



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Joseph Stilwell Middle School

7840 BURMA RD

Jacksonville, FL 32221

904-693-7523

<http://www.duvalschools.org/stilwell>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
63%

Alternative/ESE Center
No

Charter School
No

Minority Rate
57%

School Grades History

2013-14
D

2012-13
D

2011-12
D

2010-11
C

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Joseph Stilwell Middle School

Principal

Jason Bloom

School Advisory Council chair

Diane Nader

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

Name	Title
Jenifer Raulerson-Campese	Assistant Principal of Curriculum
Takita Williams	Assistant Principal
Deborah Robinson	ESE Lead Teacher
Matt Tracy	Testing Coordinator
Monica Sims	Dean of Discipline
Lynne Rind	ISSP
Tiffany Neal-Butts	Reading Coach
Stephanie Hamlow	Math Coach
Maryanne Fry	Guidance Counselor

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

Diane Nader - Chairperson
 Lisa Green-Dewberry-Vice Chairperson
 Christine Ramos-Secretary
 Debbie Wilder
 Rebecca Campese
 Michael Sales

Takita Williams
Jason Bloom

Involvement of the SAC in the development of the SIP

The SAC will assist in the preparation and evaluation of the 2013-2014 school improvement plan, professional development activities and parental involvement activities throughout the year.

Activities of the SAC for the upcoming school year

The SAC members will assist with providing input on numerous items but not limited to: School Improvement Plan professional development activities They will give input and feedback on parent involvement enhancement activities throughout this school year. (Science Parent Enhancement Night, Math Parent Academy Night, Reading/ELA Parent Academy Night, Data/Report Card Parent Night).

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

We currently have 2,490 in our SAC budget.
\$1200 will be used for teacher grants regarding academic enhancement
\$1290 will be used to support instruction in the core content areas by purchasing supplemental resources.

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:

Jason Bloom

Principal	Years as Administrator: 4	Years at Current School: 1
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Credentials	B.A. Communications - University of North Florida M.Ed. Educational Leadership - University of North Florida English 6-12 Educational Leadership (All Levels) School Principal (All Levels)
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Performance Record	2010-2011 Arlington Middle School: B 2011-2012 Arlington Middle School: C 2012-2013 Arlington Middle School: C
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Jenifer Raulerson-Campese		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	B.S Family and Consumer Sciences - University of Georgia M.Ed. Educational Leadership - University of North Florida Mathematics 5-9 Educational Leadership (All Levels) Pre-K-3	
Performance Record	2010-2011 Andrew Jackson High School: F 2011-2012 Andrew Jackson High School: B 2012-2013 Andrew Jackson High School: Pending	

Takita Williams		
Asst Principal	Years as Administrator: 4	Years at Current School: 1
Credentials	B.S. Respiratory Therapy - Florida A&M University M.Ed. Varying Exceptionalities - NOVA Southeastern Ed.S. Educational Leadership - National Louis University Science 5-9 Varying Exceptionalities 6-12 Educational Leadership (All Levels)	
Performance Record	2010-2011 Markham Woods Middle School: A 2011-2012 Markham Woods Middle School: A 2012-2013: Bradford High School: C	

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Tiffany Neal-Butts		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	B.A. Early Childhood Education, Mount Union College M. ED. Curriculum and Instruction, Grand Canyon University English 5-9 Elementary k-6 Reading K-12 ESOL Endorsement	
Performance Record	2010-2011 Arlington Middle School - C 2011-2012 Arlington Middle School - A 2012 -2013 Westview K-8 - B	

Stephanie Hamlow		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Mathematics	
Credentials	B.S. Psychology - Florida State University National Board Certified Teacher Mathematics 5-9 Elementary K-6 Gifted Endorsed	
Performance Record	2010-2011 District Math Coach 2011-2012 District Math Coach 2012-2013 District Cadre	

Classroom Teachers

# of classroom teachers	56
# receiving effective rating or higher	0%
# Highly Qualified Teachers	93%
# certified in-field	50, 89%
# ESOL endorsed	16, 29%
# reading endorsed	9, 16%

with advanced degrees

17, 30%

National Board Certified

2, 4%

first-year teachers

4, 7%

with 1-5 years of experience

13, 23%

with 6-14 years of experience

28, 50%

with 15 or more years of experience

12, 21%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

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

0

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

To recruit effective teachers the administrative team has developed an interview protocol that comprises behavioral questions that require the applicant to answer in the STAR format. Responses are rated on a scoring rubric and averaged to determine the best candidate.

To retain effective teachers, the coaches, administrators and PDF all take an active roll in nurturing new teachers and supporting veteran teachers. Professional growth activities include the following:

- Weekly PLC Meetings by content area
- Daily common planning by content
- Monthly meetings for mentor/mentee
- Early Release Workshops
- Onsite IPDP/CAST Workshops

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

Ms. Maryanne Fry serves as the School's Professional Development Facilitator:

We currently have 6 teachers participating in the MINT program. Ms. Fry has assigned each teacher a mentor teacher. The mentor will assist in completing MINT observations and portfolio assignments. The buddy will serve as a sounding board, and lifeline for the new teacher.

Ms. Fry will conduct monthly meetings to provide an opportunity for the MINT teachers and mentors to meet. The monthly meeting will focus on providing time for housekeeping items, such as next steps and remaining tasks. The meeting will also serve as a protected time for the new teachers to ask questions about protocol, procedures or best practices. Ms. Fry will also invite guest speakers or facilitators based on needs or concerns identified by the teachers.

Pamela Young - Teacher

Marvin Robinson - Mentor

This is the second year Mr. Robinson and Ms. Young have worked together in a mentor/mentee relationship. Mr. Robinson, in addition to serving as a mentor, is also the department chair.

Sarah Rivera - Teacher

Angela McNutt - Mentor

The two teachers were paired because Ms. McNutt has both ELA certification and the Reading Endorsement. Ms. Rivera is currently certified and in ELA, but will need to take the Reading Endorsement courses become "in-field." Therefore, Ms. McNutt can serve as a mentor for the MINT program and a guide through the process of becoming reading endorsed.

Lareta Griner - Teacher

Asilia Rogers - Mentor

Ms. Griner is a veteran teacher from another state, but she needs the reading endorsement. Ms. Rogers can serve as a mentor for the MINT program and a guide through the process of becoming reading endorsed.

Martha McManus - Teacher

Nancy Bishof - Mentor

Both teachers are Art teachers, and the two have been co-teaching since the beginning of the school year.

Elizabeth Mosimann - Teacher

Leslie Lockwood - Mentor

Both teachers currently teach 7th grade math and share common planning and PLC time.

Charlotte Joyce - Teacher

Asilia Rogers - Mentor

This is the third year that Ms. Joyce and Ms. Rogers have worked together.

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

Our school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academics and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and /or behavior and determines why the problem is occurring. The MTSS team designs and implements research based interventions and regularly monitors student progress/response to interventions. The school improvement plan (SIP) serves as a guide to assist the team with meeting the academic needs of the student. Our data-based problem solving processes for implementation and monitoring of our MTSS and SIP structures are behavior and academic data (attendance report, progress reports and report cards,

FCAT, CGA, Iowa)collection and analysis, parent conferences, classroom observations, teacher input and one on one conferencing with the student. Our MTSS teacher referral process gives an overview regarding a student struggling academically and/or behaviorally. Once the student is referred to the MTSS team, the data is collected and evaluated. An input form is given to all of his or her teachers for additional feedback. A one-on-one conference is conducted with the student by one of the MTSS team members. Classroom observations are conducted by one of the team members as well. A parent conference is held to address the data findings, classroom observations and teacher input forms. At this conference, an action plan is established to address the individual needs of the student.

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

The goal of our MTSS team is to make sure that every child has the opportunity to experience academic success.

Takita Williams- MTSS Administrator, one on one conferencing, classroom observer, school improvement plan administrator

Maryanne Fry-Guidance Counselor, collection of academic/attendance data, scheduling of parent conferences, small group counseling, school improvement plan data analyzer

Rosemary Johnson-Guidance Counselor, collection of academic/attendance data, scheduling of parent conferences, small group counseling

Monica Sims-Dean, collection of discipline data, classroom observer, school improvement plan data analyzer

Lynne Rind-Dean, collection of discipline data, classroom observer

Debbie Robinson-ESE Lead Teacher-collection of ESE plan, FAA results, 504 plans, classroom observer, school improvement plan data analyzer

Ms. Wimberly -Achievers for Life Services, individualized counseling, referrals for counseling and or mentoring for 6th graders

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

The fidelity of the MTSS system is addressed weekly in our professional learning community and academic leadership meetings and bimonthly in the MTSS meetings. During these meetings the teachers, coaches and administrators give feedback regarding the needs of our MTSS students. There will be a variety of forms used to document the student's progress. Data collection documentation addresses the progress monitoring and fidelity of the student's action plan.

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

Our data is collected from GENESIS ,INFORM and INSIGHT. When a student is referred to the MTSS team. The guidance counselor collects the following data:

academic/attendance data

FCAT, CGA, IOWA assessment results

progress report and report cards

ESE , 504 plan data

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

A faculty meeting will be held with the faculty to describe the MTSS protocol. The protocol will be discussed weekly in the professional learning communities meeting. The MTSS team will meet bimonthly to progress monitor the data and student's action plans.

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:

Through Communities In Schools (CIS), Stilwell provides an after-school academic and enrichment program.

TEAM UP Core Areas

Academic Enrichment- Certified teachers provide academic assistance in homework and curriculum that augments what is used during the day. The academic component is hands on experiential teaching. Equipment and supplies are provided by the program, which allows the teachers to engage the students. Students who attend the program three days or more during the week are tracked for their academic progress. Teachers are also required to maintain lesson plans that follow the Florida Sunshine State Standards.

Cultural Enrichment- Students participate in cultural activities such as dance, karate, art and field trips that are educational and provide a variety of resources for skills development.

Life Skills/ Leadership- Staff members are trained in the Boys & Girls Club curriculum that provides outstanding activities in leadership, decision-making and Positive Youth Development. A Youth Advisory Council assists in planning all aspects of the center.

Social Recreation- This component provides activities such as Baseball, Flag Football, Volleyball, Basketball, a game room and other fun activities that will allow students to develop their social skills.

Community Service- Students participate in community service projects that provide them with the opportunity to give back to their community.

Parental Involvement- Monthly parenting workshops are offered to parents. Workshops focus on parenting skills, adolescent behavior and other issues parents would like assistance in. Quarterly parenting events also take place where students and parents are recognized for their progress.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

The expectation is that the Team-UP academic enrichment will align with the school-wide strategies implemented during the instructional day (4-column method, SRE, Frayer Model).

We will regularly provide focus lesson assessment data to drive instructional needs during the academic enrichment program after school.

Who is responsible for monitoring implementation of this strategy?

Team - Up Director and Lead Teacher

Literacy Leadership Team (LLT)

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

Name	Title
Jason Bloom	Principal
Jenifer Rebecca Raulerson-Campese	APC
Tiffany Neal-Butts	Reading Coach
Deborah Robinson	ESE Lead
Monica Sims	Dean of Discipline

How the school-based LLT functions

The literacy team will meet weekly to review CGA, and common assessment data to identify areas of concern that will be addressed through the instructional focus calendar and weekly instructional focus lessons. In addition, the team will collectively review and score student focus lesson assessments. At the end of each focus lesson, we will develop a common assessment and test the entire school. The assessment format will be a passage with a short or extended response. The LLT will score, track and chart student data by section, teacher and student. The data review will also determine the level of support needed in the coaching cycle as well as the level of support the other content areas will provide to the school literacy goals.

Major initiatives of the LLT

This year our major initiative is to connect reading to writing in all content and elective courses. Therefore, there is a school-wide expectations for all teachers to use-the 4-column method and SRE format.

Every Teacher Contributes to Reading Instruction

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

Teachers use CGA and IOWA assessments to guide their instruction. Skills and strategies are taught based on these results. Reading, writing, listening and speaking are incorporated into all classes. Teachers collaborate during PLC's to incorporate literary strategies into daily lessons. Administration monitors literacy throughout the content areas through PLC's, lesson plans and walkthroughs/ observations.

This year our major initiative is to connect reading to writing in all content and elective courses. All content areas will have an instructional focus calendar and will deliver instructional focus lessons. At the end of the 5-day cycle, we will administer a common assessment aligned to the week's lesson. The format will be a passage, followed by a short or extended response prompt. All teachers are expected to explicitly teach the 4-column method and SRE response format.

We will start a calibration cycle in November that will last through April. During the cycle we will administer school-wide formative assessments.

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	48%	37%	No	54%
American Indian				
Asian	57%	44%	No	61%
Black/African American	39%	30%	No	45%
Hispanic	55%	39%	No	60%
White	57%	44%	No	61%
English language learners	28%	5%	No	35%
Students with disabilities	34%	23%	No	41%
Economically disadvantaged	45%	33%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	246	37%	40%
Students scoring at or above Achievement Level 4	112	15%	18%

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>		12%
Students scoring at or above Level 7	17	77%	80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	584	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		34%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		16%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		22%

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	125	41%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	35%	No	51%
American Indian				
Asian	60%	52%	No	64%
Black/African American	41%	27%	No	47%
Hispanic	49%	35%	No	54%
White	50%	41%	No	55%
English language learners	38%	26%	No	44%
Students with disabilities	33%	21%	No	40%
Economically disadvantaged	43%	31%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	224	24%	27%
Students scoring at or above Achievement Level 4	70	8%	11%

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>		17%
Students scoring at or above Level 7	17	77%	80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	473	51%	54%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		68%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications	62	63%	66%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	53%	56%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	32%	35%
Students scoring at or above Achievement Level 4	25	15%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		53%
Students scoring at or above Level 7	[data excluded for privacy reasons]		39%

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)	50		25
Participation in STEM-related experiences provided for students	200	30%	50%

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	295	26%	21%
Students who fail a mathematics course	82	7%	4%
Students who fail an English Language Arts course	30	3%	1%
Students who fail two or more courses in any subject	44	4%	2%
Students who receive two or more behavior referrals	256	22%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	485	42%	39%

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

Our parent involvement target is to enhance the parent attendance to our orientation, open house, parent enhancement activities and logging into our parent portal. We would also like to increase the parent participation in our Parent, Teacher and Student Association (PTSA) and School Advisory Committee.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental attendance to after-school activities and meetings	137	11%	20%

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.** To increase the percent of accountability group 8th grade students achieving proficiency (level 4) on the 2014 FCAT 2.0 science from 15% to 18%.
- G2.** To increase the percent of accountability group 8th grade students achieving proficiency (level 3) on the 2014 FCAT 2.0 science from 32% to 35%.
- G3.** Our parent involvement target is to enhance 20% of parent attendance to our orientation, open house, parent enhancement activities.
- G4.** To increase the percent of accountability group students achieving proficiency (level 3) on the 2014 FCAT 2.0 reading from 37% to 40%..
- G5.** To increase the percent of accountability group students achieving proficiency (level 4) on the 2014 FCAT 2.0 reading from 15% to 18%.
- G6.** To increase the percent of accountability group students achieving proficiency (level 3.5 or above) on the 2014 FCAT 2.0 Writing Assessment by 3% from 41% to 44%.
- G7.** To increase the percent of accountability group students achieving proficiency (level 3) on the 2014 FCAT 2.0 math from 24% to 27%.
- G8.** To increase the percent of accountability group students achieving proficiency (level 4) on the 2014 FCAT 2.0 math from 8% to 11%.

Goals Detail

G1. To increase the percent of accountability group 8th grade students achieving proficiency (level 4) on the 2014 FCAT 2.0 science from 15% to 18%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Monitor student's progress through a progress monitoring assessment at least once a month for 6th and 7th grade students and twice a month for 8th grade students.
- Infuse content area math and literacy strategies into the curriculum.
- All students will participation in the district/school's science fair.
- Increase visibility and importance of science by publicizing science projects throughout campus.
- Attend Professional Learning Communities to collaborate on the assessment results to improve instruction by sharing successful instructional strategies that are supported by data.
- Attend professional development trainings regarding curriculum and math (numeracy) and literacy enhancement.
- Establish partnerships with business and community partners.
- Establish partnership with parents to broaden their knowledge regarding our curriculum. (Science Enrichment Night)
- Maintain a collaborative relationship with our district science coach and directors.
- Employ FCIM instruction supported by data with fidelity throughout the class period.
- Implement higher order thinking/questioning strategies.
- Increase in instructional rigor and relevance.
- Implementation of the gradual release model.
- Implementation of interactive journals.
- Analysis of data to drive instruction.
- Conceptual understanding through investigations.
- Opportunities for learners to clarify and justify their own ideas through writing.
- Vocabulary Acquisitions

Targeted Barriers to Achieving the Goal

- Lack of teacher motivation.
- Lack of student motivation.

Plan to Monitor Progress Toward the Goal

Reviewing curriculum guides, focus lessons and FCAT assessments.

Person or Persons Responsible

Science Teachers, Administrators, Department Chairperson, Science District Coach

Target Dates or Schedule:

Monthly, baseline, quarterly, midyear and end of the year.

Evidence of Completion:

Data from curriculum guide, focus lesson and FCAT assessments.

G2. To increase the percent of accountability group 8th grade students achieving proficiency (level 3) on the 2014 FCAT 2.0 science from 32% to 35%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Monitor student's progress through a progress monitoring assessment at least once a month for 6th and 7th grade students and twice a month for 8th grade students.
- Infuse content area literacy and math strategies into the curriculum.
- All students will participation in the district/school's science fair.
- Increase visibility and importance of science by publicizing science projects throughout campus.
- Attend Professional Learning Communities meetings to collaborate on the assessment results to improve instruction by sharing successful instructional strategies that are supported by data.
- Attend professional development trainings regarding curriculum math (numeracy) and literacy enhancement.
- Establish partnerships with business and community partners.
- Establish partnership with parents to broaden their knowledge regarding our curriculum. (Science Enrichment Night)
- Maintain a collaborative relationship with our district science coach and directors.
- Adhere to the fidelity of the curriculum learning guides.
- Offer science tutorial for students four days a week in the after school TEAM UP program.
- Implement higher order thinking strategies and questioning in lesson plans.
- Increase in instructional rigor and relevance.
- Employ FCIM instruction supported by data with fidelity throughout the class period.
- Implementation of the gradual release model.
- Analysis to data to drive instruction.
- Implementation of interactive journals.
- Conceptual understanding through investigations.
- Opportunities for learners to clarify and justify their own ideas through writing.

Targeted Barriers to Achieving the Goal

- Lack of student motivation.
- Lack of teacher motivation.
- Lack of supplies and technological resources.

Plan to Monitor Progress Toward the Goal

Reviewing curriculum guide, focus lesson and FCAT assessments.

Person or Persons Responsible

Science Teachers, Administrators, Department Chairperson, Science District Coach

Target Dates or Schedule:

Monthly, baseline, quarterly, midyear and end of the year.

Evidence of Completion:

Data from curriculum guide, focus lesson and FCAT assessments.

G3. Our parent involvement target is to enhance 20% of parent attendance to our orientation, open house, parent enhancement activities.

Targets Supported

- Reading ()
- Writing
- Math ()
- Social Studies
- Science
- Parental Involvement
- EWS

Resources Available to Support the Goal

- Parental Involvement in the creation of the parent involvement plan.
- Establishment of the parent involvement committee.
- Parent Involvement meetings to assessment the parental enhancement activities.
- Prior notification via email and phone call to parents regarding upcoming events.

Targeted Barriers to Achieving the Goal

- Lack of transportation to events
- Time and date of events

Plan to Monitor Progress Toward the Goal

Parent surveys and evaluation forms

Person or Persons Responsible

Parents, Teachers and Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results of surveys and evaluation forms

G4. To increase the percent of accountability group students achieving proficiency (level 3) on the 2014 FCAT 2.0 reading from 37% to 40%..

Targets Supported

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

Resources Available to Support the Goal

- Embed strategic reading and critical thinking skills in content area and enrichment classes on a daily basis with the support of the Literacy Coach.
- Monitor progress of students using IOWA form B to determine growth in Lexiles to determine the level of instruction for students in their content area classes.
- Provide in-service professional development training for content area teachers on literacy skills.
- Provide professional development opportunities and modeling for reading teachers to emphasize the clarification and questioning strategy when implementing district curriculum.
- Monitor progress of targeted students in reading and use data to assess and determine further interventions.
- Incorporate literacy strategies in all core content classes on a daily basis.
- Offer reading tutorial for students four days a week in the after school TEAM UP program.
- Implement higher order thinking/questioning strategies.
- Employ FCIM instruction supported by data with fidelity throughout the class period.
- Implementation of the gradual release model.
- Analysis of data to drive instruction.
- Increase of rigor and relevance.
- Opportunities for learners to clarify and justify their own ideas through writing.
- Vocabulary Acquisition

Targeted Barriers to Achieving the Goal

- Lack of student motivation.
- Lack of teacher motivation.

Plan to Monitor Progress Toward the Goal

Monitoring the attendance and participation to professional learning communities meetings, fidelity to the curriculum guide, lesson plan implementation,

Person or Persons Responsible

Reading Teachers, Administrators, Department Chairperson, Reading Instructional Coach

Target Dates or Schedule:

monthly, baseline, quarterly, midyear and end of the year.

Evidence of Completion:

agendas and attendance sign in sheet

G5. To increase the percent of accountability group students achieving proficiency (level 4) on the 2014 FCAT 2.0 reading from 15% to 18%.

Targets Supported

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

Resources Available to Support the Goal

- Embed strategic reading and critical thinking skills in content area and enrichment classes on a daily basis with the support of the Literacy Coach.
- Monitor progress of students using IOWA form B to determine growth in Lexiles to determine the level of instruction for students in their content area classes.
- Provide in-service professional development training for content area teachers on literacy skills.
- Provide professional development opportunities and modeling for reading teachers to emphasize the clarification and questioning strategy when implementing district curriculum.
- Monitor progress of targeted students in reading and use data to assess and determine further interventions.
- Incorporate literacy strategies in all core content classes on a daily basis.
- Offer reading tutorial for students four days a week in the after school TEAM UP program.
- Implement higher order thinking/questioning strategies.
- Employ FCIM instruction supported by data with fidelity throughout the class period.
- Implementation of the gradual release model.
- Analysis of data to drive instruction.
- Increase of rigor and relevance.
- Opportunities for learners to clarify and justify their own ideas through writing.
- Vocabulary Acquisition

Targeted Barriers to Achieving the Goal

- Lack of student motivation.
- Lack of teacher motivation.

Plan to Monitor Progress Toward the Goal

Monitoring the attendance and participation to professional learning communities meetings, fidelity to the curriculum guide, lesson plan implementation,

Person or Persons Responsible

Reading Teachers, Administrators, Department Chairperson, Reading Instructional Coach

Target Dates or Schedule:

Monthly, baseline, quarterly, midyear and end of the year.

Evidence of Completion:

Agendas and attendance sign in sheet

G6. To increase the percent of accountability group students achieving proficiency (level 3.5 or above) on the 2014 FCAT 2.0 Writing Assessment by 3% from 41% to 44%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Embed strategic reading and critical thinking skills in content area and enrichment classes on a daily basis with the support of the Literacy Coach.
- Monitor progress of students using IOWA form B to determine growth in Lexiles to determine the level of instruction for students in their content area classes.
- Provide in-service professional development training for content area teachers on literacy skills.
- Provide professional development opportunities and modeling for reading teachers to emphasize the clarification and questioning strategy when implementing district curriculum.
- Monitor progress of targeted students in reading and use data to assess and determine further interventions.
- Incorporate literacy strategies in all core content classes on a daily basis.
- Offer reading tutorial for students four days a week in the after school TEAM UP program.
- Implement higher order thinking/questioning strategies.
- Employ FCIM instruction supported by data with fidelity throughout the class period.
- Increase in rigor and relevance.
- Analysis of data to drive instruction.
- Vocabulary Acquisition

Targeted Barriers to Achieving the Goal

- Lack of student motivation.
- Lack of teacher motivation.

Plan to Monitor Progress Toward the Goal

Monitoring the attendance and participation to professional learning communities meetings, fidelity to the curriculum guide, lesson plan implementation,

Person or Persons Responsible

Reading Teachers, Administrators, Department Chairperson, Reading Instructional Coach

Target Dates or Schedule:

Monthly, baseline, quarterly, midyear and end of the year.

Evidence of Completion:

Agendas and attendance sign in sheet

G7. To increase the percent of accountability group students achieving proficiency (level 3) on the 2014 FCAT 2.0 math from 24% to 27%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Monitor student's progress through a progress monitoring assessment at least monthly and quarterly for 6th -8th grade students.
- Literature infused with mathematics and science.
- Attend Professional Learning Communities meetings to collaborate on the assessment results to improve instruction by sharing successful instructional strategies that are supported by data.
- Attend professional development trainings regarding curriculum, math and literacy enhancement.
- Establish partnerships with business and community partners.
- Establish partnership with parents to broaden their knowledge regarding our curriculum. (Math Academy Night)
- Maintain a collaborative relationship with our district math coaches and directors.
- Adhere to the fidelity of the curriculum learning guides.
- Offer math tutorial for students four days a week in the after school TEAM UP program.
- Implement higher order thinking/questioning strategies.
- Employ FCIM instruction supported by data with fidelity throughout the class period.
- Monitoring progress of weekly focus lessons 6th-8th grade that are aligned to NGSS.
- Implementation of the gradual release model.
- Analysis of data to drive instruction.
- Concrete materials are used as models.
- Tables, graphs, and pictures are used to make connections between numbers, measurement, algebra, geometry, and data analysis
- Opportunities for learners to clarify and justify their own ideas through writing.
- Vocabulary Acquisition
- Interactive Journals

Targeted Barriers to Achieving the Goal

- Lack of student motivation.
- Lack of teacher motivation.
- Poor classroom management.

Plan to Monitor Progress Toward the Goal

Reviewing code of student code and classroom management techniques, focus lessons, academic data, and curriculum guides

Person or Persons Responsible

Teachers, Department Chairs, District Coaches, Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data from discipline reports and I-Ready, Curriculum guide assessments

G8. To increase the percent of accountability group students achieving proficiency (level 4) on the 2014 FCAT 2.0 math from 8% to 11%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Monitor student's progress through a progress monitoring assessment at least monthly and quarterly for 6th -8th grade students.
- Literature infused with mathematics and science.
- Attend Professional Learning Communities meetings to collaborate on the assessment results to improve instruction by sharing successful instructional strategies that are supported by data.
- Attend professional development trainings regarding curriculum, math and literacy enhancement.
- Establish partnerships with business and community partners.
- Establish partnership with parents to broaden their knowledge regarding our curriculum. (Math Academy Night)
- Maintain a collaborative relationship with our district math coaches and directors.
- Adhere to the fidelity of the curriculum learning guides.
- Offer math tutorial for students four days a week in the after school TEAM UP program.
- Implement higher order thinking/questioning strategies.
- Employ FCIM instruction supported by data with fidelity throughout the class period.
- Implementation of the gradual release model.
- Concrete materials are used as models.
- Increase in rigor and relevance.
- Tables, graphs, and pictures are used to make connections between numbers, measurement, algebra and data analysis
- Opportunities for learners to clarify and justify their own ideas through writing.
- Data analysis to drive instruction.
- Vocabulary Acquisitions
- Interactive Journals

Targeted Barriers to Achieving the Goal

- Lack of student motivation.
- Lack of teacher motivation.

Plan to Monitor Progress Toward the Goal

Reviewing curriculum guide, focus lesson and FCAT assessments.

Person or Persons Responsible

Math Teachers, Administrators, Department Chairperson, Math District Coach

Target Dates or Schedule:

Monthly, baseline, quarterly, midyear and end of the year.

Evidence of Completion:

Data from curriculum guide, focus lesson and FCAT assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase the percent of accountability group 8th grade students achieving proficiency (level 4) on the 2014 FCAT 2.0 science from 15% to 18%.

G1.B1 Lack of teacher motivation.

G1.B1.S1 Establish a relationship with the student.

Action Step 1

Creating a rapport and relationship with the students.

Person or Persons Responsible

Teachers and students

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from progress reports, report cards and student surveys.

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

Student Surveys

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

Spring Semester

Evidence of Completion

Results of the surveys, progress reports and reports cards

Plan to Monitor Effectiveness of G1.B1.S1

Student Surveys

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

Spring Semester

Evidence of Completion

Results of the student survey

G1.B1.S5 Displaying of student accomplishments regarding data.

Action Step 1

Data Wall Displays

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Data of assessment results will be posted on the wall to display student academic progress.

Facilitator:

Administrators or District Instructional Coach

Participants:

Teachers and Administrators

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Data Walls

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Display of data walls

Plan to Monitor Effectiveness of G1.B1.S5

Student Data Walls

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Display of data wall

G1.B4 Lack of student motivation.

G1.B4.S1 Data Wall Displays

Action Step 1

Data Wall Displays

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

ongoing

Evidence of Completion

Display of data wall that represents assessments.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4.S3 Administrative support

Action Step 1

Administrative Support to enhance the professional learning communities regarding academics and behavior strategies

Person or Persons Responsible

Administrative Staff and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Validation of professional learning communities meetings, agendas and teacher attendance rosters.

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Student Surveys

Person or Persons Responsible

Students, Teachers and Administrators

Target Dates or Schedule

Spring Semester

Evidence of Completion

Results of Student Surveys

Plan to Monitor Effectiveness of G1.B4.S3

Student Surveys

Person or Persons Responsible

Students, Teachers and Administrators

Target Dates or Schedule

Spring Semester

Evidence of Completion

Results of Surveys

G2. To increase the percent of accountability group 8th grade students achieving proficiency (level 3) on the 2014 FCAT 2.0 science from 32% to 35%.

G2.B1 Lack of student motivation.

G2.B1.S2 Students data results will be displayed on the data wall. This will allow the students to monitor their data and progress.

Action Step 1

Student Data Wall

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Wall Displays

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Student Data Wall

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Wall Displays, Student rewards, Data documents

Plan to Monitor Effectiveness of G2.B1.S2

Student Data Wall

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data, Data Wall Display, increase in student motivation, teacher motivation enhanced

G2.B5 Lack of teacher motivation.

G2.B5.S1 Teachers will participate in weekly professional learning communities meetings to analyze data, progress monitor the student data and to share instructional strategies to improve learning gains.

Action Step 1

Enhancement of Professional Learning Communities

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas and sign in sheets

Facilitator:

District Professional Development Department

Participants:

Administrators and Teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Professional Learning Communities

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance sign in sheets and agendas

Plan to Monitor Effectiveness of G2.B5.S1

Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance to meeting, agendas and sign-in sheets

G2.B5.S3 Administrators will meet with the teachers weekly in the professional learning communities meetings to discuss curriculum, data, discipline and instructional strategies.

Action Step 1

Monitoring of Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

agendas, sign in sheets, data and instructional strategies documents.

Plan to Monitor Fidelity of Implementation of G2.B5.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B5.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B6 Lack of supplies and technological resources.

G2.B6.S1 Create fundraisers to generate funding for supplies and resources

Action Step 1

Science Department Fundraisers

Person or Persons Responsible

Teachers, students and parents

Target Dates or Schedule

Fall and Spring Semester

Evidence of Completion

Funding generated from fundraisers

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Science Department Fundraisers

Person or Persons Responsible

Teachers and Science Administrator

Target Dates or Schedule

Fall and Spring Semester

Evidence of Completion

Funding from fundraisers

Plan to Monitor Effectiveness of G2.B6.S1

Science Department Fundraisers

Person or Persons Responsible

Teachers and Science Administrators

Target Dates or Schedule

Fall and Spring Semesters

Evidence of Completion

Funding from fundraisers.

G3. Our parent involvement target is to enhance 20% of parent attendance to our orientation, open house, parent enhancement activities.

G3.B1 Lack of transportation to events

G3.B1.S1 Provide gas cards to parents as an incentive for attending functions

Action Step 1

Parent surveys and evaluation forms

Person or Persons Responsible

Parents, Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of surveys and evaluation forms

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

Parent surveys and evaluation forms

Person or Persons Responsible

Parents, Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of surveys and evaluation forms.

Plan to Monitor Effectiveness of G3.B1.S1

Parents surveys and evaluation forms

Person or Persons Responsible

Parents, Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of surveys and evaluation forms

G3.B2 Time and date of events

G3.B2.S1 Offer morning and evening parent activities.

Action Step 1

Parent surveys and evaluation forms

Person or Persons Responsible

Parents and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of the surveys and evaluation forms.

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

Parent surveys and evaluation forms

Person or Persons Responsible

Parents, teachers and administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of the surveys and evaluation forms

Plan to Monitor Effectiveness of G3.B2.S1

Parent surveys and evaluation forms

Person or Persons Responsible

Parents, teachers and administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of surveys and evaluation forms

G4. To increase the percent of accountability group students achieving proficiency (level 3) on the 2014 FCAT 2.0 reading from 37% to 40%..

G4.B1 Lack of student motivation.

G4.B1.S3 Teachers will display the student data and create a classroom competition to highlight the students with the most learning gains.

Action Step 1

Student data walls

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Data wall displays

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

Student Data Wall

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data wall displays, student motivation increased, teacher motivation enhanced

Plan to Monitor Effectiveness of G4.B1.S3

Student Data Wall

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data wall displays, student motivation increased, teacher motivation enhanced

G4.B2 Lack of teacher motivation.

G4.B2.S1 Teachers will participate in weekly professional learning communities meetings to analyze data, progress monitor the student data and to share instructional strategies to improve learning gains.

Action Step 1

Monitoring of Professional Learning Communities Meetings.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign-in sheets, instructional and discipline strategies documents.

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2.S3 Administrators will meet with the teachers weekly in the professional learning communities meetings to discuss curriculum, data, discipline and instructional strategies.

Action Step 1

Monitoring of Professional Learning Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign in sheets, and data documents.

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Professional Learning Communities

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, attendance sign in sheets and data documents

Plan to Monitor Effectiveness of G4.B2.S3

Professional Learning Communities

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Results of attendance sheets and data documents

G5. To increase the percent of accountability group students achieving proficiency (level 4) on the 2014 FCAT 2.0 reading from 15% to 18%.

G5.B1 Lack of student motivation.

G5.B1.S3 Teachers will display the student data and create a classroom competition to highlight the students with the most learning gains.

Action Step 1

Student data wall

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Data wall displays

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Student Data Wall

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data wall displays, student motivation, teacher motivation

Plan to Monitor Effectiveness of G5.B1.S3

Student Data Wall

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data wall displays, student motivation increased, teacher motivation enhanced

G5.B2 Lack of teacher motivation.

G5.B2.S1 Teachers will participate in weekly professional learning communities meetings to analyze data, progress monitor the student data and to share instructional strategies to improve learning gains.

Action Step 1

Monitoring of Professional Learning Communities Meetings.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign-in sheets, instructional and discipline strategies documents.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B2.S3 Administrators will meet with the teachers weekly in the professional learning communities meetings to discuss curriculum, data, discipline and instructional strategies.

Action Step 1

Monitoring of Professional Learning Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign in sheets, and data documents.

Plan to Monitor Fidelity of Implementation of G5.B2.S3

Professional Learning Communities

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, attendance sign in sheets and data documents

Plan to Monitor Effectiveness of G5.B2.S3

Professional Learning Communities

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Results of attendance sheets and data documents

G6. To increase the percent of accountability group students achieving proficiency (level 3.5 or above) on the 2014 FCAT 2.0 Writing Assessment by 3% from 41% to 44%.

G6.B1 Lack of student motivation.

G6.B1.S3 Teachers will display the student data and create a classroom competition to highlight the students with the most learning gains.

Action Step 1

Student data wall

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Data wall displays

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Student Data Wall

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data wall displays, student motivation, teacher motivation

Plan to Monitor Effectiveness of G6.B1.S3

Student Data Wall

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data wall displays, student motivation increased, teacher motivation

G6.B2 Lack of teacher motivation.

G6.B2.S1 Teachers will participate in weekly professional learning communities meetings to analyze data, progress monitor the student data and to share instructional strategies to improve learning gains.

Action Step 1

Monitoring of Professional Learning Communities Meetings.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign-in sheets, instructional and discipline strategies documents.

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B2.S3 Administrators will meet with the teachers weekly in the professional learning communities meetings to discuss curriculum, data, discipline and instructional strategies.

Action Step 1

Monitoring of Professional Learning Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign in sheets, and data documents.

Plan to Monitor Fidelity of Implementation of G6.B2.S3

Professional Learning Communities

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, attendance sign in sheets and data documents

Plan to Monitor Effectiveness of G6.B2.S3

Professional Learning Communities

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Results of attendance sheets and data documents

G7. To increase the percent of accountability group students achieving proficiency (level 3) on the 2014 FCAT 2.0 math from 24% to 27%.

G7.B1 Lack of student motivation.

G7.B1.S2 Students data results will be displayed on the data wall. This will allow the students to monitor their data and progress.

Action Step 1

Benefit of student data displays

Person or Persons Responsible

Teachers and students

Target Dates or Schedule

Ongoing

Evidence of Completion

Data wall displays

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Data wall displays

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of data wall displays

Plan to Monitor Effectiveness of G7.B1.S2

Data wall displays

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of data wall displays

G7.B1.S4 Student data chats will be conducted by the teacher after each baseline, curriculum guide assessment and focus lesson.

Action Step 1

Student data chats

Person or Persons Responsible

Students and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Completion of data chat forms, data documents

Plan to Monitor Fidelity of Implementation of G7.B1.S4

Student data chats

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Completion of data chat forms, data documents

Plan to Monitor Effectiveness of G7.B1.S4

Student data chat forms

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Completion of data chat forms

G7.B5 Lack of teacher motivation.

G7.B5.S1 Teachers will participate in weekly professional learning communities meetings to analyze data, progress monitor the student data and to share instructional strategies to improve learning gains.

Action Step 1

Monitoring of Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas and sign in sheets

Plan to Monitor Fidelity of Implementation of G7.B5.S1

Monitoring of Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas and sign in sheets

Plan to Monitor Effectiveness of G7.B5.S1

Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance to meeting, agendas and sign-in sheets

G7.B5.S3 Administrators will meet with the teachers weekly in the professional learning communities meetings to discuss curriculum, data, discipline and instructional strategies.

Action Step 1

Monitoring of Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign in sheets, data and instructional strategies documents.

Plan to Monitor Fidelity of Implementation of G7.B5.S3

Monitoring of Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign in sheets, data and instructional strategies documents.

Plan to Monitor Effectiveness of G7.B5.S3

Monitoring of Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign in sheets, data and instructional strategies documents.

G7.B8 Poor classroom management.

G7.B8.S1 Teachers will effectively manage the classroom concerning class 1 and 2 offenses.

Action Step 1

Classroom Management Strategies Overview

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Professional Learning Communities meetings agendas and sign in sheets, professional development trainings agendas and sign in sheets

Facilitator:

Administrators and Deans

Participants:

Teachers and Administrators

Plan to Monitor Fidelity of Implementation of G7.B8.S1

Classroom Management Strategies

Person or Persons Responsible

Deans and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Discipline data, walk through observations

Plan to Monitor Effectiveness of G7.B8.S1

Classroom Management Strategies

Person or Persons Responsible

Deans and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Discipline data, walk through observations

G8. To increase the percent of accountability group students achieving proficiency (level 4) on the 2014 FCAT 2.0 math from 8% to 11%.

G8.B1 Lack of student motivation.

G8.B1.S3 Teachers will display the student data and create a classroom competition to highlight the students with the most learning gains.

Action Step 1

Student data walls

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data wall displays, increase in student motivation

Plan to Monitor Fidelity of Implementation of G8.B1.S3

Student data walls

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Display of data walls and increase in student motivation

Plan to Monitor Effectiveness of G8.B1.S3

Student data walls

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Display of data walls

G8.B5 Lack of teacher motivation.

G8.B5.S1 Teachers will participate in weekly professional learning communities meetings to analyze data, progress monitor the student data and to share instructional strategies to improve learning gains.

Action Step 1

Monitoring of Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas and sign in sheets

Plan to Monitor Fidelity of Implementation of G8.B5.S1

Professional Learning Communities Meetings

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign in sheets and data documents

Plan to Monitor Effectiveness of G8.B5.S1

Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance to meeting, agendas and sign-in sheets

G8.B5.S3 Administrators will meet with the teachers weekly in the professional learning communities meetings to discuss curriculum, data, discipline and instructional strategies.

Action Step 1

Monitoring of Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign in sheets, data and instructional strategies documents.

Plan to Monitor Fidelity of Implementation of G8.B5.S3

Monitoring of Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas and sign in sheets

Plan to Monitor Effectiveness of G8.B5.S3

Monitoring of Professional Learning Communities Meetings

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas and sign in sheets

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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs, along with programs offered during regular school hours. This includes the hiring of fulltime intensive reading and math teachers.

Title II

The District receives supplemental funds for improving basic education through the purchase of small equipment to educational programs.

Title III

Services are provided through the District office for instructional support and educational materials for students who are English Language Learners. Southside receives money to partially fund teacher positions and para positions for ELL support.

Supplemental Academic Instruction (SAI)

SAI funds will be used to fund during the day and after school tutoring programs.

Violence Prevention Programs

The District offers behavior intervention programs such as Student Options for Success and Night-Time substance abuse programs. Through Full Service School Referrals, students have access to free counseling.

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. To increase the percent of accountability group 8th grade students achieving proficiency (level 4) on the 2014 FCAT 2.0 science from 15% to 18%.

G1.B1 Lack of teacher motivation.

G1.B1.S5 Displaying of student accomplishments regarding data.

PD Opportunity 1

Data Wall Displays

Facilitator

Administrators or District Instructional Coach

Participants

Teachers and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data of assessment results will be posted on the wall to display student academic progress.

G2. To increase the percent of accountability group 8th grade students achieving proficiency (level 3) on the 2014 FCAT 2.0 science from 32% to 35%.

G2.B5 Lack of teacher motivation.

G2.B5.S1 Teachers will participate in weekly professional learning communities meetings to analyze data, progress monitor the student data and to share instructional strategies to improve learning gains.

PD Opportunity 1

Enhancement of Professional Learning Communities

Facilitator

District Professional Development Department

Participants

Administrators and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas and sign in sheets

G7. To increase the percent of accountability group students achieving proficiency (level 3) on the 2014 FCAT 2.0 math from 24% to 27%.

G7.B8 Poor classroom management.

G7.B8.S1 Teachers will effectively manage the classroom concerning class 1 and 2 offenses.

PD Opportunity 1

Classroom Management Strategies Overview

Facilitator

Administrators and Deans

Participants

Teachers and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Professional Learning Communities meetings agendas and sign in sheets, professional development trainings agendas and sign in sheets

Appendix 2: Budget to Support School Improvement Goals