



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Labelle Middle School
8000 E COWBOY WAY
Labelle, FL 33935
863-674-4646
<http://lms.hendry-schools.org/>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
85%

Alternative/ESE Center
No

Charter School
No

Minority Rate
77%

School Grades History

2013-14
C

2012-13
D

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.

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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

Labelle Middle School

Principal

Dr. Robert Egley

School Advisory Council chair

Barbara W. Spratt

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

Name	Title
Ken Pickles	Assistant Principal
Barbara Spratt	Dean of Students
Karen Johnson	Reading Coach
Beth Lutkenhaus	Guidance Counselor
Kevin Lutkenhaus	Technology Resource
Lane Pool	Site Manager

District-Level Information

District

Hendry

Superintendent

Mr. Paul K. Puletti

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

Membership of LaBelle Middle School's SAC is made up of school personnel, parents, students and community leaders. As per compliance rules, there is a balance of representation according to the school population.

Involvement of the SAC in the development of the SIP

The SAC will review not only the SIP but also the PIP. Their recommendations are considered very valuable for amending each document.

Activities of the SAC for the upcoming school year

The SAC will purchase dividers for every student; conduct parent, student, teacher surveys; purchase student agendas for each student; and provide FCAT incentives for each student. More activities may be planned after the first meeting.

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

Dividers for each student - \$1,170; Surveys - \$2600; Student Agenda - \$2300; FCAT incentives - \$700; depending on funds, more may be appropriated after the first meeting.

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

n/a

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:

Dr. Robert Egley

Principal

Years as Administrator: 29

Years at Current School: 0

Credentials

Most previous four (4) years spent at a private school, Glades Day.
B.S. from University of Florida
M.E. in Educational Leadership
Mississippi State University
D.E.
Mississippi State University

Performance Record

Currently record unavailable last four years at a Private School.

Kenneth Pickles

Asst Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

M.E. Ed Leadership from
Walden University
B.A. University of North Florida

Performance Record

2012-2013 School Grade D
High Standards
Reading 40% Math 49% Writing 19% Science 33%
Learning Gains: Reading 54% Math 59%
Lowest 25% making gains in Reading 59% Math 63%
2011-2012 School Grade D
High Standards
Reading 43% Math 50% Writing - 49% Science 29%
Learning Gains: Reading 57% Math 56%
Lowest 25% making gains in Reading 61% Math 55

Barbara Spratt

Asst Principal

Years as Administrator: 0

Years at Current School: 2

Credentials

B.A. Elementary Education
University of South Florida
M.A. Guidance and Counseling
University of South Florida

Performance Record

2012-2013 School Grade D
High Standards
Reading 40% Math 49% Writing 19% Science 33%
Learning Gains: Reading 54% Math 59%
Lowest 25% making gains in Reading 59% Math 63%
2011-2012 School Grade D
High Standards
Reading 43% Math 50% Writing - 49% Science 29%
Learning Gains: Reading 57% Math 56%
Lowest 25% making gains in Reading 61% Math 55%
2010-2011 School Grade C
High Standards
Reading - 55% Math 67% Writing 71% Science 40%
Learning Gains: Reading 55% Math 67%
Lowest 25% Making Gains in Reading 60% Math 62%

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Mrs. Karen Johnson**

Full-time / School-based

Years as Coach: 2

Years at Current School: 7

Areas

Reading/Literacy

Credentials

BA English Literature; English 6-12; Media Specialist K-12; Spanish K-12; All degrees received from Florida Gulf Coast University. Reading endorsement.

Performance Record

2012-2013 School Grade D
 High Standards
 Reading 40% Math 49% Writing 19% Science 33%
 Learning Gains: Reading 54% Math 59%
 Lowest 25% making gains in Reading 59% Math 63%

2011-2012 School Grade D
 High Standards
 Reading 43% Math 50% Writing - 49% Science 29%
 Learning Gains: Reading 57% Math 56%
 Lowest 25% making gains in Reading 61% Math 55

Classroom Teachers**# of classroom teachers**

43

receiving effective rating or higher

0%

Highly Qualified Teachers

98%

certified in-field

42, 98%

ESOL endorsed

4, 9%

reading endorsed

4, 9%

with advanced degrees

6, 14%

National Board Certified

0, 0%

first-year teachers

2, 5%

with 1-5 years of experience

14, 33%

with 6-14 years of experience

15, 35%

with 15 or more years of experience

12, 28%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 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

LaBelle Middle School sends representatives (Principal or Assistant Principal) to the Florida Teach-In to recruit highly qualified and in-field- certified teachers. At LMS, administrators use every available resource to conduct interviews with applicants, including but not limited to skype. There is a concerted effort to retain effective teachers at this school, unfortunately, it is not always linked with monetary gains. The most significant incentive LMS has is that Hendry County and the Teachers Collective Bargaining Team did reach agreement that the County would subsidize teachers wishing to go back to school to work on a Masters degree.

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

LaBelle Middle School's mentor program is designed to facilitate new teachers to the State of Florida and first year teachers with the demands of school accountability; with CCSS; new procedures; new computer programs; understanding by design; data analysis and instruction using data. The mentor also has strengths in reading instruction and differentiated instruction.

Mentors New Teacher

Kara Dillman Marinda Romesser

David Randall James Kidd

John Campbell Kelly Kidd

John Klinger Ryan Robison

Jodi Higginbotham Cynthia Cerda

Traci Murphy Elizabeth Layton

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

1. The MTSS and the Rtl teams are the same teachers and administrators to ensure a more comprehensive understanding of the issues at hand. These members would then collaborate with their grade levels for feedback to the team. These teams will focus on how LMS should develop and maintain a problem-solving system to bring out the best in our students, teachers, and school. Meetings will be as needed, but at least once per month. The team will review progress monitoring data to identify students who are meeting and exceeding benchmarks; as well as moderate and high risk students who are not meeting benchmarks. Using that information the team will identify professional development and resources. The team will also share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and capacity among the professional learning communities.

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

Function Member Responsibility

Principal: Dr. Robert Egle Team Leader

Assistant Principal: Mr. Kenneth Pickles Co-Leader

Dean: Mrs. Bobbie Spratt Co-Leader

Reading Coach: Mrs. Karen Johnson Reading Expertise

Guidance Counselor Mrs. Beth Lutkenhaus Social Emotional Behaviors

6th Gr. Math Teacher Mrs. Traci Murphy Math Expertise

6th Gr. Math/Science Ms. Jennalee Edwards Math/Science Expertise

ESE: Miss Bonnie Feickert Special Education Resource

AVID Teacher: Mr. James Kidd Motivational Skills for Students

7th Gr. Civics: Ms. Ashley Corbitt Civics Expertise

6th Gr. Lang. Arts: Ms. Beth Layton Language Arts Expertise

7th Gr. Lang. Arts: Mrs. Kara Dillman Language Arts Expertise

7th Gr. Civics: Mr. Joel Reinking Civics Expertise

7th Gr. Science Mr. Ryan Harris Science and Motivational Skills Expertise

Media Specialist: Mrs. Lynn Moore Resource Information

8th Gr. Lang. Arts: Ms. Kelly Bowling Writing Expertise

8th Gr. Math/Algebra Mrs. Laura Chambliss Math/Algebra Expertise

8th Gr. Science Mr. John Klinger Science Expertise

8th Gr. Soc. St. Mr. Russell Bell Social Studies/Motivational Skills Expertise

7/8th Lang/Soc. St: Mr. John Campbell Lang/SocSt/Reading Expertise

7/8th Reading: Mrs. Wendy Anderson Reading Expertise

7/8th Rtl Teacher: Ms. Lois Parker Reading Expertise

Speech Therapist Ms. Kristina Pulletti Speech Expertise

Staffing Specialist Ms. Susan Brusso ESE Rtl Resource

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

The Leadership team will review and discuss agenda and minutes from MTSS/Rtl meetings and SACs meetings. The Leadership team will also monitor communications between the Rtl teachers and math teachers.

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

LMS uses Performance Matters, FAIR, FCIMs, school wide writing prompts graded by a select team using common core exemplars and Reading Counts for progress monitoring in the core subjects. The supplemental math programs use Success Maker. The intensive reading uses Success Maker, READ 180 and System 44.

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

5. These conjoined teams will meet with the School Advisory Council (SAC) to help develop the School Improvement Plan (SIP). Based on data, a tiered system will be developed that targets academic, social, and emotional areas of need in helping to set clear expectations for instruction (Rigor, Relevance, Relationship). The tiers will be developed as follows: Tier 1 – Core, Tier 2 – Targeted, Tier 3 – Intensive. The team will facilitate a systems approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extending, refining, and summarizing) and aligned processes and procedures. LMS will support the staff with whole faculty and small group professional development. Small group professional development will take place via the reading coach during common lesson planning and planning for formative assessment. The teams will also be invited to PTO meetings to present at the 'Parent College'.

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:** 3,480

LMS, through the Title 1 program, offers an after school program for the majority of the year. The master schedule has a built in time for 6th graders to have extra time daily for reading where Junior Scholastic will be used for enrichment. 7th & 8th graders will use the extra time in the core classes for reading and writing activities. Summer school is offered for unsuccessful students. Teachers will have common planning by subject area and grade level, for math common vertical planning. During these planning times, small group professional development will be provided. An incentive activity put in place at LMS called 'Do the Right Thing', for students passing all subjects, with good attendance, and no discipline issues, was very successful. First celebration was held at the end of February, 2013, only about half the student body was able to participate. Second celebration, in May over half the student body (increase of approximately 75 students) was able to participate. Plans are under way to do three celebrations in 2013/14 and to gradually increase the level of the criteria.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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
Dr. Robert Egley	Principal
Kenneth Pickles	Assistant Principal
Barbara Spratt	Dean
Karen Johnson	Reading Coach
Beth Lutkenhaus	Guidance Counselor
Keven Lutkenhaus	Technical Specialist
Tyson Frantz	Athletic Director
Tracy Murphy	Lead Teacher/Math
Bonnie Feickert	ESE Teacher
James Kidd	AVID Teacher
Ashley Corbitt	Civics Teacher
Elizabeth Layton	Language Arts Teacher
Kara Dillman	Language Arts Teacher
Ryan Harris	Science Teacher
Lynn Moore	Media Specialist
Kelley Kidd	Language Arts

Name	Title
John Campbell	Lang/Civics/Reading Endorsement
Wendy Anderson	Reading Teacher
Lois Parker	Reading Teacher
Laura Chambliss	Math/Algebra Teacher
John Klinger	Science Teacher
David Randall	Social Studies Teacher
Russell Bell	Social Studies Teacher
Jennalee Edwards	Math/Science Teacher
Michelle Reinking	ESE Teacher
Kristina Puletti	Speech Therapist
Susan Brusso	ESE Staffing Specialist
Joel Reinking	Civics Teacher

How the school-based LLT functions

The Leadership team will review and discuss agenda and minutes from MTSS/Rtl meetings and SACs meetings. The Leadership team will also monitor communications between the Rtl teachers and math teachers.

Major initiatives of the LLT

LMS uses Performance Matters, FAIR, FCIMs, school wide writing prompts graded by a select team using common core exemplars and Reading Counts for progress monitoring in the core subjects. The supplemental math programs use Success Maker. The intensive reading uses Success Maker, READ 180 and System 44.

All 6th grade teachers will have a 30 minute block in the middle of the day to implement reading for every student (gives level 1's two reading classes). In the 7th and 8th grade, class times have been increased to allow for more reading/writing activities to occur. Elective teachers will also be expected to have reading and writing activities taking place in their classrooms.

Every Teacher Contributes to Reading Instruction

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

All 6th grade teachers will have a 30 minute block in the middle of the day to implement reading for every student (gives level 1s two reading classes). In the 7th and 8th grade, class times have been increased to allow for more reading/writing activities to occur. Elective teachers will also be expected to have reading and writing activities taking place in their classrooms.

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

n/a

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

1. LMS offers business classes, art classes a physical education class and math classes for high school credit and 8th grade science will be implementing a stem program, CLASS ACT by L. J. Create. LMS also participates in the Choices program, the pre-planners that are furnished by the State.

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

2. LMS is fortunate to have administrators, dean, counselor and reading coach all with multiple years at the high school level. In as much, promoting academic and career planning is the root of their counseling and advising. LMS hosted a career day this year with approximately twenty-five different careers represented. It was received extremely well by the students and the businesses were glad to take part. This will definitely be a repeat event.

Strategies for improving student readiness for the public postsecondary level

LaBelle Middle School (LMS) will utilize multiple strategies to improve student readiness for the public postsecondary level. Based on the data analysis reported in the 2011 High School Feedback Report, the administration, faculty and staff realize that much work must be done. Below are several strategies we will implement to achieve this objective.

LMS will strengthen the academic culture by exploring high quality educational options capable of preparing our students for the rigors of postsecondary education and the world of work beyond high school. We will facilitate frequent conversations between and among faculty and staff to keep the focus on teaching and learning; we will build partnerships with teacher leaders, instructional coaches and technology specialists within the educational environment to galvanize collaborative and collegial relationships within the organization. This will be characterized by conversations centered around student learning and growth, reflective inquiry, shared ownership and forward thinking problem-solving. The administration will work to build trust through shared decision making, frequent communications, frequent visits to classrooms and consistency over time. This will increase the leadership density within our school by creating opportunities for teacher leaders to increase their span of control and sphere of influence. The results of this strategy will drive the improvement of our school culture from within. LMS will utilize the Common Core State Standards (CCSS) in order to increase rigorous content and application of acquired knowledge and skills across the curriculum.

LMS will utilize formative assessments, best practices and research from across the nation to redesign curricula and instruction to align with the CCSS. Our work will focus on bridging the gap between existing district and state assessments and the CCSS so that our students will have a better chance to be success at the high school level and beyond.

LMS will focus on improving the reading, writing, listening and speaking skills of our students so that they are prepared for success in college and beyond. We will implement school-wide literacy initiatives across all content areas to via professional development and improved resources. We will create a internal sense of urgency among our faculty and staff to return to reading and text as the centerpiece of classroom instruction. We will make sure our teachers Increase the text complexity in their delivery of instruction and student expectations.

As educators, in the K-12 arena, we realize the need to create a college-going culture. Research has documented that for every 100 students in the United States who enter the ninth grade, only 67 of them will finish high school in four years. The numbers are more alarming when we look at the number of students that will go on to college: only 38 out the 100 will go to college. The number of students that earn an associate or bachelor's degree are even more frightening: only 18 out of the 100 will earn any

college degree within six years.

LMS must prepare our students with the vision of going to college and earning a degree in order to have a life full of options rather than a life of limitations. LMS must create the college going culture where students believe that college is the next step for them after graduating from high school. Our students must see college as the norm, not the exception

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	51%		No	56%
American Indian				
Asian				
Black/African American	34%	25%	No	41%
Hispanic	48%	36%	No	53%
White	63%	56%	No	66%
English language learners	17%	18%	Yes	25%
Students with disabilities	28%	20%	No	35%
Economically disadvantaged	48%	37%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	276	40%	47%
Students scoring at or above Achievement Level 4			

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>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	376	54%	59%
Students in lowest 25% making learning gains (FCAT 2.0)	174	59%	64%

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	41	19%	23%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		17%

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	61%	49%	No	65%
American Indian				
Asian				
Black/African American	49%	22%	No	54%
Hispanic	58%	47%	No	63%
White	69%	62%	No	72%
English language learners	32%	9%	No	39%
Students with disabilities	43%	24%	No	48%
Economically disadvantaged	58%	46%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	324	46%	51%
Students scoring at or above Achievement Level 4	55	17%	22%

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>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	411	59%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	174	63%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	106	48%	50%
Middle school performance on high school EOC and industry certifications	76	72%	75%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	55%	60%
Students scoring at or above Achievement Level 4	18	17%	22%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	72	27%	30%
Students scoring at or above Achievement Level 4	39	6%	9%

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>		17%

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)	0		
Participation in STEM-related experiences provided for students	0	0%	

Area 6: Career and Technical Education (CTE)

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

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	265	36%	30%
Students who fail a mathematics course	82	12%	9%
Students who fail an English Language Arts course	57	8%	5%
Students who fail two or more courses in any subject	89	13%	9%
Students who receive two or more behavior referrals	79	11%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	97	14%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent Involvement is encouraged through participation with the Parent Teacher Organization. The PTO holds informative monthly meetings for parents. Each month the PTO leadership sponsors a 'Parent College' which is a guest speaker that attends to explain school programs and/or activities. A goal is to improve attendance for these meetings and the Parent Teacher Conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
PTO Meetings	12	3%	5%
Improved attendance for Parent Teacher Conferences	150	22%	25%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

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

- G1.** 8% of 719 students who took the Performance Matters Reading baseline assessment scored 0-30. By the third Reading Performance Matters assessment, 75% of those students (44) will increase their score by 20 points.
- G2.** Students scoring below 50% (594) on Performance Matters baseline assessment will decrease by 10% (59) on or before Performance Matters baseline assessment 3.
- G3.** Science will support the reading goal by focusing on academic and science content vocabulary to increase the number of students scoring 50% (176) on Science PM baseline by 10% (58) on the 3rd Science benchmark test.
- G4.** By June 2014, 22 students in a population of 217 (10%) will increase their writing proficiency by 1 level on the on the Florida Writes compared to the Quarter 2 Bronco Writes.

Goals Detail

G1. 8% of 719 students who took the Performance Matters Reading baseline assessment scored 0-30. By the third Reading Performance Matters assessment, 75% of those students (44) will increase their score by 20 points.

Targets Supported

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

Resources Available to Support the Goal

- Read 180 Upgrade
- Scholastic Reading Counts - Outside reading
- Focused Intensive Reading Classes
- Scholastic System 44
- SuccessMaker Lab
- FAIR data
- Implementation of new vocabulary program.
- Full time reading coach.
- Performance Matters assessments and data

Targeted Barriers to Achieving the Goal

- Students' lack of necessary/grade level vocabulary inhibits comprehension.

Plan to Monitor Progress Toward the Goal

Improvement of scores for percentage of students.

Person or Persons Responsible

Teachers, Reading Coach, and Administration

Target Dates or Schedule:

After the end of the 3rd assessment window for Performance Matters

Evidence of Completion:

Improvement of 75% of the students who scored 30 or below on baseline will score a 50 or above on the 3rd assessment.

G2. Students scoring below 50% (594) on Performance Matters baseline assessment will decrease by 10% (59) on or before Performance Matters baseline assessment 3.

Targets Supported

Resources Available to Support the Goal

- After school program
- SuccessMaker Program
- Curriculum with NGSSS
- Manipulatives
- Rtl for lowest 25%
- Kagan Cooperative Learning Structures
- FCIM Tests for Data
- Revamping of the master schedule for ability grouping.
- Performance Matters: tracking, testing and utilizing available data.

Targeted Barriers to Achieving the Goal

- Lower reading levels impede success with real-world problems.
- blending CCSS with NGSSS - more standards to teach.

Plan to Monitor Progress Toward the Goal

All teachers: grade level pacing guides. Evidence of data monitoring using Performance Matters. Lead Teachers: Bi-weekly meeting/ agenda or minutes.

Person or Persons Responsible

All teachers/Lead teachers

Target Dates or Schedule:

bi-weekly

Evidence of Completion:

Completed pacing guides and meeting agendas or minutes.

G3. Science will support the reading goal by focusing on academic and science content vocabulary to increase the number of students scoring 50% (176) on Science PM baseline by 10% (58) on the 3rd Science benchmark test.

Targets Supported

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

Resources Available to Support the Goal

- Science Textbook - Fusion
- ThinkCentral - Science Textbook Website
- classroom internet access/ability to project for the class
- CPALMs resources - online access to vetted lessons
- LJ Create STEM computer program and hardware.
- laboratory equipment
- FCAT Explorer
- FCIM quizzes

Targeted Barriers to Achieving the Goal

- Students have limited understanding of science vocabulary.

Plan to Monitor Progress Toward the Goal

Compile input from all Science teachers for presentation to administration.

Person or Persons Responsible

John Klinger, Science Teacher

Target Dates or Schedule:

Monthly

Evidence of Completion:

Written reports, oral reports, student grades and improved student scores on Science performance matters.

G4. By June 2014, 22 students in a population of 217 (10%) will increase their writing proficiency by 1 level on the on the Florida Writes compared to the Quarter 2 Bronco Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- 1. Word Generation
- 2. Journaling
- 3. Content focused writing assessments
- 4. Modeling FL Writes in assignments
- 5.AVID strategies
- 6. CPALMS

Targeted Barriers to Achieving the Goal

- 1. Absence of connections between content areas.

Plan to Monitor Progress Toward the Goal

Compile evidence and report to leadership team on the following: 1. Introduce the writing rubric to the faculty. 2. Review expectations in subject area meetings. 3. Implement in classroom 4. Provide evidence in Grade Level meetings 5. Lead teachers compile evidence and report to leadership team.

Person or Persons Responsible

Lead Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Professional Development schedule, attendance records, rubric creation and rubric implementation.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 8% of 719 students who took the Performance Matters Reading baseline assessment scored 0-30. By the third Reading Performance Matters assessment, 75% of those students (44) will increase their score by 20 points.

G1.B1 Students' lack of necessary/grade level vocabulary inhibits comprehension.

G1.B1.S1 Implementation of Word Generation - new, cross-curriculum vocabulary program with focus on academic vocabulary.

Action Step 1

Word Generation vocabulary program

Person or Persons Responsible

All teachers

Target Dates or Schedule

2nd quarter through 4th quarter

Evidence of Completion

Pre and Post Test

Action Step 2

Word Generation program - using supplemental materials for ELL student

Person or Persons Responsible

ELL Teacher & Paraprofessionals

Target Dates or Schedule

2nd quarter through 4th quarter

Evidence of Completion

pre and post test results

Action Step 3

Support for teachers for implementation of Word Generation; professional development at curriculum meetings; teacher support through coaching and collaborative lesson planning.

Person or Persons Responsible

Reading coach and Literacy/Common Core Team

Target Dates or Schedule

2nd quarter through 4 quarter

Evidence of Completion

pre and post test

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

Through teacher observations, effective implementation of Word Generation program in classrooms will be seen. Reading coach will collect school wide data regarding effective (research-based) vocabulary instruction.

Person or Persons Responsible

Reading coach and Administration

Target Dates or Schedule

During teach evaluations, observations/collection of data regarding vocabulary instruction.

Evidence of Completion

Data trends reported by reading coach of research-based to Literacy/Common Core/DA team meetings.

Plan to Monitor Effectiveness of G1.B1.S1

Word Generation vocabulary program

Person or Persons Responsible

MTSS team & Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Reports of pre- and post- tests at MTSS meetings.

G1.B1.S2 Lexile level reading will assist in increasing vocabulary.

Action Step 1

Administer Scholastic Reading Inventory and monitor results

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Scholastic Reading Counts Reports

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

Ongoing Monitoring of students' current reading level and test success percentages and current points accrued with the reading counts program

Person or Persons Responsible

ELA and reading teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Oral reporting at curriculum meetings of SRI levels, number of books/points, Reading Counts points, Notes/agenda from ELA curriculum meetings.

Plan to Monitor Effectiveness of G1.B1.S2

Reading counts and Lexile-leveled reading to increase vocabulary through wide reading

Person or Persons Responsible

ELA and reading teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

SRI test results reported at ELA/reading curriculum meetings.

G1.B1.S3 Interactive vocabulary word walls in the classroom will improve content area vocabulary.

Action Step 1

Post discipline-specific vocabulary as well as Word Generation words in room; plan for frequent student interaction with word wall.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Ongoing through out the year

Evidence of Completion

Posted in room. Lesson plans show opportunities for interaction with word wall.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Through teacher observation effective implementation of interactive word walls are installed. Reading Coach programs.

Person or Persons Responsible

ELA and Reading teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Oral reporting at curriculum meetings of SRI levels, number of books/points, Reading Counts points, Notes/agenda from ELA curriculum meetings.

Plan to Monitor Effectiveness of G1.B1.S3

Interactive word walls

Person or Persons Responsible

Literacy/Common Core teams Teachers

Target Dates or Schedule

Beginning and end of Word Generation program, end of units

Evidence of Completion

Reports of pre- and post- test results for Word Generation vocabulary to MTSS team. Reports of results of assessment by teachers of content-specific vocabulary at curriculum meetings.

G1.B1.S4 Subject area teachers will increase the amount of scaffolded reading of complex text, with collaborative planning to include explicit teaching of content-specific vocabulary as well as academic vocabulary.

Action Step 1

Evaluate and select sources for context-rich informational text; determine professional development needs and implementation needs for increased reading of complex informational text in subject area classrooms.

Person or Persons Responsible

Literacy/Common Core Teams

Target Dates or Schedule

Bi-weekly or monthly as needed

Evidence of Completion

Oral report during meetings meeting notes and agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Students scoring below 50% (594) on Performance Matters baseline assessment will decrease by 10% (59) on or before Performance Matters baseline assessment 3.

G2.B2 Lower reading levels impede success with real-world problems.

G2.B2.S1 Common planning for PLCs, analyze data and developing pacing guides.

Action Step 1

Plan instruction according to data collected

Person or Persons Responsible

All Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, gains on assessments.

Action Step 2

Grade levels will develop pacing guides for the regular math classes

Person or Persons Responsible

All math teacher in each grade level.

Target Dates or Schedule

Sept/Oct. 2013

Evidence of Completion

Pacing guides

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Grade levels developing pacing guides and using common planning for data analysis.

Person or Persons Responsible

All Math teachers in each grade level

Target Dates or Schedule

Bi-weekly curriculum meetings; weekly during planning period.

Evidence of Completion

Oral report, pacing guides upon completion, lesson plans and improved scores on assessments.

Plan to Monitor Effectiveness of G2.B2.S1

Pacing guides will be developed for 6th - 8th grade regular students. Teachers will compare lesson plans to pacing guides and adjust when necessary. Mastery of concepts taught on EOC exam.

Person or Persons Responsible

All Math teachers in each grade level

Target Dates or Schedule

Weekly lesson plans, EOC (end of year) for Algebra I Honors

Evidence of Completion

Change in pacing guide as applicable and EOC exams.

G2.B2.S3 Use of assessment data with fidelity to drive instruction.

Action Step 1

Use of assessment data with fidelity to drive instruction. Training in performance matters.

Person or Persons Responsible

Administration schedules.

Target Dates or Schedule

Ongoing training, some during professional development days and others during common planning.

Evidence of Completion

Professional development schedule.

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Science will support the reading goal by focusing on academic and science content vocabulary to increase the number of students scoring 50% (176) on Science PM baseline by 10% (58) on the 3rd Science benchmark test.

G3.B2 Students have limited understanding of science vocabulary.

G3.B2.S1 Create a plan to incorporate vocabulary instruction into teaching.

Action Step 1

Generate a list, by grade level, of the top science vocabulary terms.

Person or Persons Responsible

All science Teachers

Target Dates or Schedule

9/12/13

Evidence of Completion

Written report.

Action Step 2

Consolidate 6th, 7th, 8th grade lists into one

Person or Persons Responsible

John Klinger

Target Dates or Schedule

9/26/13

Evidence of Completion

Written report

Action Step 3

Create a plan to incorporate vocabulary instruction into teaching.

Person or Persons Responsible

All science teachers

Target Dates or Schedule

10/10/13

Evidence of Completion

Vocabulary assessments, lesson plans

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

By grade level, identify the top Science vocabulary terms. Generate a single list of the top middle school vocabulary. Incorporate into instruction.

Person or Persons Responsible

All Science Teachers.

Target Dates or Schedule

10/10/13

Evidence of Completion

Written list, lesson plans.

Plan to Monitor Effectiveness of G3.B2.S1

Administer vocabulary assessments to assess student progress toward mastery of the middle school top Science vocabulary.

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

At the end of each marking period

Evidence of Completion

Student grades.

G3.B2.S2 A list of the top Science vocabulary terms will be created. These terms will be incorporated into the teaching throughout 6th, 7th, and 8th grade.

Action Step 1

Generate a list, by grade level, of the top Science vocabulary terms.

Person or Persons Responsible

All science teachers.

Target Dates or Schedule

09/12/13

Evidence of Completion

written report and vocabulary list.

Action Step 2

Consolidate 6th, 7th, and 8th grade lists into one.

Person or Persons Responsible

John Klinger, Science Teacher

Target Dates or Schedule

09/26/13

Evidence of Completion

written report and vocabulary list.

Action Step 3

Create a plan to incorporate vocabulary instruction into teaching.

Person or Persons Responsible

All science teachers

Target Dates or Schedule

10/10/13

Evidence of Completion

Activities and assessments, lesson plans

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

By grade level, identify the top Science vocabulary terms, generate a single list of the top Middle School vocabulary and incorporate into instruction.

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

10/10/2013

Evidence of Completion

Written list, lesson plans.

Plan to Monitor Effectiveness of G3.B2.S2

Administer vocabulary assessments to assess student progress toward mastery of the middle school top Science vocabulary terms.

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

At the end of each marking period.

Evidence of Completion

Student grades

G4. By June 2014, 22 students in a population of 217 (10%) will increase their writing proficiency by 1 level on the on the Florida Writes compared to the Quarter 2 Bronco Writes.

G4.B1 1. Absence of connections between content areas.

G4.B1.S1 Poll faculty for Writing Professional Development needs (ex: grading/rubric, foundational understanding...)

Action Step 1

Poll Faculty for Writing Professional Development needs (ex. grading/rubric, foundational understanding...)

Person or Persons Responsible

Leadership

Target Dates or Schedule

Mid October

Evidence of Completion

Survey created

Action Step 2

Teacher responds to survey needs.

Person or Persons Responsible

Faculty

Target Dates or Schedule

Mid October

Evidence of Completion

Survey Completed

Action Step 3

Organize a Professional Development schedule based upon the needs of the teachers for writing.

Person or Persons Responsible

Leadership

Target Dates or Schedule

Late October

Evidence of Completion

Creation of an appropriate Professional Development schedule.

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

Create poll, collect poll, compile data, analyze, report and create a professional development schedule accordingly.

Person or Persons Responsible

Leadership Team and Faculty

Target Dates or Schedule

Early October

Evidence of Completion

The professional development schedule and attendance records.

Plan to Monitor Effectiveness of G4.B1.S1

Majority participation in the Professional Development Survey

Person or Persons Responsible

Leadership Team and faculty

Target Dates or Schedule

Early October

Evidence of Completion

The professional development schedule and attendance records.

G4.B1.S2 Content area support and cohesiveness in writing expectations.

Action Step 1

Content area support and cohesiveness in writing expectations.

Person or Persons Responsible

Faculty across subject areas with support from Reading Coach and potential Writing Coach with possible student input.

Target Dates or Schedule

Before second 9 weeks grading period begins (late October, 2013).

Evidence of Completion

Establish a unified school writing rubric that is used with fidelity across content areas to be used beginning with Bronco Writes in mid to late October.

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

In bi-weekly department and grade level meetings discuss effectiveness, usage, and possible improvements with lead teachers.

Person or Persons Responsible

Faculty across grade level and content level.

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Meeting attendance, agenda/minutes and review by lead teachers

Plan to Monitor Effectiveness of G4.B1.S2

100% Teacher participation of the rubric

Person or Persons Responsible

Faculty across grade level and content areas.

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Meeting attendance and review by lead teachers.

G4.B1.S3 Provide time during normal work hours for training and development.

Action Step 1

Provide time during normal work hours for training and development.

Person or Persons Responsible

District/School leadership

Target Dates or Schedule

Before second 9 weeks grading period begins (late October)

Evidence of Completion

Attendance and completion of provided and relevant professional development.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G4.B1.S3

By the scheduling of professional development, the support in class in order to attend PD, and the attendance records of the PD.

Person or Persons Responsible

Leadership Team and Faculty

Target Dates or Schedule

By the end of first semester 2013-2014.

Evidence of Completion

Attendance records and agendas.

Plan to Monitor Effectiveness of G4.B1.S3

Evidence of strategies in Lesson Plans and samples

Person or Persons Responsible

Leadership Team and Faculty

Target Dates or Schedule

By the end of the first semester 2013-2014.

Evidence of Completion

Leadership review of lesson plans and student artifacts.

G4.B1.S4 Provide a financial incentive for training and development outside normal work day.

Action Step 1

Provide a financial incentive for training and development outside of normal work.

Person or Persons Responsible

District/School Leadership/Financial Dept.

Target Dates or Schedule

During the first semester of 2013-2014 school year.

Evidence of Completion

Approval of the allocation of funds, professional development opportunities.

Facilitator:

Participants:

Action Step 2

Attend give Professional Development opportunities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Attendance record

Plan to Monitor Fidelity of Implementation of G4.B1.S4

By scheduling the professional development with allocated funds and the and monitoring the attendance records.

Person or Persons Responsible

District Financial Team, Leadership Team and Faculty

Target Dates or Schedule

By the end of the first semester 2013-2014.

Evidence of Completion

Attendance records of professional development.

Plan to Monitor Effectiveness of G4.B1.S4

Evidence of strategies in Lesson Plans and samples.

Person or Persons Responsible

Leadership Team and Faculty

Target Dates or Schedule

By the end of first semester, 2013-2014.

Evidence of Completion

Leadership review of lesson plans and student artifacts.

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

Federal, state, and local funds collaborate to provide extended day/year programs through Title I, Part A, Title I, Part C, Title VI, and Title III. The Title I Director is also the homeless liaison, and works with the school to provide services for homeless students through the Title I, Part A set aside. Adult education programs are available for adults to learn English, and are funded through Title I, Part A, Title I, Part C, and Title III. SAI funding provides Algebra I boot camps during the summer for students who have not passed the Algebra I EOC.

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.

G4. By June 2014, 22 students in a population of 217 (10%) will increase their writing proficiency by 1 level on the on the Florida Writes compared to the Quarter 2 Bronco Writes.

G4.B1 1. Absence of connections between content areas.

G4.B1.S3 Provide time during normal work hours for training and development.

PD Opportunity 1

Provide time during normal work hours for training and development.

Facilitator

Participants

Target Dates or Schedule

Before second 9 weeks grading period begins (late October)

Evidence of Completion

Attendance and completion of provided and relevant professional development.

G4.B1.S4 Provide a financial incentive for training and development outside normal work day.

PD Opportunity 1

Provide a financial incentive for training and development outside of normal work.

Facilitator

Participants

Target Dates or Schedule

During the first semester of 2013-2014 school year.

Evidence of Completion

Approval of the allocation of funds, professional development opportunities.