

2013-2014 SCHOOL IMPROVEMENT PLAN

Pemayetv Emahakv Charter Middle School
100 E HARNEY POND RD NE
Okeechobee, FL 34974
863-467-2501

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 0%
Alternative/ESE Center No	Charter School Yes	Minority Rate 89%

School Grades History

2013-14 A	2012-13 B	2011-12 B	2010-11 C
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Pemayetv Emahakv Charter Middle School

Principal

Brian Greseth

School Advisory Council chair

Myra Gopher

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

Name	Title
Kimberly Toms	Kindergarten Teacher
Rachel Rucks	First Grade Teacher
Dixie Ball	Second Grade Teacher
Brooke Brown	Third Grade Teacher
Megan Louthan	Fourth Grade Teacher
Heather Dobbs	Fifth Grade Teacher
Quenten Pritchard	Middle School Social Studies
Jeanine Gran	Guidance Counselor
D Michele Thomas	Administrative Assistant
Jade Braswell	Culture Teacher
Dixie Palladino	Culture Coordinator
Brian Greseth	Principal

District-Level Information

District

Glades

Superintendent

Mr. Scott Bass

Date of school board approval of SIP

Pending

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

Charlotte Burgess-Parent, Carla Gopher-Community Member, Lorene Gopher-School Culture Staff, Myra Gopher-Parent, Brian Greseth-Principal, Rita McCabe-Community Member, Suraiya Smith-Parent,

Laverne Thomas-Parent, Michele Thomas-School-Support Staff, Heather Dobbs-Teacher, Mindy Wells-Teacher

Involvement of the SAC in the development of the SIP

The SAC reviews data from climate surveys and FCAT assessments to help determine goals for next year.

Activities of the SAC for the upcoming school year

The SAC will review the data, come up with a School Improvement Plan, and review data to evaluate progress during the school year.

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

We do not receive 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

NA

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

receiving effective rating or higher

Administrator Information:

Stephanie Tedders		
Full-time / School-based	Years as Coach: 3	Years at Current School: 6
Areas	Reading/Literacy, Mathematics, Science	
Credentials	2010-11 PECS Elem. "B", PECS Middle "C" 2011-12 PECS Elem. "B", PECS Middle "B" 2012-13 PECS Elem. "A", PECS Middle "B"	
Performance Record	2010-11 PECS Elem. "B", PECS Middle "C" 2011-12 PECS Elem. "B", PECS Middle "B" 2012-13 PECS Elem. "A", PECS Middle "B"	

Classroom Teachers

# of classroom teachers	11
# receiving effective rating or higher	11, 100%
# Highly Qualified Teachers	91%
# certified in-field	10, 91%
# ESOL endorsed	10, 91%
# reading endorsed	1, 9%
# with advanced degrees	2, 18%
# National Board Certified	1, 9%
# first-year teachers	0, 0%
# with 1-5 years of experience	0, 0%
# with 6-14 years of experience	4, 36%
# with 15 or more years of experience	7, 64%

Education Paraprofessionals

# of paraprofessionals	9
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Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

PECS and Mr. Greseth recruit highly qualified people through it's academic success, low class sizes, and excellent staff.

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 teachers are placed with a teacher mentor. The mentor is usually a person in there own grade area.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

PECS teachers meet every six weeks for "data chats" with the principal, guidance counselor, and reading coach. The group discusses the progress of each student and the strategies being used to move each student forward.

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

The team meets at least once a month or more to review progress monitoring data and link to instructional decisions, interventions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. If an RtI referral is made, data will be collected and appropriate interventions put in place with parental input. Parents are included as they are an integral part of the collaborative process and provide the team valuable information. The principal will assure interventions are implemented with fidelity. The RtI team continues to meet to discuss and evaluate the interventions to determine if further action is needed. The team will identify professional development and resources, collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

Fidelity of the school's MTSS and SIP are monitored through the use of multiple assessment data pieces and regular every six week meetings with each teacher.

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

PECS uses several data sources for individual student data including Performance Matters Assessments in reading, math and science, the Spelling Inventory, FAIR Assessments, Literacy First Phonics, Phonemic Awareness, Fluency, and Comprehension Assessments, writing samples, and unit tests.

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

Teachers are constantly talking with parents to let them know their child's progress.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students
Minutes added to school year:

Strategy Purpose(s)

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Kimberly Toms	Kindergarten Teacher
Rachel Rucks	First Grade Teacher
Dixie Ball	Second Grade Teacher
Brooke Brown	Third Grade Teacher
Megan Louthan	Fourth Grade Teacher
Heather Dobbs	Fifth Grade Teacher
Quenten Pritchard	Middle School Social Studies
Brian Greseth	Principa

Name	Title
Stephanie Tedders	Reading Coach
Sarah Williams	Middle School Reading Teacher
Vicki Paige	Second Grade Teacher

How the school-based LLT functions

The function of the LLT is to help develop, implement and monitor the SIP through monthly meetings. The LLT ensures that the school stakeholders understand and support the work of the reading coach model and obtain support for achieving the school's reading goals. The team will also ensure the use of the school's instructional focus calendar.

Major initiatives of the LLT

This year's initiatives for the LLT are to increase vocabulary skills school wide, increase oral development, and increase the amount of time spent on monitored independent reading.

Every Teacher Contributes to Reading Instruction

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

Ongoing assessments and daily classroom walk-throughs.

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

The pre-school students and parents come to school with the kindergarten students for a day in May. Many of the pre-school students were enrolled in summer programs located on the PECS campus.

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

Each of our middle school students attends a Creek Language class daily. Students in seventh and eighth grades may earn high school foreign language credits for the Creek class. It is imperative for the younger generation to learn the language of the Seminole Tribe of Florida in order to keep their tribal status.

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

Students and parents receive instruction on the different graduation paths students may take. They are also shown the effect of a poor FCAT Reading Assessment score and how it will effect their future elective choice and graduation.

Strategies for improving student readiness for the public postsecondary level

The Seminole Tribe of Florida's Education Department works with the High School students, parents and teachers to ensure all tribal students have the best opportunity for high school graduation.

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	57%	57%	Yes	61%
American Indian	50%	50%	Yes	55%
Asian				
Black/African American				
Hispanic				
White	84%	84%	Yes	85%
English language learners				
Students with disabilities	48%	48%	Yes	54%
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	34%	35%
Students scoring at or above Achievement Level 4	18	26%	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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	49	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	36	53%	65%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	24	63%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	70%	49%	No	73%
American Indian	67%	48%	No	70%
Asian				
Black/African American				
Hispanic				
White	84%		No	85%
English language learners				
Students with disabilities	68%	44%	No	72%
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	32%	40%
Students scoring at or above Achievement Level 4	11	16%	30%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	49	72%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	[data excluded for privacy reasons]		65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	11	46%	48%
Middle school performance on high school EOC and industry certifications	11	50%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		60%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		40%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	27%	33%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		32%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		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)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	11	48%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	11	48%	50%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		48%	50%
Students taking CTE industry certification exams	11	48%	50%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	1	11%	11%
CTE teachers holding appropriate industry certifications	1	11%	11%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	9%	9%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	100%	100%
Students who receive two or more behavior referrals	2	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	2%	2%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	9%	8%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	1	2%	2%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	4	5%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	6	7%	7%

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

Parents will attend at least 10 activities per year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attend 10 activities per year	20	28%	50%

Area 10: Additional Targets

Additional targets for the school

None

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Continue to provide AVID strategies to students to assist them in Cornell Note Taking, asking high order questions, become more organized through student binders, and help them become better thinkers using Socratic Seminars and Philosophical Chairs.

- G2.** Continue the use of Monitored Independent Reading.

Goals Detail

G1. Continue to provide AVID strategies to students to assist them in Cornell Note Taking, asking high order questions, become more organized through student binders, and help them become better thinkers using Socratic Seminars and Philosophical Chairs.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- We have trained all our teachers in AVID strategies. We have set up a tutorial program for our eighth grade AVID group utilizing teachers and paraprofessionals

Targeted Barriers to Achieving the Goal

- Utilizing AVID strategies such as Cornell Note Taking with the time constraints to make sure students are given the curriculum necessary to make them successful on FCAT.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Continue the use of Monitored Independent Reading.

Targets Supported

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

Resources Available to Support the Goal

- Classroom teachers were trained in Monitored Independent Reading strategies.
- Classroom libraries were purchased for each classroom.
- A 20-minute block of time has been set aside in the schedule for Monitored Independent Reading (MIRP)

Targeted Barriers to Achieving the Goal

- A 20 minute block of time has been set aside for MIRP. Teachers must be sure to utilize this time effectively.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Continue to provide AVID strategies to students to assist them in Cornell Note Taking, asking high order questions, become more organized through student binders, and help them become better thinkers using Socratic Seminars and Philosophical Chairs.

G1.B1 Utilizing AVID strategies such as Cornell Note Taking with the time constraints to make sure students are given the curriculum necessary to make them successful on FCAT.

G1.B1.S1 Work step by step with the note taking by showing students how the notes should look, give the students notes and have them fill in blanks, practice the use of note taking.

Action Step 1

Use a step by step program to introduce use of Cornell Notes

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Beginning the first week of school

Evidence of Completion

Student notes

Facilitator:

Participants:

Classroom teachers

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

Classrooms walk-throughs

Person or Persons Responsible

Reading Coach and Principal

Target Dates or Schedule

Daily

Evidence of Completion

Student Cornell notes.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom Walk Thoughts

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Cornell Notes

G2. Continue the use of Monitored Independent Reading.

G2.B1 A 20 minute block of time has been set aside for MIRP. Teachers must be sure to utilize this time effectively.

G2.B1.S1 Monitored MIRP by the principal

Action Step 1

Classroom Walk Throughs

Person or Persons Responsible

Principal

Target Dates or Schedule

At least once a week.

Evidence of Completion

Walk through logs

Facilitator:

Reading Coach

Participants:

Principal

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title VII funds will be utilized to fund part of AVID training and AVID expenses. Title VII and school funds will be used to purchase classroom libraries.

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. Continue to provide AVID strategies to students to assist them in Cornell Note Taking, asking high order questions, become more organized through student binders, and help them become better thinkers using Socratic Seminars and Philisophical Chairs.

G1.B1 Utilizing AVID strategies such as Cornell Note Taking with the time constraints to make sure students are given the curriculum necessary to make them successful on FCAT.

G1.B1.S1 Work step by step with the note taking by showing students how the notes should look, give the students notes and have them fill in blanks, practice the use of note taking.

PD Opportunity 1

Use a step by step program to introduce use of Cornell Notes

Facilitator

Participants

Classroom teachers

Target Dates or Schedule

Beginning the first week of school

Evidence of Completion

Student notes

G2. Continue the use of Monitored Independent Reading.

G2.B1 A 20 minute block of time has been set aside for MIRP. Teachers must be sure to utilize this time effectively.

G2.B1.S1 Monitored MIRP by the principal

PD Opportunity 1

Classroom Walk Throughs

Facilitator

Reading Coach

Participants

Principal

Target Dates or Schedule

At least once a week.

Evidence of Completion

Walk through logs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Continue to provide AVID strategies to students to assist them in Cornell Note Taking, asking high order questions, become more organized through student binders, and help them become better thinkers using Socratic Seminars and Philisophical Chairs.	\$18,000
G2.	Continue the use of Monitored Independent Reading.	\$30,000
Total		\$48,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title VII and School budget	\$18,000	\$18,000
School budget and Title VII funds	\$30,000	\$30,000
Total	\$48,000	\$48,000

Budget Details

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

G1. Continue to provide AVID strategies to students to assist them in Cornell Note Taking, asking high order questions, become more organized through student binders, and help them become better thinkers using Socratic Seminars and Philisophical Chairs.

G1.B1 Utilizing AVID strategies such as Cornell Note Taking with the time constraints to make sure students are given the curriculum necessary to make them successful on FCAT.

G1.B1.S1 Work step by step with the note taking by showing students how the notes should look, give the students notes and have them fill in blanks, practice the use of note taking.

Action Step 1

Use a step by step program to introduce use of Cornell Notes

Resource Type

Evidence-Based Program

Resource

AVID Summer Institue training for all middle school teachers and AVID classroom libraries

Funding Source

Title VII and School budget

Amount Needed

\$18,000

G2. Continue the use of Monitored Independent Reading.

G2.B1 A 20 minute block of time has been set aside for MIRP. Teachers must be sure to utilize this time effectively.

G2.B1.S1 Monitored MIRP by the principal

Action Step 1

Classroom Walk Throughs

Resource Type

Evidence-Based Program

Resource

Classroom libraries, laptop computers and Kindles.

Funding Source

School budget and Title VII funds

Amount Needed

\$30,000