

2013-2014 SCHOOL IMPROVEMENT PLAN

Mowat Middle School
1903 W HIGHWAY 390
Lynn Haven, FL 32444
850-767-4040

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 52%
Alternative/ESE Center No	Charter School No	Minority Rate 31%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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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

Mowat Middle School

Principal

Ed Sheffield, Jr

School Advisory Council chair

Kerry Wittkopf

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

Name	Title
Ed Sheffield, Jr	Principal
Cynthia A. Walker	Assistant Principal
David Hicks	Pre-AP and math chair
Kathryn Creel	Reading and ASPIRE chair
Catherine Moore	6th grade chair
Jonathan Moore	8th grade chair
Denise Hinson	ELA and 7th grade chair
Karen McQueen	ESE chair
Mandeville Smith	Science chair
Brad Lashley	Social Studies chair
Betsy Balmer	Media Specialist

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not school board employees. The SAC is composed of the principal, and a balance between teachers, parents, and other business and community members. The membership represents the ethnic, racial and economic community served by the school. The chairperson is Kerry Wittkopf, the co-chairperson is Nicole Weaver, and the secretary is Julie Shepherd.

Involvement of the SAC in the development of the SIP

The SAC reviewed the plan, discussed the goals and strategies, and will vote to approve the plan in its October meeting.

Activities of the SAC for the upcoming school year

The SAC will work with the school leadership team to advance our parental involvement goals for the upcoming year. They will collaborate with the school leadership team to support the goals in the school improvement plan.

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

Pending availability of funds, members of the Mowat staff will be able to apply for grants based upon advancing the goals in our school improvement plan.

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

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ed Sheffield, Jr		
Principal	Years as Administrator: 15	Years at Current School: 5
Credentials	M.S. Educational Leadership, B.S. Physical Education	
Performance Record	<p>Of the past 8 years as an administrator, 6 were at an "A" school and 2 were at a "B" school.</p> <p>2006 Grade A : reading-56% proficient, 58% learning gains, 53% lowest quartile gains; math--83% proficient, 82% learning gains, 73% lowest quartile gains.</p> <p>2007 Grade B: reading-61% proficient, 56% learning gains, 44% lowest quartile gains; Math-87% proficient, 81% learning gains, 68% lowest quartile gains.</p> <p>2008 Grade A: reading--69% proficient, 66% learning gains, 55% lowest quartile gains; math-90% proficient, 85% learning gains, 79% lowest quartile gains.</p> <p>2009 Grade B: reading-65% proficient, 56% learning gains, 44% lowest quartile gains; math-90% proficient, 82% learning gains, 69% lowest quartile gains.</p> <p>2010 Grade A: reading- 79% proficient, 68% learning gains, 66% lowest quartile gains; math-78% proficient, 69% learning gains, 65% lowest quartile gains.</p> <p>2011 Grade A: reading-81% proficient, 64% learning gains, 70% lowest quartile gains; math-81% proficient, 76% learning gains, 73% lowest quartile gains.</p> <p>2012 Grade A: reading-70% proficient, 74% learning gains, 74% lowest quartile gains; math-69% proficient, 75% learning gains, 72% lowest quartile gains</p> <p>2013 Grade A: reading-68% proficient, 74% learning gains, 72% lowest quartile gains; math-64% proficient, 71% learning gains, 68% lowest quartile gains.</p>	

Cynthia A. Walker		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	<p>M.S. in Educational Leadership.</p> <p>B.A. in English and Social Studies education</p> <p>Certified 6-12 English</p> <p>ESOL endorsed</p>	
Performance Record	<p>Served three years as an administrator at an "A" school (Mowat Middle School), first as an administrative assistant for 1 year, then as assistant principal. Served 8 years on school leadership teams at two area high schools.</p> <p>2012 Grade A: reading-70% proficient, 74% learning gains, 74% lowest quartile gains; math-69% proficient, 75% learning gains, 72% lowest quartile gains</p> <p>2013 Grade A: reading-68% proficient, 74% learning gains, 72% lowest quartile gains; math-64% proficient, 71% learning gains, 68% lowest quartile gains.</p>	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Barbara Hicks

Part-time / District-based

Years as Coach: 2

Years at Current School: 2

Areas

Reading/Literacy

Credentials

BA/MS reading, Certified in Elementary Education (1-6), Reading (K-12).

Performance Record

Mowat Middle School:
 2012 Grade A: reading-70% proficient, 74% learning gains, 74% lowest quartile gains; math-69% proficient, 75% learning gains, 72% lowest quartile gains
 2013 Grade A: reading-68% proficient, 74% learning gains, 72% lowest quartile gains; math-64% proficient, 71% learning gains, 68% lowest quartile gains.
 Bay High School:
 2012 Grade B: reading-57% proficient, math- 71% proficient, writing-77% proficient
 2013 Grade pending.

Nicole Baker

Part-time / District-based

Years as Coach: 1

Years at Current School: 1

Areas

Rtl/MTSS

Credentials

M.S. Counseling and Psychology, Troy State University, May 2005.
 Certified in Guidance PK-12

Performance Record

I am highly qualified to work with site-based faculty to build their capacity with the implementation of a Multi-Tiered System of Supports in order to facilitate school improvement.

Classroom Teachers

of classroom teachers

57

receiving effective rating or higher

57, 100%

Highly Qualified Teachers

100%

certified in-field

57, 100%

ESOL endorsed

12, 21%

reading endorsed

8, 14%

with advanced degrees

23, 40%

National Board Certified

3, 5%

first-year teachers

8, 14%

with 1-5 years of experience

10, 18%

with 6-14 years of experience

17, 30%

with 15 or more years of experience

22, 39%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

The principal and other administrators regularly meet with new teachers. We use the district provided personnel system to look at credentials of potential new hires to ensure we are interviewing the best possible candidates. Our new teachers participate in the district's new teacher induction program or the program for alternatively certified teachers. These teachers have district provided staff training specialists who work with them. Additionally, our literacy coach and MTSS coach will work with any new teachers in the areas of literacy and MTSS. New teachers will have staff mentors from within their departments and grade levels.

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

New teachers are paired with effective/highly effective teachers within their department and grade level. Whenever possible, the pairings will be with teachers in close physical proximity on campus, making it easier for teachers to visit each other's classrooms during planning, before and after school. Additionally, new teachers receive assistance from instructional specialists from the district office. This is done either through the district's program for new teachers or their program for alternatively certified teachers. Additionally, our literacy coach is available to assist any of our teachers.

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

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

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

The grade level chairs will meet monthly with their respective grade levels to look at core instruction and to assist each other in meeting both student and teacher needs. The grade level chairs are also working with the assistant principal as data coaches to build capacity in looking at data systematically. MTSS leadership team and SLT will also be monitoring core instruction, placement into the MTSS process, progress monitoring, and the implementation of SIP goals.

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

Ed Sheffield, principal, and Cynthia Walker, assistant principal will be monitoring the overall process. Additionally, Mrs. Walker will be working with the 6th , 7th , and 8th grade chairs (Catherine Moore, Denise Hinson, and Jonathan Moore, respectively) as data coaches. The data coaches will meet monthly with the grade level teachers to look at data as it relates to the grade level (e.g. DEA tests, Mowat Writes, common assessments). They will discuss tier I and tier II instruction and strategies for enhancing teaching at that level. They will also refer students to the MTSS leadership team for review and possible placement into tier II or tier III. The department chairs (Karen McQueen, ESE; Brad Lashley, social studies; Mandeville Smith, science; David Hicks, pre-AP and math; Denise Hinson, ELA; Kathryn Creel, reading/ASPIRE; Betsy Balmer, special areas) will meet with departments to create common assessments, discuss tier I instruction, and assure fidelity of SIP initiatives.

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

The MTSS leadership team and the SLT will meet (separately) monthly to ensure that the SIP goals are being met and to ensure that the MTSS process is being implemented—this includes deciding placement of students in tiers II and III and ensuring fidelity of instructional practices and progress monitoring. A district staff training specialist will work with the MTSS team and/or individual teachers to ensure fidelity of the tier I, II, and III curriculum, strategies and supports, and progress monitoring.

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

The grade level chairs/data coaches will meet monthly with the grade level teachers to look at data from multiple sources (e.g. DEA tests, READ 180, Classworks, common assessments, Mowat Writes). They will use a systematic process delineated in The Data Coach’s Guide to Improving Learning for All Students by Love, Stiles, Mundry, and DiRanna. A universal spreadsheet developed by district staff will be used to monitor fidelity of the MTSS process. Additionally, as our school is a PBS school, we utilize the RTI-B data base to track discipline issues. This data is monitored by our PBS team and by our two administrative assistants.

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

The MTSS process will be discussed at grade level and department level meetings, as mentioned previously. We hope to include all parents by including articles about MTSS in our newsletter, as well as provide district-provided materials to parents of students entering the MTSS process.

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: 300

We have several clubs/organizations that meet before or after school to increase student engagement in school. A new club this year is the Drama Club. We have a SWAT (Students Working Against Tobacco) program, and Fellowship of Christian Students. We also have a Girls on the Run program (Junior Service League) and a Juniorette (Panama City Women’s Club) program. All of these are open to any interested student. These organizations provide non-academic outlets for students with the hopes of engaging them further in their education.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data is collect by the teachers/facilitators as to the number of students involved. We look at student participation to determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

The various teachers/facilitators of each program. Clubs with sponsors outside the school also provide oversight. Overall, the principal is responsible.

Strategy: Before or After School Program

Minutes added to school year: 240

We have a district-directed KAGAN Structure-a-month (SAM) program once a month for KAGAN trained teachers to practice structures and learn new ones. We encourage all teachers to attend this after school program.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

We will look at sign-in sheets, agendas, and instances of KAGAN structures on lesson plans, as well as other evidence KAGAN in the classrooms (e.g. numbered desks).

Who is responsible for monitoring implementation of this strategy?

Assistant Principal (KAGAN trained administrator)

Strategy: Before or After School Program

Minutes added to school year: 300

We have a BETA Club for students with a 3.0 GPA or above. This is by invitation only based upon grade point average. We also have a Student Government Organization (SGA). Any student can join the SGA; however, officers are voted on.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

The data is collected by the SGA and Beta Club sponsors (teachers on staff). We look at student participation to determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

The sponsors and the principals are responsible for monitoring the implementation.

Strategy: Before or After School Program

Minutes added to school year: 500

Several of our teachers are a part of a C.R.O.P. tutoring initiative through Gulf Coast State College. This initiative provides tutoring for students 6-12 in the areas of mathematics, English/language arts, science, and social studies. Additionally, we have a common planning period in the morning before school begins. Most of our teachers offer as needed tutoring for students during that time period.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected by the participating teachers and the college.

Who is responsible for monitoring implementation of this strategy?

The college and the participating teachers monitor the effectiveness of the program.

Literacy Leadership Team (LLT)

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

Name	Title
Cynthia Walker	Assistant Principal
Kathryn Creel	Reading department chair
Jennifer Beach	Reading teacher
Sandra Tidwell	Reading teacher
Denise Hinson	ELA department chair
Melissa Aldridge	Reading/World History teacher
Nicole Muir	Reading teacher
Laurel Floyd	ASPIRE reading teacher
Kristen Kirkpatrick	ESE reading teacher
Karen McQueen	ESE department chair/reading teacher
Betsy Balmer	Media Specialist
Patricia Carpenter	Reading teacher
Cynthia McGuire	Reading teacher
Julianna McCutcheon	Reading teacher

How the school-based LLT functions

All of the teachers and administrator listed on the LLT will meet once a month. The teachers instruct a diverse group of students from Pre-AP classes to ESE classes and grades 6th through 8th. The group looks at reading data on a school-wide basis and suggests monthly reading strategies.

Major initiatives of the LLT

The first major initiative will be having all ELA teachers use the Scholastic Reading Counts program to monitor student independent reading.

We will continue to encourage the use of the scheduled DEAR (Drop Everything And Read) time. We will do this by providing a schedule of times and classroom resources for reading. We will have a way for teachers to get classroom libraries, if they need one (initiative in conjunction with Bay County Reading Association).

We will encourage parents to assist their student with information and strategies given via Facebook, our news letter, and our app.

Every Teacher Contributes to Reading Instruction

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

We require that our teachers put the reading strategies they are using on their lesson plans, then discuss those strategies in grade level meetings, department meetings, and one-on-one meetings between teachers and administrators. We have built into our daily schedule a 15 minute reading time where students, no matter the subject matter, are to read text of their own choosing. We are working with our literacy coach to encourage teachers in using the Comprehension Instructional Sequence (CIS) model when teaching. We are asking that our teachers attend Creating Independence through Student-owned Strategies (CRISS) and other research-based training that emphasize reading strategies and document their usage in teachers' lesson plans.

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

Through an "exploratory wheel" class, our students are exposed to multiple facets of art and computer usage. They learn about computers from a business-usage standpoint, as well as educational and personal usage. All of our courses use similar literacy strategies to enable students to see the connections between subjects. Additionally, our school has a pre-Advanced Placement program for academically advanced students who are looking to apply for our district's high schools' advanced programs such as AICE, IB, or Advanced Placement coursework.

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

Our school promotes career planning through the 8th grade U.S. history courses and the use of the CHOICES computer-based program. Additionally, our counselors each year invite counselors from all of the high schools in our district to come and discuss their programs with students here on our campus. We also invite elementary students to come and visit our middle school campus. Students meet with their individual counselors to discuss course selection. Pre-AP students also will meet with the pre-AP chairperson and will fill out an application that also addresses personal interest.

Strategies for improving student readiness for the public postsecondary level

We have done several things to ensure students are ready for high school and for post-secondary education. We make sure that all of our 6th graders are enrolled in a reading class, regardless of reading proficiency. Additionally, we have decided to make sure that all of our 8th graders who are unsuccessful in mathematics receive an additional intensive math class, which is contiguous to their grade level class. We also have accelerated math programs for advanced students, offering both Algebra 1 honors and

geometry honors on our campus for high school credit. Our pre-AP language arts classes uses the College Board Springboard curriculum to assist students in preparation for the rigors of high school and college.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	68%	No	77%
American Indian				
Asian	79%	57%	No	81%
Black/African American	55%	51%	No	60%
Hispanic	78%	71%	No	80%
White	78%	71%	No	80%
English language learners	63%	36%	No	67%
Students with disabilities	49%	36%	No	54%
Economically disadvantaged	65%	60%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	280	31%	33%
Students scoring at or above Achievement Level 4	327	36%	38%

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	14	100%	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	563	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	165	72%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		45%

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	128	53%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	64%	No	78%
American Indian				
Asian	84%	71%	No	86%
Black/African American	54%	45%	No	59%
Hispanic	81%	59%	No	83%
White	78%	68%	No	81%
English language learners	82%	27%	No	83%
Students with disabilities	52%	37%	No	57%
Economically disadvantaged	64%	54%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	313	37%	39%
Students scoring at or above Achievement Level 4	195	23%	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	14	100%	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	534	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	144	68%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	72	18%	22%
Middle school performance on high school EOC and industry certifications	72	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		6%
Students scoring at or above Achievement Level 4	66	92%	94%

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	78	28%	30%
Students scoring at or above Achievement Level 4	75	27%	29%

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)	10		12
Participation in STEM-related experiences provided for students	800	85%	87%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	384	41%	45%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	72	19%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	0		

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	238	25%	23%
Students who fail a mathematics course	27	3%	2%
Students who fail an English Language Arts course	9	1%	1%
Students who fail two or more courses in any subject	20	2%	1%
Students who receive two or more behavior referrals	171	18%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	99	11%	9%

Area 9: Parent Involvement

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

Parental involvement targets for the school

We have a core of parents who are actively involved in the school. We also hope to increase the number of parents who complete our school climate survey. We hope to increase parental involvement at our school through our parent involvement goal and the use of technology. To further our goal, we will create a parent technology survey to determine the technology capability of our families. We hope to provide more positive opportunities for involvement of parents in all of our AMO target areas.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase overall parent involvement at school.			

Goals Summary

- G1.** Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines.

- G2.** Increase parental involvement in all facets of the school.

Goals Detail

G1. Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, 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)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- EWS
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- Use Scholastic Scope magazine (available to ELA and civics teachers), as well as the internet to find a wide variety of prompts for students.
- ELA teachers who are specifically trained in teaching writing are a resource. We will also conduct two book studies: one on Content-Area Writing by Daniels, Zemelman, and Steineke, and the other on Teaching Adolescent Writers by Gallagher.
- Our literacy coach and the two district writing staff training specialists are good resources.
- We are re-purposing meetings during our common planning time to give teachers time to work collaboratively. We are also using substitute teachers to allow ELA teachers time for collaboration.
- Use specific research-based vocabulary strategies, such as those found in Project CRISS, to assist in broadening students' vocabulary in the disciplines.

Targeted Barriers to Achieving the Goal

- Many teachers are not trained to teach writing. Because they do not have that training, or do not see themselves as writers, they are uncomfortable in teaching and assessing writing.

Plan to Monitor Progress Toward the Goal

In-service training, meetings, and book studies

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

After training, meetings, and in-service opportunities, lesson plan checks (as needed)

Evidence of Completion:

meeting/book study sign-in sheets, lesson plans that reflect the use of writing in ELA and other disciplines.

G2. Increase parental involvement in all facets of the school.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- We have several electronic resources, including Facebook, a school/district app, and our website.

Targeted Barriers to Achieving the Goal

- Parents do not always know when a need or opportunity for involvement exists at the school.
- We do not have a good mechanism for actually tracking parental involvement at our school.

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. Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines.

G1.B2 Many teachers are not trained to teach writing. Because they do not have that training, or do not see themselves as writers, they are uncomfortable in teaching and assessing writing.

G1.B2.S1 Ask teachers to attend 6-Traits and/or other writing training provided by the district writing training specialists.

Action Step 1

Teachers will attend writing training.

Person or Persons Responsible

Principal, Department chairs, Assistant Principal

Target Dates or Schedule

After training opportunities

Evidence of Completion

Sign-in sheets, use of writing strategies/assessments documented in lesson plans and via classroom observations and walk-throughs.

Facilitator:

District provided writing staff training specialists.

Participants:

All faculty members.

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

Look at in-service records and evidence of implementation on lesson plans.

Person or Persons Responsible

Principal, Assistant Principal, department chairs

Target Dates or Schedule

on-going throughout school year

Evidence of Completion

in-service records and lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

Quarterly district writing assessment. Successful implementation will see a 5% increase in the number of students scoring a level 3.5 or above.

Person or Persons Responsible

ELA teachers and department chair

Target Dates or Schedule

after each quarterly district writing assessment.

Evidence of Completion

spreadsheet/charts of writing scores monitored by grade level data teams

G1.B2.S2 Conduct a book study using Content-Area Writing: Every Teacher's Guide by Daniels, Zemelman, and Steineke and Teaching Adolescent Writers by Gallagher.

Action Step 1

Create and hold book studies. Have teachers go back to colleagues, either in department or faculty meetings, and share knowledge and strategies for increasing both writing in the disciplines, and student writing quality.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Once a year upon completion of book study

Evidence of Completion

Teacher sign-in sheets and/or Edmodo discussions. Writing data from quarterly district writing assessments.

Facilitator:

Assistant principal

Participants:

Selected faculty members who are interested in a book study, and then in sharing information within their departments.

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

Regular Socratic discussions regarding the books, either in person or via Edmodo.

Person or Persons Responsible

Assistant principal who will be facilitating the book studies.

Target Dates or Schedule

Monitoring will occur after each meeting of the discussion group to ensure participation.

Evidence of Completion

Either sign-in sheets or Edmodo discussions, depending upon the venue the group decides upon for the discussions.

Plan to Monitor Effectiveness of G1.B2.S2

Successful implementation will produce sharing and among those in the book study and those who are not. Positive results would include more content area teachers including writing in their lesson plans and additional teachers creating writing exemplars for various disciplines. Much of the data collected will be anecdotal.

Person or Persons Responsible

Assistant principal

Target Dates or Schedule

Upon completion of each book study.

Evidence of Completion

Sign in sheets or Edmodo discussion. Increase in writing evidenced on lesson plans, sharing of writing ideas at department and sharing of writing data at grade level data team meetings.

G1.B2.S3 Utilize department meeting times to share writing samples, research-based strategies, and exemplars.

Action Step 1

Sharing of writing samples, strategies, exemplars

Person or Persons Responsible

Department chairs

Target Dates or Schedule

monthly

Evidence of Completion

copies of monthly department meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Administrators will monitor agenda and meeting notes of department meetings to ensure they are including time to share writing exemplars, strategies, and samples.

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

monthly after meetings

Evidence of Completion

meeting notes and agendas

Plan to Monitor Effectiveness of G1.B2.S3

We should see an increase in writing in all disciplines as evidenced in lesson plans and an increase in the students' performance on the quarterly district writing assessments.

Person or Persons Responsible

Principal, assistant principal, department chairs

Target Dates or Schedule

monthly

Evidence of Completion

Monthly agendas and writing assessment data

G2. Increase parental involvement in all facets of the school.

G2.B1 Parents do not always know when a need or opportunity for involvement exists at the school.

G2.B1.S1 We will utilize and better integrate our electronic/technological means of communication with parents, including Facebook, our district/school app, IRIS alerts, and our website.

Action Step 1

Utilize and integrate technology to better involve parents

Person or Persons Responsible

Principal, Assistant Principal, and Media Specialist

Target Dates or Schedule

on-going

Evidence of Completion

Monitor following of Facebook page and downloads of school app. Note times IRIS alert is used and for what purpose.

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

Look at Facebook usage, app usage, and website usage. Check numbers of IRIS alerts that are sent for non-emergencies

Person or Persons Responsible

Principal, assistant principal and media specialist

Target Dates or Schedule

Monthly

Evidence of Completion

A chart or graph showing usage of each media so that we can determine what our families are actually using. Data to create the graphic will come from number of followers on Facebook, IRIS alerts sent, and app downloads.

Plan to Monitor Effectiveness of G2.B1.S1

Successful implementation will see an increase in usage of each form of media.

Person or Persons Responsible

Principal, assistant principal

Target Dates or Schedule

monthly

Evidence of Completion

A chart or graph showing usage of each media so that we can determine what our families are actually using. Data to create the graphic will come from number of followers on Facebook, IRIS alerts sent, and app downloads.

G2.B3 We do not have a good mechanism for actually tracking parental involvement at our school.

G2.B3.S1 We will create a shared spread sheet for documenting parental involvement at the school so that we are better able to know our strengths and weaknesses.

Action Step 1

Create a spreadsheet that is shared to track volunteer hours and also areas where parents volunteer at school.

Person or Persons Responsible

Assistant Principal and staff who use volunteers.

Target Dates or Schedule

Updated monthly

Evidence of Completion

Completed spreadsheet.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Monthly review of spreadsheet

Person or Persons Responsible

Assistant principal and others who use volunteers

Target Dates or Schedule

monthly

Evidence of Completion

completed spreadsheet

Plan to Monitor Effectiveness of G2.B3.S1

Data will be collected to determine where we are using volunteers and where we need to get better at recruiting more parental and community involvement.

Person or Persons Responsible

Principal, assistant principal, and SAC

Target Dates or Schedule

monthly

Evidence of Completion

chart or graph presented at SAC meetings showing usage of volunteers at the school.

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

Our counselors actively work with our district homeless student liaison to ensure our students are getting the assistance and services they need. They also spearhead an anti-bullying program delivered via our physical education classes. All of our faculty participated in viewing a teen dating violence video at pre-service before school started and all must complete a recognizing and reporting domestic violence on-line course. Our administrative assistants, school resource deputy, and teachers work with students to avoid bullying and cyberbullying.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines.

G1.B2 Many teachers are not trained to teach writing. Because they do not have that training, or do not see themselves as writers, they are uncomfortable in teaching and assessing writing.

G1.B2.S1 Ask teachers to attend 6-Traits and/or other writing training provided by the district writing training specialists.

PD Opportunity 1

Teachers will attend writing training.

Facilitator

District provided writing staff training specialists.

Participants

All faculty members.

Target Dates or Schedule

After training opportunities

Evidence of Completion

Sign-in sheets, use of writing strategies/assessments documented in lesson plans and via classroom observations and walk-throughs.

G1.B2.S2 Conduct a book study using Content-Area Writing: Every Teacher's Guide by Daniels, Zemelman, and Steineke and Teaching Adolescent Writers by Gallagher.

PD Opportunity 1

Create and hold book studies. Have teachers go back to colleagues, either in department or faculty meetings, and share knowledge and strategies for increasing both writing in the disciplines, and student writing quality.

Facilitator

Assistant principal

Participants

Selected faculty members who are interested in a book study, and then in sharing information within their departments.

Target Dates or Schedule

Once a year upon completion of book study

Evidence of Completion

Teacher sign-in sheets and/or Edmodo discussions. Writing data from quarterly district writing assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G1. Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines.

G1.B2 Many teachers are not trained to teach writing. Because they do not have that training, or do not see themselves as writers, they are uncomfortable in teaching and assessing writing.

G1.B2.S2 Conduct a book study using Content-Area Writing: Every Teacher's Guide by Daniels, Zemelman, and Steineke and Teaching Adolescent Writers by Gallagher.

Action Step 1

Create and hold book studies. Have teachers go back to colleagues, either in department or faculty meetings, and share knowledge and strategies for increasing both writing in the disciplines, and student writing quality.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed