



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Denison Middle School
400 AVENUE A SE
Winter Haven, FL 33880
863-291-5353
schools.polk-fl.net/denisonmiddle

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

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
Focus Year 2	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Denison Middle School

Principal

Sheila Gregory

School Advisory Council chair

Carl Skoll

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

Name	Title
Gretchen King	Math Coach
Stephen Gaymont	Dean
LR Peirce	Dean
Curtis Thomas	Assistant Principal
Mona Mills Coleman	Reading Coach
Nelly Crumley	Science Coach
Sandra Adams	Assistant Principal
Katherine Gaymont	Title One Facilitator
Paul Dobbertean	LEA
Sheila Gregory	Principal

District-Level Information

District

Polk

Superintendent

Dr. Kathryn LeRoy

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

Denison Middle schools SAC committee has 22 members. Our SAC chair is Carl Skoll. We have a total of 12 community representatives. There are 8 school based employees represented.

The administration is represented by Sheila Gregory-Principal and Curtis Thomas-Assistant Principal. The teachers are represented by Vandy Tune- Media Specialist, D'Trice Lippett- LA teacher, Susan Cameron- Social Studies teacher and Ann Dirckson- PE coach. The support staff is represented by

Blanca Hernandez- Secretary and Stephen Gaymont- Dean. In addition we have six community based member, six parents and two students on the committee.

Involvement of the SAC in the development of the SIP

The SAC committee was involved in the Pre-planning of the SIP plan. During meeting members were encouraged to voice their concerns about what changes they would like to see at the school.

Activities of the SAC for the upcoming school year

The SAC will participate in supporting and sustaining the wall-to-wall pre-academy programs along with monitoring the SIP plan throughout the year.

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

N/A

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sheila Gregory

Principal	Years as Administrator: 9	Years at Current School: 1
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Credentials

Principal (all levels)
 Educational Leadership
 ESOL
 Reading Endorsement
 Elementary Education (1-6)

Performance Record

2005-6 Kathleen Sr. High: Academic Dean School Grade C
 2006-7 Lake Marion Creek: not rated
 2007-8 Kathleen Elementary: B
 2008-9 Kathleen Elementary: A
 2009-10 Kathleen Elementary: B
 2010-11 Sleepy Hill Middle: C
 2011-12 Griffin Elementary: D
 2012-13 Denison Middle: D

Curtis Thomas		
Asst Principal	Years as Administrator: 6	Years at Current School: 8
Credentials	BS- Physical Education MS- Ed. Leadership	
Performance Record	2007 Denison Middle C 2008 Denison Middle C 2009 Denison Middle B 2010 Denison Middle C 2011 Denison Middle D 2012 Denison Middle: D	

Sandra Adams		
Asst Principal	Years as Administrator: 7	Years at Current School: 12
Credentials	AA-Liberal Arts BA – English Education MS – Ed. Leadership	
Performance Record	2007 Denison Middle C 2008 Denison Middle C 2009 Denison Middle B 2010 Denison Middle C 2011 Denison Middle D 2012 Denison Middle: D	

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mona Mills-Coleman		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS-Elementary Education 1-6 MS- Education (Emphasis in Administration) ESOL Endorsement Reading Endorsement (k-12 Reading)	
Performance Record	2012-13 Denison Middle School D	

Nelly L. Crumley		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	Biology, (grades 6-12) ESOL General Science, (grades 5-9) Middle Grades, Endorsement	
Performance Record	2012-13 Denison Middle School D	

Gretchen King		
Full-time / District-based	Years as Coach: 1	Years at Current School: 6
Areas	Mathematics	
Credentials	BS - Business Administration -Mgnt. Middle Grades Integrated 5-9 Math Middle Grades 5-9 ESOL	
Performance Record	2012-13 Denison Middle School D	

Classroom Teachers

# of classroom teachers	73
# receiving effective rating or higher	73, 100%
# Highly Qualified Teachers	100%
# certified in-field	73, 100%
# ESOL endorsed	24, 33%
# reading endorsed	18, 25%
# with advanced degrees	30, 41%
# National Board Certified	1, 1%
# first-year teachers	0, 0%

with 1-5 years of experience

13, 18%

with 6-14 years of experience

39, 53%

with 15 or more years of experience

21, 29%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 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

Administration uses the district's recruiting department and RHS system to attain highly qualified personnel. Instructional coaches are assigned to the new hires as mentors. In house trainings are offered weekly to support and sustain schoolwide instructional and behavioral expectations.

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

Instructional coaches are linked to new teachers in their field to support and sustain the teachers. Weekly meetings are planned to discuss topics that will yield high performing instruction.

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

Progress monitoring and school-wide behavioral data will drive the implementation of the MTSS and SIP structures though out the school. All leadership, instructional, and support (paraeducators) faculty will be involved though out the implementation. General Education Teachers provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with

other staff to implement Tier 2/3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities. PS/Rtl Behavior Representatives (PBS) participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; assist with professional development for behavior concerns; assist in facilitation of data-based decision making activities. Guidance Counselors provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. Technology Specialist develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

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

Principal: Provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/Rtl; ensures that the school-based team is implementing PS/Rtl; conducts assessment of PS/Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/Rtl implementation; develops a culture of expectation with the school staff for the implementation of PS/Rtl schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/Rtl plans and activities.

Assistant Principal, Deans, and Title 1 Facilitator: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/Rtl, further assists the principal in the assessment of PS/Rtl skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/Rtl plans and activities.

Exceptional Student Education (ESE) Facilitator: Participate in student data collection, integrate core instructional activities/materials/ instruction in tiered interventions; collaborate with general education teachers.

Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

*Administration - Formal and informal observations and walk throughs

*Turnaround academic coaches (Reading, Math, and Science) - facilitate PLC's (Department, curriculum, and data), adhering to district progress monitoring calendar using Discovery test and unit probes for Math and Science, FAIR testing for Reading, progress monitoring for writing.

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

Reading: Previous FCAT scores, FAIR testing, STAR testing

Science: Previous FCAT scores, Discovery Education progress monitoring, Discovery Education unit probes, and other assessments as needed

Math: Previous FCAT scores, Discovery Education progress monitoring, Discovery Education unit probes, and other assessments as needed

Writing: District wide progress monitoring writing prompts

Behavior: school-wide behavioral and attendance data, PBS model

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

Weekly tier 2 meeting

Monthly tier 1 meetings

Staff: Tri-monthly, Tuesday PLC meetings provided during teachers common planning time throughout the year.

Parent: PTO, SAC, conferences, ESE staffing

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:

An after school tutoring program will be set up by the Title One Facilitator using title one funds to give students 10 hours of extra time learning core subject area content. Tutoring will be in Math and Reading/Language Arts. Students will be selected based off their 2012-2013 FCAT scores, baseline Discovery and FAIR testing data.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected from the 2nd and 3rd Discovery and FAIR testing data. We will also collect data from the 2013-2014 FCAT scores.

Who is responsible for monitoring implementation of this strategy?

The Title One Facilitator

Literacy Leadership Team (LLT)

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

Name	Title
Sheila Gregory	Principal
Sandy Adams	VP
Curtis Thomas	VP
Stephen Gaymont	Dean

Name	Title
LR Peirce	Dean
Paul Dobbertean	ESE Facilitator
Kathy Gaymont	Title 1 Facilitator
Mona Coleman	Reading Coach
Nelly Crumley	Science Coach
Gretchen King	Math Coach
Vandy Tune	Media Specialist

How the school-based LLT functions

The team meets each Friday, 7:30 AM – 8:30 AM. Each member is responsible for contributing to the development of their assigned content area, professional development for staff, and curriculum support.

Major initiatives of the LLT

The major initiatives will be authentic student engagement and unpacking standards.

Every Teacher Contributes to Reading Instruction

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

The teachers will utilize the Florida Continuous Improvement Model which includes teaching reading across the core content areas. Twenty minutes of Sustained Silent Reading will take place in the Reading, Language Arts, and Social Studies classrooms with teachers ensuring fidelity. The reading AIF will publish the monthly reading focus and conduct department PLCs to ensure teachers know how to effectively embed reading strategies throughout their instruction.

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

Denison Middle School has become wall-to-wall pre-academies. Every student on the campus is enrolled in a pre-academy. The pre-academy teachers work with the core academic teachers to relate what is being learned in the core subject to what is being taught in the pre-academy class. Each Pre-academy class will feed into a high school academy.

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

In 6th grade students are scheduled into a wheel class that allows them to set a feel for the different pre-academies that are offered. Each wheel class teaches them the basics of what type of careers are offered in that field. Students then choose a pre-academy in the 7th grade. Also, 8th grade students are assessed by the E-PEP to help determine their career interest and form a career path.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	46%	No	61%
American Indian	67%		No	70%
Asian	81%	69%	No	83%
Black/African American	46%	31%	No	51%
Hispanic	53%	49%	No	58%
White	63%	52%	No	67%
English language learners	35%	25%	No	42%
Students with disabilities	33%	21%	No	39%
Economically disadvantaged	52%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	380	46%	61%
Students scoring at or above Achievement Level 4	180	21%	40%

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>		15%
Students scoring at or above Level 7	10	83%	88%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	506	62%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	143	65%	69%

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)	20	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	33%	38%

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	110	39%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	33%	No	54%
American Indian	58%		No	63%
Asian	68%	77%	Yes	72%
Black/African American	37%	17%	No	43%
Hispanic	49%	35%	No	54%
White	55%	39%	No	60%
English language learners	35%	20%	No	42%
Students with disabilities	28%	20%	No	36%
Economically disadvantaged	46%	28%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	261	33%	40%
Students scoring at or above Achievement Level 4	63	8%	13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		30%
Students scoring at or above Level 7	[data excluded for privacy reasons]		80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	272	33%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	139	62%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	102	66%	100%
Middle school performance on high school EOC and industry certifications	83	82%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	76%	85%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
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			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	28%	34%
Students scoring at or above Achievement Level 4	23	8%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		70%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

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)	4		5
Participation in STEM-related experiences provided for students	150	50%	60%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	25	2%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	5%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	16%

Area 8: Early Warning Systems**Elementary School Indicators**

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

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	74	8%	5%
Students who fail a mathematics course	4	0%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	11	1%	0%
Students who receive two or more behavior referrals	142	16%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	247	28%	25%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Parents will be invited to participate in several events throughout the school year. This year’s activities will include: Technology Night, The public night at the Library, Math night, Science Night, Career/Culture Night, The Great American Teach in, SAC committee, Volunteer opportunities, Mentoring programs and the PTO.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Create and maintain a PTO	3	0%	3%

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.** Generate a school-wide monthly focus calendar centered on standards based reading data.
- G2.** Students will be engaged in collaborative strategies 25% of instructional time.
- G3.** Instructional plans will be based on data driven decisions 100% of the time.
- G4.** Lesson plans will be designed to improve rigor in all lessons and disciplines based on standards based instruction.

Goals Detail

G1. Generate a school-wide monthly focus calendar centered on standards based reading data.

Targets Supported

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

Resources Available to Support the Goal

- SBLT

Targeted Barriers to Achieving the Goal

- Teachers lack of knowledge and resistance to teaching reading strategies imbedded in their lesson

Plan to Monitor Progress Toward the Goal

Increase on FCAT Reading

Person or Persons Responsible

Teachers and SBLT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data from classroom teachers and FAIR

G2. Students will be engaged in collaborative strategies 25% of instructional time.**Targets Supported**

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

Resources Available to Support the Goal

- Instructional/Academic Coaches
- PLC's three times per month
- Peer Mentors
- technology coaches
- collaborative planning

Targeted Barriers to Achieving the Goal

- Teacher understanding use of collaborative structures

Plan to Monitor Progress Toward the Goal

Meet and discuss the trends and issues with the strategy

Person or Persons Responsible

SBLT

Target Dates or Schedule:

weekly

Evidence of Completion:

meeting minutes

G3. Instructional plans will be based on data driven decisions 100% of the time.**Targets Supported**

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

Resources Available to Support the Goal

- formative and summative assessments
- IDEAS
- FAIR, CBA's, Discovery probes
- collaborative planning periods

Targeted Barriers to Achieving the Goal

- limited data mining experience/skills

Plan to Monitor Progress Toward the Goal

probes differentiated lessons

Person or Persons Responsible

SBLT

Target Dates or Schedule:

weekly

Evidence of Completion:

graphs probes lesson plans walk thrus

G4. Lesson plans will be designed to improve rigor in all lessons and disciplines based on standards based instruction.

Targets Supported

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

Resources Available to Support the Goal

- SBLT (administration and coaches)
- curriculum maps
- CPALMS
- technology coaches

- test item specs

Targeted Barriers to Achieving the Goal

- teacher skill level on the continuum of learning

Plan to Monitor Progress Toward the Goal

monitoring of lesson plans observations

Person or Persons Responsible

administration

Target Dates or Schedule:

weekly

Evidence of Completion:

final evaluation of staff to show growth in teacher proficiencies

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Generate a school-wide monthly focus calendar centered on standards based reading data.

G1.B1 Teachers lack of knowledge and resistance to teaching reading strategies imbedded in their lesson

G1.B1.S1 SBLT will assist as advisers to their assigned department in the development of engaging lesson plans with the monthly-focus reading standards imbedded within them

Action Step 1

Imbedded monthly-focus reading standards lesson planning

Person or Persons Responsible

SBLT

Target Dates or Schedule

11/1/2013

Evidence of Completion

Teacher lesson plans

Facilitator:

Department head from SBLT

Participants:

ALL classroom teachers

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

Monthly focus reading standard infused into school-wide classroom instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans Walk Throughs

Plan to Monitor Effectiveness of G1.B1.S1

Increase in Reading scores

Person or Persons Responsible

SBLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from teacher collected data, STAR, FAIR, and FCAT

G2. Students will be engaged in collaborative strategies 25% of instructional time.

G2.B7 Teacher understanding use of collaborative structures

G2.B7.S1 Coaching cycle

Action Step 1

- Administration conducts walk-throughs identify teacher needs - Admin team request coaches to begin coaching cycle w/ teacher - Create survey needs and wants of teachers - The survey will be created collaboratively by the SBLT by 10/28/2013 - Reviewed by Principal - 10/31/2013 - Release survey to teachers with explicit instructions to complete and completion date - 11/4/2013

Person or Persons Responsible

Gretchen King - Math Coach, Nelly Crumley - Science Coach, Mona Mills-Coleman - Reading Coach, and District Coaches (Resource for school based coaches)

Target Dates or Schedule

Due by 11/8/2013

Evidence of Completion

Printed list of teacher

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Coaching Logs, Lesson Plans, Walk-Throughs

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G2.B7.S1

Progress monitoring data of walk-through

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Obtaining or Increase in progress monitoring data

G3. Instructional plans will be based on data driven decisions 100% of the time.

G3.B1 limited data mining experience/skills

G3.B1.S1 monthly schedule data mining sessions per discipline

Action Step 1

differentiated coaching sessions related to relevant data and how to plan lessons to meet the varying levels of student learning

Person or Persons Responsible

coaches/administration

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets lesson plans coaching logs

Facilitator:

SBLT

Participants:

coaches/administration

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

weekly SBLT meetings driven by the gathered data

Person or Persons Responsible

SBLT

Target Dates or Schedule

weekly

Evidence of Completion

meeting minutes developed probes based on instruction and data

Plan to Monitor Effectiveness of G3.B1.S1

looking at the data trends to make changes to the way the instruction is driven

Person or Persons Responsible

SBLT

Target Dates or Schedule

weekly

Evidence of Completion

graph of data changes observations

G4. Lesson plans will be designed to improve rigor in all lessons and disciplines based on standards based instruction.

G4.B1 teacher skill level on the continuum of learning

G4.B1.S4 collaborative planning

Action Step 1

focused planning sessions

Person or Persons Responsible

disciplines with SBLT coach

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans sign in sheets

Facilitator:

SBLT coach

Participants:

disciplines with SBLT coach

Action Step 2

targeted team building activities to build trust and develop a more collaborative environment

Person or Persons Responsible

departments

Target Dates or Schedule

pre planning days and staff development days

Evidence of Completion

observed behaviors of more collaborative planning processes

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

shared planning sessions with SBLT using gradual release model

Person or Persons Responsible

SBLT

Target Dates or Schedule

weekly

Evidence of Completion

observed behaviors lesson plans more developed with breadth and depth

Plan to Monitor Effectiveness of G4.B1.S4

effective lesson planning and delivery

Person or Persons Responsible

SBLT

Target Dates or Schedule

weekly

Evidence of Completion

Journeys walk thru data staff surveys

Coordination and Integration

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

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

Title I, Part A - Provided services ensure students requiring additional remediation are assisted through after-school programs and/or extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are met.

Title I, Part C-Migrant - The Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D- The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention programs.

Title II- The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in the classrooms will increase the instructional strategies provided to students, and new instructional software will enhance literacy and math skills of struggling students.

Title III- Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless- The district Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Hearth program, funded through Title X, provides support for identified homeless students.

Supplemental Academic Instruction- N/A

Violence Prevention Programs- The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs N/A

Housing Programs N/A

Head Start N/A

Adult Education N/A

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Eighth grade students are assessed by the E-PEP to help determine their career interests and form career paths.

Job Training N/A

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. Generate a school-wide monthly focus calendar centered on standards based reading data.

G1.B1 Teachers lack of knowledge and resistance to teaching reading strategies imbedded in their lesson

G1.B1.S1 SBLT will assist as advisers to their assigned department in the development of engaging lesson plans with the monthly-focus reading standards imbedded within them

PD Opportunity 1

Imbedded monthly-focus reading standards lesson planning

Facilitator

Department head from SBLT

Participants

ALL classroom teachers

Target Dates or Schedule

11/1/2013

Evidence of Completion

Teacher lesson plans

G3. Instructional plans will be based on data driven decisions 100% of the time.

G3.B1 limited data mining experience/skills

G3.B1.S1 monthly schedule data mining sessions per discipline

PD Opportunity 1

differentiated coaching sessions related to relevant data and how to plan lessons to meet the varying levels of student learning

Facilitator

SBLT

Participants

coaches/administration

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets lesson plans coaching logs

G4. Lesson plans will be designed to improve rigor in all lessons and disciplines based on standards based instruction.

G4.B1 teacher skill level on the continuum of learning

G4.B1.S4 collaborative planning

PD Opportunity 1

focused planning sessions

Facilitator

SBLT coach

Participants

disciplines with SBLT coach

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans sign in sheets

Appendix 2: Budget to Support School Improvement Goals