Progress Monitoring data is gathered mid-year and toward the end of the year. Math and Science data is processed twice more through Discovery. Reading data will be gathered through the use of FAIR. Other Progress Monitoring data is collected as needed for classroom or student progress. Other Diagnostic Assessment data is gathered through the Discovery, SRI, and DAR. End of Year data is gathered through Discovery and FCAT. Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings.

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

Professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The PS/Rtl Overview will be provided in mid-August/September. The District has five other mini-modules that will be provided throughout the year. The PS/Rtl Leadership Team will evaluate additional staff Professional Learning needs during the monthly PS/Rtl Leadership Team meetings.

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: 2,160

Students will be identified by FCAT scores, Discovery scores and FAIR testing. They will be offered tutoring on Tuesday and Thursday afternoons for one hour in the subject areas of reading and math. This instruction will focus on specific skills using small group instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students will be given a pre-test and a post-test. We will also analyze their Discovery and FAIR test scores.

Who is responsible for monitoring implementation of this strategy?

Administration and Title I Facilitator

Literacy Leadership Team (LLT)

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

Name	Title
Kathy Conely	Principal
Maryjo Costine	Assistant Principal
Jessie Peterson	Reading Coach
Gloria Leslie	ESE Facilitator
Ellen Huey	Media Specialist

How the school-based LLT functions

The literacy leadership team is a sub group of the leadership team. This group will meet monthly to analyze data and determine next steps toward increasing student achievement in the area of reading and writing.

Major initiatives of the LLT

Differentiated instruction in the reading and language arts classrooms
Getting more books into students hands (making the media center a "happy" place)

Every Teacher Contributes to Reading Instruction

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

All teachers will ensure Silent Sustained Reading activities are observed when students complete class assignments and have "down time". All classrooms have been provided with a classroom library. Comprehensive Instructional Sequence lessons addressing multiple-strategy instruction will be taught in core content areas and reading classes. Qualitative dimensions of text complexity will be analyzed; reading materials in all subject areas will be reviewed. Teachers will employ language connections by analyzing text structures and writing and reading across the curriculum.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Not Applicable

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

Lake Gibson Middle School has a large variety of pre-academies. These include culinary, business, biotechnology, agriscience, power, fashion design, media design, criminal justice and fine arts. In these pre-academies, students are able to apply academics to real world. Students also apply academics to

the real world during instruction in the core subject areas of reading, math, language arts, science and social studies.

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

The guidance counselors will meet with each student individually to discuss their individual grades and interests. Career pre-academies will be discussed. Schedule requests will be entered before the end of the 2013-14 school year.

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	56%	49%	No	60%
American Indian				
Asian	70%	43%	No	73%
Black/African American	42%	34%	No	48%
Hispanic	48%	49%	Yes	53%
White	61%	55%	No	65%
English language learners	37%	54%	Yes	43%
Students with disabilities	32%	39%	Yes	39%
Economically disadvantaged	51%	44%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	565	49%	62%
Students scoring at or above Achievement Level 4	248	24%	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>		10%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		90%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	663	63%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	726	69%	70%

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)	39	66%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	17%	20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	23%	26%

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	173	43%	55%
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	51%	39%	No	56%
American Indian				
Asian	78%	48%	No	80%
Black/African American	34%	21%	No	41%
Hispanic	47%	33%	No	52%
White	55%	45%	No	60%
English language learners	40%	38%	No	46%
Students with disabilities	28%	37%	Yes	35%
Economically disadvantaged	45%	33%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	433	41%	57%
Students scoring at or above Achievement Level 4	161	15%	21%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	608	58%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	723	69%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	89	26%	40%
Middle school performance on high school EOC and industry certifications	89	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	98%	100%
Students scoring at or above Achievement Level 4	22	29%	35%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	100%	100%
Students scoring at or above Achievement Level 4	14	93%	100%

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	165	41%	45%
Students scoring at or above Achievement Level 4	64	16%	20%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	2500	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	347	30%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
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	0%	1%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	109	9%	7%
Students who fail a mathematics course	14	1%	0%
Students who fail an English Language Arts course	13	1%	0%
Students who fail two or more courses in any subject	33	3%	2%
Students who receive two or more behavior referrals	267	23%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	304	26%	23%

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

See the school's Title I Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents who participate in school activities and parent conferences.	600	50%	75%

Goals Summary

- G1.** Increase quality of instruction in all classrooms to ensure that the needs of all students are met in all subject areas based on classroom walk throughs and progress monitoring data.

Goals Detail

G1. Increase quality of instruction in all classrooms to ensure that the needs of all students are met in all subject areas based on classroom walk throughs and progress monitoring data.

Targets Supported

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

Resources Available to Support the Goal

- Coaches
- Professional Development sessions
- Instructional Materials
- Books for book studies
- District feedback and PD/expertise
- Technology
- Complex text
- Curriculum Maps

Targeted Barriers to Achieving the Goal

- Lack of clear curriculum path for each grade level
- Lack of higher order thinking activities during instruction
- Lack of utilization of checks for understanding

- Inconsistent lesson pacing and delivery
- Lack of differentiation of instruction

Plan to Monitor Progress Toward the Goal

Summative Test data

Person or Persons Responsible

Administration

Target Dates or Schedule:

End of Year

Evidence of Completion:

FCAT, FAIR, Discovery

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase quality of instruction in all classrooms to ensure that the needs of all students are met in all subject areas based on classroom walk throughs and progress monitoring data.

G1.B3 Lack of clear curriculum path for each grade level

G1.B3.S1 Ensure that all teachers have knowledge of and stay on pace with district curriculum maps.

Action Step 1

Provide professional development on location, format, use and content of district curriculum maps.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

August, 2013

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Facilitator:

District

Participants:

All classroom teachers

Action Step 2

Conduct classroom walk throughs.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Facilitator:

Administration

Participants:

All classroom teachers

Action Step 3

Ensure that all teachers and utilizing common board configurations beyond compliance.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

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

Check Lesson Plans on a monthly basis Classroom walk throughs PLC department meeting logs
Common Board configurations

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly / ongoing

Evidence of Completion

Plans will document correct pacing Common board configurations will show correct pacing meeting logs will reflect discussions on current curriculum content/benchmarks

Plan to Monitor Effectiveness of G1.B3.S1

Classroom Walk throughs PLC conversations Progress monitoring data

Person or Persons Responsible

Administration

Target Dates or Schedule

daily

Evidence of Completion

Journey PLC meeting logs FAIR, Discovery

G1.B5 Lack of higher order thinking activities during instruction

G1.B5.S1 Increase use of extended thinking lessons in all classrooms.

Action Step 1

Provide professional development in research based effective teaching strategies for higher order thinking.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Action Step 2

Reading coach provide coaching, feedback and support to teachers on research based effective teaching strategies for higher order thinking.

Person or Persons Responsible

All classroom teachers Reading Coach

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Action Step 3

Professional learning community conversations and collaborative planning will center around research based effective teaching strategies for higher order thinking.

Person or Persons Responsible

All classroom teachers Department Chairs

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Facilitator:

Department Chairs

Participants:

All classroom teachers Department Chairs

Plan to Monitor Fidelity of Implementation of G1.B5.S1

High order thinking questions and student activities/strategies

Person or Persons Responsible

Administrators, Reading Coaches log

Target Dates or Schedule

Daily

Evidence of Completion

Students are engaged in inquiry based learning, answering high order thinking questions, generating questions, abstract reasoning, etc.

Plan to Monitor Effectiveness of G1.B5.S1

Progress monitoring using FAIR, Discovery Testing, Teaching made assessments

Person or Persons Responsible

Administrators, Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Students will show progress toward assessed benchmarks

G1.B6 Lack of utilization of checks for understanding

G1.B6.S1 Utilize various research based teaching strategies in all classrooms.

Action Step 1

Provide professional development in research based effective teaching strategies and student engagement.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Facilitator:

Administration Reading Coach District Coaches

Participants:

All classroom teachers

Action Step 2

Reading coach provide coaching, feedback and support to teachers on research based effective teaching strategies and student engagement.

Person or Persons Responsible

All classroom teachers Reading Coach

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Action Step 3

Professional learning community conversations and collaborative planning will center around research based effective teaching strategies and student engagement.

Person or Persons Responsible

All classroom teachers Department Chairs

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Conduct Classroom Walk Throughs Follow Coaching cycle, collect data throughout

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Walk Through data Anecdotal notes from coaching Log

Plan to Monitor Effectiveness of G1.B6.S1

FAIR, Discovery Testing, Teacher made assessments

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Students will make progress on assessed benchmarks

G1.B8 Lack of differentiation of instruction

G1.B8.S1 Ensure that all staff use data to drive instruction.

Action Step 1

Provide professional development in data analysis and differentiated instruction.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Facilitator:

District Coaches

Participants:

All classroom teachers

Action Step 2

Reading coach provide coaching, feedback and support to teachers on research based effective teaching strategies and student engagement.

Person or Persons Responsible

All classroom teachers Reading Coach

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Action Step 3

Professional learning community conversations and collaborative planning will center around research based effective teaching strategies and student engagement.

Person or Persons Responsible

All classroom teachers Department Chairs

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Use of differentiation of instruction in the classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Formative and summative assessment data

Plan to Monitor Effectiveness of G1.B8.S1

classroom walk throughs, progress monitoring data

Person or Persons Responsible

Administration

Target Dates or Schedule

daily

Evidence of Completion

FCAT, FAIR, Discovery data

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, funds school-wide services to Lake Gibson Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Migrant students enrolled in Lake Gibson Middle School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Lake Gibson Middle School provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

This school is a location for a summer feeding program for the community.

Students with housing needs are referred to the Homeless Student Advocate.

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Students are provided with information related to adult education options upon request.

Students at Lake Gibson Middle School have the option to participate in a variety of pre-academies including Culinary, Business, Power, Biotech, Criminal Justice, Media Design, Fashion Design and Fine Arts.

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 quality of instruction in all classrooms to ensure that the needs of all students are met in all subject areas based on classroom walk throughs and progress monitoring data.

G1.B3 Lack of clear curriculum path for each grade level

G1.B3.S1 Ensure that all teachers have knowledge of and stay on pace with district curriculum maps.

PD Opportunity 1

Provide professional development on location, format, use and content of district curriculum maps.

Facilitator

District

Participants

All classroom teachers

Target Dates or Schedule

August, 2013

Evidence of Completion

Classroom walkthroughs and progress monitoring data

PD Opportunity 2

Conduct classroom walk throughs.

Facilitator

Administration

Participants

All classroom teachers

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

G1.B5 Lack of higher order thinking activities during instruction

G1.B5.S1 Increase use of extended thinking lessons in all classrooms.

PD Opportunity 1

Professional learning community conversations and collaborative planning will center around research based effective teaching strategies for higher order thinking.

Facilitator

Department Chairs

Participants

All classroom teachers Department Chairs

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

G1.B6 Lack of utilization of checks for understanding

G1.B6.S1 Utilize various research based teaching strategies in all classrooms.

PD Opportunity 1

Provide professional development in research based effective teaching strategies and student engagement.

Facilitator

Administration Reading Coach District Coaches

Participants

All classroom teachers

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

G1.B8 Lack of differentiation of instruction

G1.B8.S1 Ensure that all staff use data to drive instruction.

PD Opportunity 1

Provide professional development in data analysis and differentiated instruction.

Facilitator

District Coaches

Participants

All classroom teachers

Target Dates or Schedule

Beginning September, 2013 and ongoing throughout school year

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase quality of instruction in all classrooms to ensure that the needs of all students are met in all subject areas based on classroom walk throughs and progress monitoring data.	\$500
Total		\$500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I	\$500	\$500
Total	\$500	\$500

Budget Details

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

G1. Increase quality of instruction in all classrooms to ensure that the needs of all students are met in all subject areas based on classroom walk throughs and progress monitoring data.

G1.B8 Lack of differentiation of instruction

G1.B8.S1 Ensure that all staff use data to drive instruction.

Action Step 1

Provide professional development in data analysis and differentiated instruction.

Resource Type

Professional Development

Resource

Books for book study

Funding Source

Title I

Amount Needed

\$500