



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Alfred Addair Middle School

925 BUENA VISTA DR N

Lake Alfred, FL 33850

863-295-5988

<http://schools.polk-fl.net/laams>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
89%

Alternative/ESE Center
No

Charter School
No

Minority Rate
69%

School Grades History

2013-14
F

2012-13
F

2011-12
F

2010-11
D

2009-10
C

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	23
Goals Summary	28
Goals Detail	28
Action Plan for Improvement	33
Part III: Coordination and Integration	40
Appendix 1: Professional Development Plan to Support Goals	41
Appendix 2: Budget to Support Goals	43

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 3 or more	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Lake Alfred Addair Middle School

Principal

Linda Ray

School Advisory Council chair

Eileen Castle

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

Name	Title
Linda J. Ray	Principal
Criston Jensen	Assistant Principal
Rachel Jensen	Science Coach
Delores Shockley	Reading Coach
Patricia Collins	Guidance Counselor
Emma Downing	Guidance Counselor
Jesse Shoemaker	Environmental Science Instructor
Joseph Weyers	Network Manager
Gail Sedberry	School Psychologist
Keith Bonney	Dean
Jonathan Harris	Dean
Stephanie Jen	Title 1 Facilitator
Sandra Sackett	Assistant Principal
Bobbie Greenlee	Math Coach
Jonathan Pierre	Teacher

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

Linda J. Ray, Principal
Criston Jensen, Assistant Principal
Gail Sedberry, School Psychologist
Rachel Jensen, Science Coach
Delores Shockley, Reading Coach
Laura Frith, Teacher E2020
Erin Pike, Teacher Math
Eileen Castle, Business Partner and President
Dr. Judy Shoemaker, Community Member
Jesse Shoemaker, Teacher Environmental Science
Sandra Sackett, Assistant Principal
Audrey Hall, Para Professional
Raven Wellman, Student
Margaret Wellman, Parent
Diana Valdez, Parent
Heather Cook, Parent
Stacey Moore, Parent
Leah Diaz, Parent
Jessi Feliciano, Parent
Anna Lugo, Parent
Bridget Northern, Parent
Crystal Hott, Parent
Tabitha Smith, Parent
Mysda Agenor, Parent
Darcy Lebrun, Parent
Althea Tyson, Parent
Amina Rivera, Parent

Involvement of the SAC in the development of the SIP

The school data and goals developed by the school community has been presented to the SAC. SAC is also presented the barriers that our school will face implementing the goals. SAC's input was solicited after being presented with the goals of the school. During that time, SAC members gave suggestions and recommendations to change the goals or add to the goals for the 2013-2014 school year. Our SAC is responsible for the final decisions at our school relating to the implementation of the provisions of the annual School Improvement Plan and assists in the preparation and evaluation of the school budget.

Activities of the SAC for the upcoming school year

A key focus for SAC is the development and monitoring of the School Improvement Plan for the 2013-2014 school year. The SAC committee reviewed the by-laws for SAC, elected officers for the SAC, and provided suggestions for distribution of any lottery funds received during the 2013-2014 school year. The SAC also provides an opportunity for community members and parents to be involved in decision making to impact student learning and school climate and culture throughout the year.

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

Title One - Material and supplies for Lake Alfred Addair Middle School TAB #1-SUMMARY Allocation:
Location No: 1662000000 \$306,346.00
Title I Budget 2013-2014
Cost Functional GL 2013-2014 Budget
Center Area Fund Account GL Account Name Request
INSTRUCTIONAL/CLASSROOM
1662000000 5100 42041014 4120000 Salary - Classroom Teacher 66,414.00

1662000000 5100 42041014 4130000 Salary - Resource Teacher -
 1662000000 5100 42041014 4150000 Salary - Paraeducator (Classroom & Lab) -
 1662000000 5100 42041014 4210000 Retirement 4,556.00
 1662000000 5100 42041014 4220000 Social Security 5,081.00
 1662000000 5100 42041014 4231000 Insurance - Health 7,680.00
 1662000000 5100 42041014 4232000 Insurance - Life 19.00
 1662000000 5100 42041014 4240000 Worker's Compensation 664.00
 1662000000 5100 42041014 4310000 Prof. & Technical Services (No Training) -
 1662000000 5100 42041014 4350000 Repairs and Maintenance 400.00
 1662000000 5100 42041014 4360000 Rental/Internet Use/Software Maintenance 475.00
 1662000000 5100 42041014 4390000 Purchased Services/Field Trip Admission 1,000.00
 1662000000 5100 42041014 4510000 Supplies 20,000.00
 1662000000 5100 42041014 4520000 Textbooks & Workbooks 500.00
 1662000000 5100 42041014 4610000 Classroom Library Books 5,000.00
 1662000000 5100 42041014 4621000 Capitalized Audio Visual Materials -
 1662000000 5100 42041014 4622000 Non-Capitalized AV Materials -
 1662000000 5100 42041014 4641000 Capitalized Furniture & Equipment -
 1662000000 5100 42041014 4642000 Non-Cap. Furniture & Equipment 12,500.00
 1662000000 5100 42041014 4643000 Capitalized Computer Hardware 15,000.00
 1662000000 5100 42041014 4644000 Non-Capitalized Computer Hardware 20,000.00
 1662000000 5100 42041014 4691000 Capitalized Software -
 1662000000 5100 42041014 4692000 Non-Capitalized Software -
 1662000000 5100 42041014 4751150 Substitute Teachers -

PARENT INVOLVEMENT

1662000000 6150 42041014 4120000 Salary - Teacher Stipends -
 1662000000 6150 42041014 4130000 Salary - Parent Involvement Teacher -
 1662000000 6150 42041014 4150000 Salary & Stipends - Parent Inv. Para 14,163.00
 1662000000 6150 42041014 4160000 Salary - Other Support Personnel/Child Care -
 1662000000 6150 42041014 4210000 Retirement 972.00
 1662000000 6150 42041014 4220000 Social Security 1,083.00
 1662000000 6150 42041014 4231000 Insurance - Health 7,680.00
 1662000000 6150 42041014 4232000 Insurance - Life 19.00
 1662000000 6150 42041014 4240000 Worker's Compensation 142.00
 1662000000 6150 42041014 4310000 Prof. & Technical Services (No Training) -
 1662000000 6150 42041014 4330000 Travel -
 1662000000 6150 42041014 4350000 Copier Maintenance 100.00
 1662000000 6150 42041014 4370000 Postage 5,000.00
 1662000000 6150 42041014 4390000 Purchased Services (Film Developing) 4,000.00
 1662000000 6150 42041014 4510000 Supplies 1,000.00
 1662000000 6150 42041014 4610000 Parent Involvement Library Books -
 1662000000 6150 42041014 4621000 Capitalized Audio Visual Materials -
 1662000000 6150 42041014 4622000 Non-Capitalized AV Materials -
 1662000000 6150 42041014 4641000 Capitalized Furniture & Equipment -
 1662000000 6150 42041014 4642000 Non-Cap. Furniture & Equipment -
 1662000000 6150 42041014 4643000 Capitalized Computer Hardware -
 1662000000 6150 42041014 4644000 Non-Capitalized Comp. Hardware -
 1662000000 6150 42041014 4691000 Capitalized Software -
 1662000000 6150 42041014 4692000 Non-Capitalized Software -

MEDIA

1662000000 6200 42041014 4130000 Salary - Media Specialist -
 1662000000 6200 42041014 4150000 Salary - Media Paraeducator -
 1662000000 6200 42041014 4210000 Retirement -
 1662000000 6200 42041014 4220000 Social Security -

1662000000 6200 42041014 4231000 Insurance - Health -
 1662000000 6200 42041014 4232000 Insurance - Life -
 1662000000 6200 42041014 4240000 Worker's Compensation -
 1662000000 6200 42041014 4510000 Supplies 1,000.00
 1662000000 6200 42041014 4610000 Library Books 1,000.00
CURRICULUM DEVELOPMENT
 1662000000 6300 42041014 4120000 Salary - Teacher Stipends 4,171.00
 1662000000 6300 42041014 4130000 Salary - Program Facilitator 44,250.00
 1662000000 6300 42041014 4130000 Salary-Resource Teacher, Prog. Fac.-Stipends 750.00
 1662000000 6300 42041014 4150000 Salary - Paraeducator Stipends 500.00
 1662000000 6300 42041014 4210000 Retirement 3,407.00
 1662000000 6300 42041014 4220000 Social Security 3,800.00
 1662000000 6300 42041014 4231000 Insurance - Health 7,680.00
 1662000000 6300 42041014 4232000 Insurance - Life 19.00
 1662000000 6300 42041014 4240000 Worker's Compensation 497.00
 1662000000 6300 42041014 4310000 Prof. & Technical Services (No Training) -
 1662000000 6300 42041014 4510000 Supplies 1,000.00
 1662000000 6300 42041014 4610000 Professional Reference Books 1,000.00
 1662000000 6300 42041014 4751150 Substitute Teachers -
STAFF DEVELOPMENT
 1662000000 6400 42041014 4121000 Salary - Teacher as Presenter-Stipends -
 1662000000 6400 42041014 4120000 Salary - Teacher as Participant-Stipends 3,618.00
 1662000000 6400 42041014 4130000 Salary-Resource Teacher, Prog. Fac.-Stipends 362.00
 1662000000 6400 42041014 4130000 Salary - Prof. Development Resource Teacher -
 1662000000 6400 42041014 4150000 Salary - Paraeducator as Participant-Stipends -
 1662000000 6400 42041014 4210000 Retirement -
 1662000000 6400 42041014 4220000 Social Security 304.00
 1662000000 6400 42041014 4231000 Insurance - Health -
 1662000000 6400 42041014 4232000 Insurance - Life -
 1662000000 6400 42041014 4240000 Worker's Compensation 40.00
 1662000000 6400 42041014 4310000 Consultative Service Agreements 10,000.00
 1662000000 6400 42041014 4331000 Training Related Travel - RegistrationFees 5,000.00
 1662000000 6400 42041014 4510000 Supplies 3,000.00
 1662000000 6400 42041014 4610000 Staff Development Library Books 1,000.00
 1662000000 6400 42041014 4621000 Capitalized Audio Visual Materials -
 1662000000 6400 42041014 4622000 Non-Capitalized AV Materials -
 1662000000 6400 42041014 4641000 Capitalized Furniture & Equipment -
 1662000000 6400 42041014 4642000 Non-Cap. Furniture & Equipment -
 1662000000 6400 42041014 4643000 Capitalized Computer Hardware -
 1662000000 6400 42041014 4644000 Non-Capitalized Computer Hardware -
 1662000000 6400 42041014 4691000 Capitalized Software -
 1662000000 6400 42041014 4692000 Non-Capitalized Software 500.00
 1662000000 6400 42041014 4751150 Substitute Teachers -
GUIDANCE
 1662000000 6120 42041014 4130000 Salary - Guidance Counselor -
 1662000000 6120 42041014 4210000 Retirement -
 1662000000 6120 42041014 4220000 Social Security -
 1662000000 6120 42041014 4231000 Insurance - Health -
 1662000000 6120 42041014 4232000 Insurance - Life -
 1662000000 6120 42041014 4240000 Worker's Compensation -
 1662000000 6120 42041014 4510000 Supplies -
TRANSPORTATION
 1662000000 7800 42041014 4310000 Charter Buses -

1662000000 7800 42041014 4390000 PCSB Buses 20,000.00
TELEPHONES
1662000000 7900 42041014 4371000 Parent Inv. Phone/Monthly Billing -
EERS REPAIR BILLINGS
1662000000 8100 42041014 4350000 Labor Charges for EERS Repairs -
1662000000 8100 42041014 4510000 Material Charges for EERS Repairs -
TOTAL: \$306,346.00
Allocation Distribution Chart
Allocation 306,346.00
Budgeted 306,346.00
Difference over/(under) allocation -
Personnel
Budgeted 160,750.00 52%
Total # of Units 2.44
Parent Involvement Requirement 3,771.00
Budgeted 34,159.00
Amount still required to spend -

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:

Linda Ray

Principal

Years as Administrator: 19

Years at Current School: 1

Credentials

Certified in math 9th -12th Grade - Certified in business education 6th-12th Grade

Doctor of Education: Educational Leadership,
Masters of Education: Educational Leadership,
Bachelor of Science: Finance

Performance Record

Lake Alfred Addair

2012-13: School Grade F

Reading: 33% proficient, 59% learning gains, 61% lowest 25

Math: 25% proficient, 54% learning gains, 72% lowest

Writing: 25% proficient

Science: 23% proficient

Jewett Academy

2011-12: School Grade A

Reading: 75% proficient, 66% learning gains, 73% lowest 25

Math: 71% proficient, 68% learning gains, 64% lowest

Writing: 99% proficient

Science: 62% proficient

2010-11: School Grade A (92% AYP)

Reading: 85% proficient, 67% learning gains, 74% lowest 25

Math: 85% proficient, 71% learning gains, 70% lowest 25

Writing: 99% proficient

Science: 64% proficient

2009-10: School Grade A (97% AYP)

Reading: 85% proficient, 73% learning gains, 68% lowest 25

Math: 85% proficient, 72% learning gains, 74% lowest 25

Writing: 99% proficient

Science: 63% proficient

2009-10: School Grade A (97% AYP)

Reading: 85% proficient, 73% learning gains, 68% lowest 25

Math: 85% proficient, 72% learning gains, 74% lowest 25

Writing: 99% proficient

Science: 63% proficient

2008-09: School Grade A (100% AYP)

Reading: 84% proficient, 70% learning gains, 68% lowest 25

Math: 84% proficient, 73% learning gains, 64% lowest 25

Writing: 99% proficient

Science: 58% proficient

2007-08: School Grade A (100% AYP)

Reading: 86% proficient, 71% learning gains, 69% lowest 25

Math: 85% proficient, 83% learning gains, 82% lowest 25

Writing: 98% proficient

Science: 66% proficient

Jesse Keen Elementary School

2006-07: School Grade B (90% AYP)

Reading: 61% proficient, 67% learning gains, 71% lowest 25

Math: 62% proficient, 68% learning gains, 77% lowest 25

Writing: 86% proficient

Science: 18% proficient
 Janie Howard Wilson Elementary School
 2005-06: School Grade A (100% AYP)
 Reading: 63% proficient, 60% learning gains, 67% lowest 25
 Math: 65% proficient, 80% learning gains
 Writing: 86% proficient
 2004-05: School Grade D (83% AYP)
 Reading: 54% proficient, 47% learning gains, 43% lowest 25
 Math: 46% proficient, 66% learning gains
 Writing: 50% proficient
 2003-04: School Grade C (90% AYP)
 Reading: 52% proficient, 55% learning gains, 66% lowest 25
 Math: 46% proficient, 59% learning gains
 Writing: 68% proficient

Criston Jensen

Asst Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

B.A. in Special Education
 M.A. in Educational Leadership
 Ed.S. Curriculum and Instructional Leadership.
 CeMTSS/Rtifications:
 Educational Leadership (k-12), Elementary Education (k-6),
 ESOL (k-12), Middle Grades Integrated Curriculum (5-9), and
 Exceptional Student Education (k-12)

Performance Record

Lake Alfred Addair
 2012-13: School Grade F
 Reading: 33% proficient, 59% learning gains, 61% lowest 25
 Math: 25% proficient, 54% learning gains, 72% lowest
 Writing: 25% proficient
 Science: 23% proficient
 Stambaugh Middle 2010-2011: School Grade C, Percentage
 meeting high standards in reading 52%, math 46%, writing 75%,
 science 29%, % learning gains: reading 54%, math 56%,
 adequate progress of lowest %: 66% reading, 66% math, AYP
 79%.
 Stambaugh Middle 2009-2010: School Grade C, Percentage
 meeting high standards in reading 55%, math 54%, writing 87%,
 science 31%, % learning gains: reading 63%, math 66%,
 adequate progress of lowest 25%: 65% reading, 63% math, AYP
 79%.
 Stambaugh Middle 2008-2009: School Grade B, Percentage
 meeting high standards in reading 57%, math 54%, writing 89%,
 science 34%, % learning gains: reading 61%, math 68%,
 adequate progress of lowest 25%: 68% reading, 72% math, AYP
 82%.

Sandra Sackett		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	B.S. in Earth Space Science and Physical Science M.A. in Educational Leadership CeMTSS/Rtifications: Educational Leadership (k-12), Middle Grades Science 5-9, ESOL (k-12).	
Performance Record	District Science Curriculum Specialist 2011-2013. 2012-2013 2/3 of Polk County Middle Schools made gains on the science FCAT 2.0.	

Instructional Coaches

# of instructional coaches	3
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Rachel Jensen		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	Batchelors of Science Elementary Education K-6 Middle Grades Intergrated Curriculum 5-9 Exceptional Student Education K-12 Earth Space Sciecne 6-12 ESOL Endorsement Reading Endorsement	
Performance Record	Lake Alfred Addair Middle 2012-2013: School Grade F Percentage meeting high standards in reading 33%, math 25%, writing 25%, science 23% % learning gains: reading 59%, math 54%, adequate progress of lowest %: 61% reading, 72% math. Stambaugh Middle 2010-2011: School Grade C, Percentage meeting high standards in reading 52%, math 46%, writing 75%, science 29%, % learning gains: reading 54%, math 56%, adequate progress of lowest %: 66% reading, 66% math, AYP 79%. Stambaugh Middle 2009-2010: School Grade C, Percentage meeting high standards in reading 55%, math 54%, writing 87%, science 31%, % learning gains: reading 63%, math 66%, adequate progress of lowest 25%: 65% reading, 63% math, AYP 79%.	

Delores Shockley		
Full-time / District-based	Years as Coach: 7	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	Batchelors of Science: Elementary Education Masters of Science: Educational Leadership Reading Endorsement ESOL Endorsement Elementray Education K-6 Educational Leadership	
Performance Record	Lake Alfred Addair Middle 2012-2013: School Grade F, Percentage meeting high standards in reading 33%, math 25%, writing 25%, science 23%, % learning gains: reading 59%, math 54%, adequate progress of lowest %: 61% reading, 72% math. Lake Alfred-Addair Middle 2011-2012: School Grade "F" , Reading Mastery 30%, Math Mastery 20%, Science Mastery 13%, Writing Mastery 52%, Reading LG 53%, Math 43%, Lowest 25% improve in Reading 56%, Lowest 25% improve in Math 58%	

Bobbie Greenlee		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	42
# receiving effective rating or higher	38, 90%
# Highly Qualified Teachers	100%
# certified in-field	42, 100%
# ESOL endorsed	20, 48%
# reading endorsed	8, 19%
# with advanced degrees	20, 48%

National Board Certified

0, 0%

first-year teachers

1, 2%

with 1-5 years of experience

14, 33%

with 6-14 years of experience

15, 36%

with 15 or more years of experience

12, 29%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

7, 100%

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

3

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

1. Hire instructors with outstanding references, optimistic and a positive demeanor, who are highly qualified and certified. Convince applicants that the school culture is changing and pride and academic achievement is the primary focus of the school. The school Principal will be responsible for hiring with input from the leadership team.
2. To recruit and retain – All teachers will be trained in MTSS/RtI and participate in: PEC, New Teacher training, Professional Development to increase student learning. PBS/MTSS/RtI training, PLC, PD 360 PD, T.A.R.G.E.T. All members of the leadership team will provide professional development and assistance to teachers new to Lake Alfred Addair Middle School.
3. To retain by providing model instruction to all teachers - academic coaches will model and provide support for core content area teachers, the assistant principal, teacher volunteers and other members of the leadership team will support any new non-core instructional staff.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Rational for pairing: Teachers new to teaching and/or the school are paired with teachers in the same content area. Every Tuesday morning the literacy, math and science coaches will conduct mentoring for all new teachers to the profession with those new to our school having the option to attend. Teachers will plan collaboratively with the coaches and peer teachers. Every Tuesday after school the Principal will meet with any new staff after school to address any questions or concerns. Planned mentoring activities: Daily contact and weekly formal PLC's

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

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

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

The MTSS/RtI Team will meet weekly throughout the year to evaluate instructional alignment with our students' needs. Teachers will monitor student growth by analyzing the data from FCAT, FAIR, Discovery and formative pre and post assessments. Progress monitoring through FAIR and Discovery will occur three times throughout the year. The MTSS team will meet with each student and teacher individually to discuss their data. Teachers will also be monitored and coached weekly to ensure our SIP goals are being implemented to fidelity within the classroom setting. Teaching and learning strategies such as

- * data analysis and application to student learning
- * increasing student engagement
- * rubrics
- * feedback
- * gradual release model
- * model coaching
- * reading and writing across the curriculum
- * teaching the standard/unpacking the benchmarks
- * small group instruction
- * differentiating instruction
- * collaborative learning
- * building relationships

These topics will be the focus of all our Professional development during our PD Tuesdays. The leadership team and staff reviewed our Superintendent's and AMO targets and determined that small group instruction is essential to meet the needs of our at risk student population. Differentiating instruction through small groups will provide all students with the targeted needed skills. The MTSS/RtI Team members are key personnel and will have a hands-on role in developing and continuously modifying the SIP through the year. The data provided through progress monitoring and formative assessments set clear expectations and facilitated the development of a systemic approach to teaching with rigor, relevance, and building relationships as the focus.

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

- Principal (Dr. Ray) – 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 MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS Implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need and communicates with parents regarding school-based MTSS plans and activities. Provides feedback to teachers, staff, stakeholders, community, and district/state administrators regarding progress MTSS process.

- Guidance Counselors (Ms. Downing and Ms. Collins): Provides 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. Communicates progress toward academic goals with students and parents including encouragement and information for additional support services where needed.
- Network Manager (Mr. Weyers): 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 design. Provides or arranges for professional development related to the utilization of technology as a teaching and learning tool, including use of technology by teachers and students.
- Assistant Principals (Sandra Sackett and Criston Jensen): Assist Principal in providing a common vision for the use of data-based decision-making, assist in the development of a strong infrastructure of resources for the implementation of MTSS, further assist the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities. Work with principal to provide feedback to teachers, staff, stakeholders, community, and district/state support personnel regarding progress MTSS process.
- 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 and 3 interventions; integrates Tier 1 materials/instruction with Tier 2 and 3 activities.
- Exceptional Student Education (ESE) Facilitator: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered intervention; collaborates with general education teachers. Responsible for IEP development and monitoring.
- Reading (Ms. Shockley), Math (Dr. Greenlee), and Science (Mrs. Jensen) Coaches: develop, lead, and model effective strategies within the classroom setting; evaluate school core content standards/programs; identify and analyze existing literature on research-based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provides early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development; and provide 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

The administrative staff and members of the MTSS/Rtl will meet every Monday morning in the Media Center to review current progress based on data and observational evidence. A systematic review of the evidence will be conducted to determine if teachers are implementing PD target strategies and if progress toward student achievement goals is in alignment with SIP targets. Additional staff support needs will also be determined based on this review of alignment. During weekly walk-throughs (conducted by Administration), specific strategies of the plan will be monitored within the classroom setting. The administration and coaches will meet once per week to discuss specific teaching strategies that are working and also those strategies that are not being implemented after engaging in the PD. Administration will give constant and timely feedback to all classroom teachers following observations and recorded in Journey.

The purpose of the leadership team is to monitor instruction, define with all stakeholders what the needs are to increase effective teaching and therefore increase student learning, provide PD then follow up with monitoring including direct observation of classes and reviewing teachers' lesson plans. Teachers will receive effective, constructive feedback with accolades and specific concerns. Finally, walk-throughs will be conducted using formal focused format (looking for specific behaviors, strategies, issues) and unfocused format (looking for any area). These walk-throughs will provide the bases for targeted coaching or other specific professional learning to further improve teacher effectiveness and impact on student learning.

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

FAIR Testing Data is being used to assess students reading skills.

STAR is used to help determine range of basic reading ability.

Baseline data: Progress Monitoring Discovery Education testing for Math and Science.

Behavior is monitored by APA and Dean with data distribution (Genesis and Pinnacle Data).

Progress Monitoring: Fast Forward - Curriculum Based Measurement (CBM), FCAT Simulation , Spring Board Pre/Post Unit Assessments

Midyear: Discovery Education, Diagnostic Assessment for Reading (DAR)

End of year: Discovery Learning assessments, AIMS web, FCAT

Frequency of data days: once a month

Data from FAIR and Discovery will monitor the effectiveness of core instruction in the classroom.

Ongoing progress monitoring data will drive supplemental and intensive interventions to be provided within the classroom.

Tier 1 Academics: Using the FAIR and Discovery data from the Reading, Math, and Science tests, teachers can assess the effectiveness of the core instruction and modify as needed in their classrooms. Writing prompts will be used to assess the students' writing skills and teachers will be trained on how to assess good writing based on rubric standards. Students will receive regular feedback on their personal writing ability and Language Arts instruction will be modified to meet the needs of the general student population. All teachers will meet with students to review Progress Monitoring assessments and set goals for learning.

Tier 2 Academics:

Administration will meet with teachers to set specific goals and a plan to reach targeted students.

Deliberate scheduling will provide intensive instruction for target students in math and reading based on FCAT data. Academic coaches will work with teachers to assist with differentiation in the classroom and targeted small group instruction to meet the needs of all learners.

Tier 3 Academics: Based on data from benchmark assessments, formative assessments and teacher data (including assessments, observations and class grades) instruction will be differentiated to meet learner needs. Administration and academic coaches will assist teachers with data retrieval and analysis, and will provide professional development related to how to differentiate learning based on the data.

Tutoring will be provided for students based on the benchmark areas of greatest need through pull-out tutoring during electives.

Tier 1 Behavior: The leadership team will use Genesis and Excel to monitor trends in data based on times of day and class period, location, specific students, individual teachers, etc. This data will be presented and discussed during weekly MTSS/RtI Monday morning leadership meetings to decide where action may need to be addressed and modified.

Tier 2 Behavior: A self-designed school-wide behavior plan is in place for students with frequent absence or tardies. Parents are notified of concerns through individual phone calls, emails, focused Connect-Ed calls, letter, and home visits as needed. Behavior plans will be created for students struggling with high numbers of behavior referrals. The school-wide program and behavior plans will be managed by members of the leadership team.

Tier 3 Behavior. Students with chronic attendance issues will be referred to the school social worker for investigation. Students who have not responded to their behavior plan will have a Behavior Intervention Plan including a functional behavior analysis conducted and developed, and a Functional Behavior Plan will be developed by the Guidance Counselor with assistance of the School Psychologist.

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

STAFF: Professional development will be provided during teachers' common planning time throughout the year with additional targeted small sessions as needed. Two all-staff (teachers, paraprofessionals, support staff) PD sessions will take place in early fall. These two PDs are as follows:

* "MTSS/RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI"

* "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions:

Every other Thursday at 7:15 a.m. has been set aside for one planning session in the content area and a time to meet to coordinate lesson plans, share strategies, and collaborate. The MTSS/RtI Team will also evaluate additional staff PD needs during the weekly MTSS/ RtI Leadership Team meetings. Data will be continuously monitored through Discovery, FAIR, etc. and through results of formative assessments within the classroom. This data will provide insight into how learning is being assessed, use of higher-order and critical thinking, authentic forms of assessment, real-world applications, and alignment to state and Common Core standards.

PARENTS: Information about MTSS will be shared with the SAC committee and provided to all parents through a monthly calendar. Data from the assessment monitoring will be shared and discussed to obtain parent input on possible additional strategies, activities, and effective interventions.

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: 7,560

All Level 1 students will have 90 minutes of Intensive reading and 45 minutes of intensive mathematics instruction in addition to their grade level mathematics course.

Students will utilize critical thinking strategies, including the use of specific writing strategies, to develop the skills needed to solve problems. Teachers will use small group settings and collaborative pairs- to provide differentiated instruction to address the learning needs and styles of all students.

Stem and HOT questions will be used to increase rigor and promote problem solving strategies for all students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Schedules will be monitored to ensure that all Level 1 students are scheduled in the appropriate courses.

Progress of students will be monitored through Baseline Discovery and FAIR assessments.

Lesson plans will be reviewed during classroom walk-throughs by administrators and academic coaches.

Administrative classroom walk-through logs and academic coach class visits will document effective use of research based strategies.

Who is responsible for monitoring implementation of this strategy?

Administration, District Coaches, School Based Coaches, and State DA team will be responsible for monitoring this strategy.

Strategy: Weekend Program

Minutes added to school year: 2,400

Saturday Academy for targeted students based on FCAT scores, FAIR/ Discovery progress monitoring or teacher recommendation. Tutoring will be provided by highly qualified teachers on ten Saturdays for four hours each day with a focus on math and reading instruction.

Science Saturday Academies for 8th grade science students will occur 3 times throughout the year to provide review of concepts assessed on the FCAT Science 2.0.

Strategy Purpose(s)

- Instruction in core academic subjects

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

FCAT data, FAIR/Discovery progress monitoring and pre-, post-assessments will demonstrate the effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

Administration, school based and district academic coaches, select teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Linda J. Ray	Principal
Criston Jensen	Assistant Principal
Delores Shockley	Reading Coach
Ladona Brigman	Teacher
Janet Stienmiller	Teacher
Beverly Turner	Teacher
Victoria Paine	Teacher
Jason Klikus	Teacher
Dawn McDuffy	Teacher
Kharon Chapper	Teacher
Karen Pridgen	Teacher
Tisa Kelly-Brandon	Teacher
Ryan Mate	Teacher
Robin Ruiz	Teacher
Sandra Sackett	Assistant Principal

How the school-based LLT functions

The team meets monthly to discuss the implementation of effective, high yield strategies in all classrooms. The function of the team is to ensure that all teachers have the proper resources and skills

to implement all strategies with fidelity and rigor.

Administration will monitor implementation of research based strategies and support professional learning opportunities. Academic coaches will provide professional learning opportunities and support for teachers through following the coaching model to ensure fidelity in implementation of all strategies. Teachers will support each other through PLC meetings and sharing effective strategies and concerns. Weekly newsletters are emailed to the staff to address highly effective classroom teaching strategies.

Major initiatives of the LLT

The LLT will focus on writing to learn strategies in all content areas with professional development, support and resources. Consistency within all classrooms, including building background knowledge through activating strategies, content embedded vocabulary development, close reading and support with parallel text will increase students reading skills leading to learning gains for all.

Every Teacher Contributes to Reading Instruction

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

All teachers are responsible for teaching reading within their content area utilizing research based strategies, and supporting literacy goals for the entire school. Each teacher is required to include a reading goal in his/her Individual Professional Growth Plan. Our Reading coach will provide professional learning through PLC's, including highly effective research-based strategies for reading with classroom support as needed. The entire school, including faculty and staff personnel, will read three universal books this year, participating in a school wide reading event including all content areas. All teachers will participate in PLCs that will include a book study focusing on literacy strategies.

Preschool Transition

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

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

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

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

N/A

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	46%	33%	No	51%
American Indian		0%		
Asian		0%		
Black/African American	38%	26%	No	44%
Hispanic	41%	33%	No	47%
White	58%	38%	No	63%
English language learners	31%	21%	No	38%
Students with disabilities	39%	15%	No	45%
Economically disadvantaged	44%	32%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	238	33%	51%
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	425	59%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	439	61%	100%

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)	58	47%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	126	100%	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	126	100%	100%

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	47	25%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		50%

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	35%	25%	No	42%
American Indian		0%		
Asian		0%		
Black/African American	31%	19%	No	38%
Hispanic	33%	25%	No	40%
White	39%	32%	No	45%
English language learners	27%	16%	No	34%
Students with disabilities	33%	18%	No	40%
Economically disadvantaged	34%	24%	No	41%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	25%	42%
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	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	389	54%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	518	72%	100%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	36	89%	95%
Middle school performance on high school EOC and industry certifications	32	89%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	89%	100%
Students scoring at or above Achievement Level 4			

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	19%	35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

Florida Alternate Assessment (FAA)

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

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)	6		10
Participation in STEM-related experiences provided for students	32	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	696	90%	95%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	77	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	1%	2%

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	100	14%	7%
Students who fail a mathematics course	4	0%	0%
Students who fail an English Language Arts course	10	1%	0%
Students who fail two or more courses in any subject	4	0%	0%
Students who receive two or more behavior referrals	550	76%	50%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	400	56%	45%

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

Title 1 Parent Informational Night will be conducted 4 times per year (once per quarter). We will also be providing student portfolio conferences in conjunction with the Saturday tutoring academies, and other school events, when parents will be invited to review student portfolios including data and work samples. Picnic on the lawn days will be provided to allow parents to come be with their children for lunch.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
We will be providing dad nights in which we will be challenging fathers and father figures to active roles in their education. According to research, fathers taking an active role in their child's education, dicipline decreases and student achievement increases.	NA	NA%	50%
		%	%

Goals Summary

- G1.** Planning and delivery of Standards Based Instruction across all content areas.
- G2.** Implementation of instructional strategies to increase student engagement across all content areas.
- G3.** Develop a culture of high expectations for all stakeholders.

Goals Detail

G1. Planning and delivery of Standards Based Instruction across all content areas.

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)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- C-palms, Moodle, Item specifications, District and DOE support personnel, content area coaches, student and school data, peer mentoring

Targeted Barriers to Achieving the Goal

- Lack of effectively planned Standards Based Instruction across all content areas. Teachers struggle with keeping up with new standards and new curriculum expectations. Teachers perceive multiple initiatives.
- Lack of content knowledge and pedagogy.

Plan to Monitor Progress Toward the Goal

All teachers using standards-based instruction with appropriate rigor

Person or Persons Responsible

Content area coaches, admin, district and state personnel

Target Dates or Schedule:

ongoing

Evidence of Completion:

lesson plans, classroom walk-throughs, student work samples.

G2. Implementation of instructional strategies to increase student engagement across all content areas.

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)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- School based PD facilitated by academic coaches and district support staff, district level PD, State and District curriculum specialists.

Targeted Barriers to Achieving the Goal

- Lack of effective use of collaborative structures
- Instruction/classroom lessons are teacher centered not student centered

Plan to Monitor Progress Toward the Goal

Increased use of collaborative structures in classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule:

Observations including regular classroom walk-throughs by administration and district/state support team.

Evidence of Completion:

Direct observation, student work samples, lesson plans.

G3. Develop a culture of high expectations for all stakeholders.**Targets Supported**

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

Resources Available to Support the Goal

- Book study, Motivational speakers, district and state support team, business partners, parents, Chamber of Commerce

Targeted Barriers to Achieving the Goal

- Geography is preventing us from having a sense of community
- Lack of focus on academic excellence and high expectations

Plan to Monitor Progress Toward the Goal

Leadership team will create and implement a varied and multifaceted program to involve all stakeholders, i.e. newsletters mailed to all homes to keep parents involved, school website, ConnectEd calls, PASS – Partners Assisting Student Success, recruiting and celebrating business partners.

Person or Persons Responsible

Administration

Target Dates or Schedule:

September 2013-ongoing

Evidence of Completion:

Agendas, calendar of events Sign-in sheets, number of business partners, climate survey

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Planning and delivery of Standards Based Instruction across all content areas.

G1.B1 Lack of effectively planned Standards Based Instruction across all content areas. Teachers struggle with keeping up with new standards and new curriculum expectations. Teachers perceive multiple initiatives.

G1.B1.S1 Use of facilitated collaborative planning by academic coaches.

Action Step 1

Collaborative Planning Structure and Teacher Lesson Plans

Person or Persons Responsible

Content area coaches, administration

Target Dates or Schedule

September 2013- ongoing

Evidence of Completion

Monitoring of fidelity: Administrative review of agendas, lesson plans and direct observation of collaborative planning
Monitoring of effectiveness: Lesson plans and classroom walk-throughs

Facilitator:

Content area coaches, admin, district and state personnel

Participants:

All teachers, administrators, coaches, state and district staff

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

Administrative review of agendas, lesson plans and direct observation of collaborative planning

Person or Persons Responsible

administrators, district and state personnel

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work samples, classroom walk-throughs, observations, teacher talk

Plan to Monitor Effectiveness of G1.B1.S1

Lesson plans and classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, classroom walk-throughs, student work samples, observations

G1.B2 Lack of content knowledge and pedagogy.

G1.B2.S1 Academic coaches will utilize the coaching cycle to support effective use of pedagogy and content knowledge during instructional delivery.

Action Step 1

Implementation of coaching cycle based on referral of teachers following observational data collected by administrative team

Person or Persons Responsible

Academic coaches and administrative team

Target Dates or Schedule

September 2013 –on-going

Evidence of Completion

Monitoring of fidelity: Coaching calendar and observation by administrative team
Monitoring of effectiveness: Benchmark data and observational classroom walk-through data

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

Coaching calendar and observation by administrative team

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

Lesson plans, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B2.S1

Benchmark data and observational classroom walk-through data

Person or Persons Responsible

Academic coaches and administration

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

Benchmark data - increase from assessment 1 to 2; lesson plans, classroom walkthroughs

G2. Implementation of instructional strategies to increase student engagement across all content areas.

G2.B1 Lack of effective use of collaborative structures

G2.B1.S1 School based leadership team will develop a collaborative structure professional development plan

Action Step 1

Implementation of Collaborative structures professional development plan

Person or Persons Responsible

Academic coaches, administration, district and state support team.

Target Dates or Schedule

January 2014- ongoing

Evidence of Completion

Monitoring of fidelity: Sharing of best practices at PLC meetings (weekly on Tuesdays), lesson plans and classroom walk-throughs by administrative team
Monitoring of effectiveness: Classroom walk-through data recording of student engagement

Facilitator:

Academic coaches with support from district and state support team and administration.

Participants:

All teachers.

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

Sharing of best practices at PLC meetings (held weekly), lesson plans and classroom walk-throughs by administrative team

Person or Persons Responsible

Administration, academic coaches, district and state support team.

Target Dates or Schedule

January 2014-ongoing

Evidence of Completion

Lesson plans, classroom walk-throughs

Plan to Monitor Effectiveness of G2.B1.S1

Classroom walk-through data, recording of student engagement

Person or Persons Responsible

Administration

Target Dates or Schedule

January 2014-ongoing

Evidence of Completion

Teacher lesson plans, direct observation and student work samples.

G2.B2 Instruction/classroom lessons are teacher centered not student centered

G2.B2.S1 Administration will implement a student engagement professional development plan

Action Step 1

Implementation of student engagement professional development – peer mentoring program

Person or Persons Responsible

Administrative team

Target Dates or Schedule

November 2013-ongoing

Evidence of Completion

Monitoring of fidelity: Classroom observations, calendar of peer observations
Monitoring of effectiveness: Classroom walk-through observational data

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

Classroom walk-throughs, calendar of peer observations

Person or Persons Responsible

Administration

Target Dates or Schedule

November 2013-ongoing

Evidence of Completion

Classroom observations, teacher observation notes

Plan to Monitor Effectiveness of G2.B2.S1

Classroom walk-through observational data

Person or Persons Responsible

Administration

Target Dates or Schedule

November 2013-ongoing

Evidence of Completion

Observational data

G3. Develop a culture of high expectations for all stakeholders.

G3.B1 Geography is preventing us from having a sense of community

G3.B1.S1 School based leadership team will facilitate activities to increase stakeholder involvement.

Action Step 1

Leadership team will create and implement a varied and multifaceted program to involve all stakeholders, i.e. newsletters mailed to all homes to keep parents involved, school website, ConnectEd calls, PASS – Partners Assisting Student Success, recruiting and celebrating business partners.

Person or Persons Responsible

School based leadership team including Title 1 facilitator and paraprofessional

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

Monitoring of fidelity: Agendas, calendar of events Monitoring of effectiveness: Sign-in sheets, number of business partners, climate survey

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

Agendas, calendar of events

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

Business partners, climate survey, sign-in sheets

Plan to Monitor Effectiveness of G3.B1.S1

Sign-in sheets, number of business partners, climate survey

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

Increase in business partners, climate survey

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 1 Funds will be used to purchase supplies, additional staff such as Title 1 Facilitator, parent involvement facilitator, credit recovery and an additional math instructor. Title 1 will also provide motivational speakers to enhance our goal of changing the culture of our school. State and local funds are utilized to purchase magazines, supplies for students and classroom libraries to enhance the learning process.

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. Planning and delivery of Standards Based Instruction across all content areas.

G1.B1 Lack of effectively planned Standards Based Instruction across all content areas. Teachers struggle with keeping up with new standards and new curriculum expectations. Teachers perceive multiple initiatives.

G1.B1.S1 Use of facilitated collaborative planning by academic coaches.

PD Opportunity 1

Collaborative Planning Structure and Teacher Lesson Plans

Facilitator

Content area coaches, admin, district and state personnel

Participants

All teachers, administrators, coaches, state and district staff

Target Dates or Schedule

September 2013- ongoing

Evidence of Completion

Monitoring of fidelity: Administrative review of agendas, lesson plans and direct observation of collaborative planning
Monitoring of effectiveness: Lesson plans and classroom walk-throughs

G2. Implementation of instructional strategies to increase student engagement across all content areas.

G2.B1 Lack of effective use of collaborative structures

G2.B1.S1 School based leadership team will develop a collaborative structure professional development plan

PD Opportunity 1

Implementation of Collaborative structures professional development plan

Facilitator

Academic coaches with support from district and state support team and administration.

Participants

All teachers.

Target Dates or Schedule

January 2014- ongoing

Evidence of Completion

Monitoring of fidelity: Sharing of best practices at PLC meetings (weekly on Tuesdays), lesson plans and classroom walk-throughs by administrative team
Monitoring of effectiveness: Classroom walk-through data recording of student engagement

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	\$0
Title 1	\$0	\$0
Total	\$0	\$0

Budget Details

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

G1. Planning and delivery of Standards Based Instruction across all content areas.

G1.B1 Lack of effectively planned Standards Based Instruction across all content areas. Teachers struggle with keeping up with new standards and new curriculum expectations. Teachers perceive multiple initiatives.

G1.B1.S1 Use of facilitated collaborative planning by academic coaches.

Action Step 1

Collaborative Planning Structure and Teacher Lesson Plans

Resource Type

Evidence-Based Program

Resource

Funding Source

Title 1

Amount Needed

G3. Develop a culture of high expectations for all stakeholders.

G3.B1 Geography is preventing us from having a sense of community

G3.B1.S1 School based leadership team will facilitate activities to increase stakeholder involvement.

Action Step 1

Leadership team will create and implement a varied and multifaceted program to involve all stakeholders, i.e. newsletters mailed to all homes to keep parents involved, school website, ConnectEd calls, PASS – Partners Assisting Student Success, recruiting and celebrating business partners.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed