



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fort Caroline Middle School

3787 UNIVERSITY CLUB BLVD

Jacksonville, FL 32277

904-745-4927

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

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
64%

Alternative/ESE Center
No

Charter School
No

Minority Rate
81%

School Grades History

2013-14
D

2012-13
C

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

Fort Caroline Middle School

Principal

Maysha Shelton

School Advisory Council chair

Teri Allen

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

Name	Title
Maysha Shelton	Principal
Moses Williams	Assistant Principal
Amanda Nolte	Math Coach
Selena Dempsey	Reading Coach
JoAnn Walker	Dean
Tikila Shakespeare	Testing Coordinator
Patricia Jackson	Principal's Secretary
Patricia Bunting	Science Lead Teacher
Wendy Neal	Math Lead Teacher
Kia Mayshack	ELA Lead Teacher
Tina Johnston	Reading Lead Teacher
Lisa Corprew	Social Studies Lead Teacher
Cynthia Duncan	Electives Lead Teacher

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

Terri Allen – (Chair) (voting member, business/community)

Angela Gathers – (voting member, parent)

Maggie Williams – parent
Deana M. Waite – (Co-Chair) (voting member, parent)
Katina Sealey – (Secretary) (voting member, parent)
Irene Neil – (Co-secretary) (voting member, parent)
Tina Johnston – (Co-Chair) (voting member, teacher)
Shalene Devaughn – (voting member, parent)
Velda Woodard – (voting member, educational support)
Edward Chaney – (voting member, parent)
Rosa Guillaume – (voting member, parent)
JoAnn Walker - teacher
Patricia Jackson - educational support
Nicholas Dzoba - business/community
James Williams - business/community
Ophelia Simmons - educational support
Katrina Blakely - parent
Camila Garcia-Ponce - student
Emmitt Chandler - student
Michael Brown - student
Daryl Sherman - business/community
Maysha Shelton - Principal
Groups: Business/community = 4, Parent = 9, Ed Support = 3, Teacher = 2, Principal = 1, Student = 3
(Total 22)
Minority Enrollment - School 66%, SAC 59%
White 22.7% (5), Black 59.1% (13), Hispanic 9.1% (2), Mixed 9.1% (2)
Racial balance is compliant

Involvement of the SAC in the development of the SIP

The SAC participated in conversations about the school's data and goals for the school year. The educational support members, all teachers, three parents, principal and student members discussed the needs of the school prior to completing the SIP. The completed plan will be reviewed on October 3 by the SAC for approval.

Activities of the SAC for the upcoming school year

Monthly meetings to discuss agenda items, plan and participate in school and community events, work to align additional services, support school initiatives and collaborate on ideas for school fundraisers.

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

N/A. The SAC will convene to discuss the \$2, 231.32 funds that are available in order to determine the best use.

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maysha Shelton

Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

MaEd Administration and Supervision (Ed Leadership)
 BS Health Science
 AAS Liberal Arts
 School Principal (All Levels)
 Educational Leadership (All Levels)
 Elementary Education (K-6)

Performance Record

Terry Parker High School
 2012-2013 FCAT Reading 5% increase, Reading gains 7% and
 BQ 4% increase.

Moses Williams

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

MaEd Educational Leadership
 Educational Leadership (All Levels)
 BS Specific Learning Disabilities
 Exceptional Student Education (K-12)

Performance Record

Terry Parker High School
 2012-2013 FCAT Reading 5% increase, Reading gains 7% and
 BQ 4% increase.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Amanda Nolte		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	BA English Philosophy Mathematics 6-12	
Performance Record	Ribault High School 2010-2011 – School Grade : C 83% of students passed 10th grade math FCAT 2011-2012 – School Grade : A 70% of students increased one or more achievement levels on Algebra 1 EOC 100% of students made gains 2012-2013 – Projected School Grade : B	

Selena Dempsey		
Full-time / School-based	Years as Coach: 3	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	MA Curriculum and Instruction BA English Education English 9-12	
Performance Record	Paxon Middle School 2010-2011 she had 32% were proficient, 43% made gains, 65% of her bottom quartile made gains and 65% of her students scored a 4 or better on FCAT Writes. 2009-2010 38% were proficient 49% made gains, 81% scored a 3 or better on FCAT Writes. The school went from a D to a C. 2008-2009 her concentration was creative writing in which 93% of students scored a 3.5 or better on FCAT Writes.	

Classroom Teachers

# of classroom teachers	41
# receiving effective rating or higher	39, 95%
# Highly Qualified Teachers	100%
# certified in-field	40, 98%
# ESOL endorsed	8, 20%

reading endorsed

5, 12%

with advanced degrees

11, 27%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

10, 24%

with 6-14 years of experience

13, 32%

with 15 or more years of experience

15, 37%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 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

The school follows the District's policies in recruiting and hiring teachers. Utilizing the Mentor and Induction for Novice Teachers (MINT) program, we strive to retain and support teachers through mentoring by administrators, mentors and the professional development facilitator. We also facilitate on-site professional development activities to support the individual growth of teachers. The administrators, academic coaches and mentors facilitate classroom observations and provide feedback to hone in on strategies to support teachers in refining their practice to achieve and maintain efficacy/effectiveness.

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

Teachers new to Duval County schools are enrolled into the district's MINT (Mentoring and Induction for Novice Teachers) program. The MINT program is aligned with the Florida Educator Accomplished Practices and the Code of Ethics of the Education Profession in Florida (Florida State Board of Education Rule 6B-1.001).

Each new teacher at Fort Caroline Middle School is paired with a CET trained teacher in the same subject area when possible. The support team of administrator, mentor, and PDF meet with the new teacher regularly to assess the progress and needs of the teacher. The academic coaches also provide support in modeling lessons and facilitating coaching cycles.

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 data-based problem-solving processes for implementing and monitoring MTSS/SIP includes several levels. On the school-wide level, shared leadership will implement the necessary structures and procedures to facilitate the smooth operation of the school. The team meets monthly to address any concerns. On the department level, teachers participate in PLCs and common planning, supported by coaches and administrators, to address teacher and student needs by subject area. On the individual teacher level, teachers will be monitored and supported by coaches and teachers needing intensive support will participate in coaching cycles with the area subject area coach. On the individual student level, ESE/ESOL students will be monitored and supported by designated support facilitators.

Weekly Design Team meetings are conducted with Principal, Assistant Principal, Reading Coach, Math Coach, Testing Coordinator and Dean with discussions surrounding updated school data, testing calendar and discipline highlights. Administrator and Academic Coach meetings follow the Design Team meetings on a weekly basis. Discussions entail observations and feedback from classroom visits relating to core instruction, teacher needs, resource allocation, coaching cycles, differentiation, data chats and upcoming events. Bi-weekly meetings occur between the Principal/Assistant Principal and the ESE department to ensure that services are consistently being provided to students (i.e. support facilitation and consultation) and to determine students who need to participate in the MRT process.

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

The principal will monitor all classroom instruction, with an emphasis on the ELA, reading, and social studies departments. The assistant principal will primarily monitor the math, science, and electives departments. The reading instructional coach will provide support to ELA, reading, and social studies departments. The math instructional coach will provide support to math, science, and electives teachers. Leadership Team members consistently communicate with Academic Coaches and Administrators to support the problem-solving process. The members take information back to their departments for dissemination and monitor/support progress towards the established school goals.

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

The leadership team will monitor PLC/common planning and classroom instruction through frequent observations. Instructional coaches will provide feedback to administration regarding the ongoing needs of teachers. Additionally, data analysis will occur frequently to assess progress towards goals and targets.

The Leadership Team members each had to facilitate the completion of a portion of the SIP according to their specialty or content area. In completing the SIP as a department, targets and goals were

determined and the subsequent resources and strategies were aligned. This process supported buy-in from each content area department and permitted team members to function as leaders in setting the tone for expectations set forth for the school year.

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

A variety of data sources will be used to monitor effectiveness. In the classrooms, teachers will use their own formative and summative assessments to monitor students on a day-to-day basis. Common assessments developed by content area teachers will be given for each unit and the results will be analyzed at department meetings. School-wide, each content area will administer district-provided CGAs on a quarterly basis; data for CGAs will be immediately available for analysis on Pearson Inform. During both department and team meetings, teachers and administrators will identify students who require Tier 2 interventions and develop a plan to support those students.

Inform and Insight programs provide teacher, assessment and student specific data that can be manipulated to determine needs and monitor effectiveness of instruction and learning. Genesis is used to track and monitor student behavior and attendance.

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

Faculty and staff will meet whole-group to discuss MTSS and RTI expectations. Grade-level teams will convene weekly to discuss individual students and plan for Tier 2 and Tier 3 interventions. Coaches will provide professional development to their assigned content areas on pulling and analyzing data, rigor and engagement, and curriculum planning to address student needs. Parents will be provided with tools to monitor student progress at the school Open House in September. Teachers will enter grades weekly and provide parents with quarterly progress reports. Parent/teacher conferences will be scheduled as necessary to identify additional interventions.

The Design Team will continue to meet bi-weekly to build capacity. The information and strategies obtained by the Design Team will be used to facilitate discussion and set standards for all faculty and staff. Accountable talk measures during Common Planning and Professional Learning Communities meetings will be used to ensure that everyone is aware of and using the MTSS process and data to drive practices.

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:**

SOAR/Before School Extended Day program will focus on implementing FCAT Prep in Reading and Math since the majority of the participating students are Level 1 or Level 2. Homework Help and Tutoring will also occur.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

FCAT data and CGA data for the participating students will be monitored. Feedback from classroom teachers will be obtained in order to target specific needs of students and to monitor progress.

Who is responsible for monitoring implementation of this strategy?

Byron Gainers and Tikila Shakespeare, SOAR program coordinators

Strategy: Before or After School Program**Minutes added to school year:**

Students receive extra tutoring, mentoring and are provided with additional help with FCAT Prep. Team Up provides educational enrichment, tutoring and homework assistance designed to help students meet state standards in the following core academic subjects: Reading/Language Arts, Math, Social Studies and Science. In addition, computer technology and health are also offered. A broad range of activities are implemented based on student need and interest. In support of the District's strategic plan to teach the "whole child," Team Up offers educational enrichment activities that facilitate and align effective academic, health and social -emotional services for students based on needs. Outside entities that have been cleared by the District are useful resources in our program, such as Achievers for Life and Girls, Inc.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Team Up uses tracking sheets on every student in the program. Individual student progress reports and report cards are also collected/monitored.

Who is responsible for monitoring implementation of this strategy?

Tony Wilson, Team Up Director
(Team Up employs 7 certificated teachers and an enrichment staff)

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Maysha Shelton	Principal
Selena Dempsey	Reading Coach
Tina Johnston	Reading Lead Teacher
Teresa Hawkins	Reading Teacher
Brittany Chancey	Reading Teacher
Emily Jonnson	Reading Teacher
Kia Mayshack	ELA Lead Teacher
Jennifer Stultz	ELA Teacher
Olivia Young	ELA Teacher
Judith Williams	ELA Teacher
Mary Hines	ELA Teacher

How the school-based LLT functions

The ELA Department and Reading Department facilitate Common Planning and/or Professional Learning Community meetings on a weekly basis. During the meetings, the focus is on the curriculum guides, student data, teacher data and best practices.

Major initiatives of the LLT

Now that the standards for ELA and Reading are aligned, the major initiative will be for the two departments to collaborate and support student needs.

Every Teacher Contributes to Reading Instruction

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

Schoolwide strategy (WICOR) has been implemented to support reading and writing in the content areas. WICOR is an AVID strategy that stands for Writing, Inquiry, Collaboration, Organization and Reading. The expectation is that all teachers use the acronym to designate that each component is reflected daily within lessons, planning and conversation.

Each teacher also received the FCAT Reading data for all students as a starting point to determine what level of proficiency exists for individual students. This data will be used to start the process of planning for differentiation within each subject and each class.

All teachers are expected to maintain evidence of teaching, learning, data and differentiation in the Faculty Binder. The binder will be used to facilitate conversation during data chats and post-conferences related to teacher's informal and formal evaluations. Reading improvement will be a part of all conversations and feedback.

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

The school is an International Baccalaureate Middle Years Programme World School. Teachers have been trained on how to incorporate strategies to integrate coursework. Also, the District has created new curriculum guides that support integration of content as much as possible.

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

Course selection process occurs annually in the Spring where individual students are advised and then allowed to choose courses of interest for the subsequent year. Guidance Counselors meet with students to advise about academic opportunities, grades/GPAs, test scores, career planning and preparation for high school. We also house some wrap around services (Achievers for Life, Communities in Schools, Team Up, etc.) in which the coordinators are located on campus. The services are provided include: family support/education, mentoring and academic support.

Strategies for improving student readiness for the public postsecondary level

Improving proficiency within each content area will support student readiness for high school. The two new administrators (Principal and Assistant Principal) are from the feeder pattern high school, so the knowledge of what students need prior to entering high school is very evident. The administrators have facilitated conversations with parents, faculty and staff members about goals and expectations as well as how they are aligned with long-term progress (enrollment into high school).

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%	41%	No	53%
American Indian				
Asian	48%	57%	Yes	54%
Black/African American	38%	31%	No	44%
Hispanic	48%	47%	No	54%
White	66%	59%	No	69%
English language learners	22%	16%	No	30%
Students with disabilities	28%	17%	No	35%
Economically disadvantaged	42%	36%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	182	25%	50%
Students scoring at or above Achievement Level 4	94	13%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	467	63%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	504	68%	75%

Comprehensive English Language Learning Assessment (CELLA)

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

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		43%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	41%	No	53%
American Indian				
Asian	58%	44%	No	63%
Black/African American	38%	32%	No	44%
Hispanic	45%	43%	No	51%
White	66%	52%	No	69%
English language learners	23%	12%	No	30%
Students with disabilities	29%	17%	No	36%
Economically disadvantaged	42%	35%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	167	28%	50%
Students scoring at or above Achievement Level 4	64	11%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		85%	90%
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	63%	70%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	50%	59%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		41%

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	34	16%	30%
Students scoring at or above Achievement Level 4	20	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Ft. Caroline Middle School continues to reach out in an effort to connect with parents and support our students. Our parental involvement activities consist of a wide array of parental support nights as well as a strong partnership with community agencies that provide holistic services. Currently, our parental participation, at our two largest events, is approximately 37% of our population. Our goal is to increase our parent contact by 5% through parent teacher conferences, trainings, and effective communication through multiple platforms.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parental involvement by 5%	34	5%	10%

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.** In depth Safety Plan devised at the District and school levels. Plans will be shared upon request.
- G2.** 8th Grade students will achieve 30% proficiency (score at a Level 3 or above) on the FCAT Science.
- G3.** • Increase gains in our lowest 25% quartile from 66 % to 75% • Increase the math overall gains from 62% to 70% • Increase the math proficiency from 41% to 50% • Algebra ECO Proficiency: 66% currently (goal is to exceed this current percentage)
- G4.** FCAT Reading Level 3 students will increase by 9% in reading gains.
- G5.** Black students will increase by 38% in making satisfactory progress in reading, Hispanic students by 48%, and white students by 66%
- G6.** Students will increase by 12% (from 43% to 55%) in making gains in writing.
- G7.** 50% of our students will score a level 3 or higher on the FCAT Reading
- G8.** SWD will increase by 11% in making learning gains in reading.
- G9.** The lowest 25% of students will increase by 7% in making learning gains in reading.
- G10.** All ELL students will increase by 7% in making learning gains in Reading.

Goals Detail

G1. In depth Safety Plan devised at the District and school levels. Plans will be shared upon request.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- School-based Safety Plan
- District Safety Plan
- DECON Radio

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. 8th Grade students will achieve 30% proficiency (score at a Level 3 or above) on the FCAT Science.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Pre-Assessment Data
- Post-Assessment Data
- Small Group Instruction Based on Assessments
- Core Teachers Collaborate

Targeted Barriers to Achieving the Goal

- Students inability to answer moderate to high level content questions
- Student inability to develop inquiry through self-motivation/individual learning
- Lack of continuity from one science class to another

Plan to Monitor Progress Toward the Goal

Progress Monitoring for Science Achievement

Person or Persons Responsible

Principal

Target Dates or Schedule:

On-Going

Evidence of Completion:

CGA data and FCAT data Lesson Plans Observations

G3. • Increase gains in our lowest 25% quartile from 66 % to 75% • Increase the math overall gains from 62% to 70% • Increase the math proficiency from 41% to 50% • Algebra ECO Proficiency: 66% currently (goal is to exceed this current percentage)

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- CGA Math Assessments/Student Data Conferencing
- Teacher-made assessments (standardized “rigorous” testing format
- Grade Level/Department Focus Calendars
- Cornell Notes
- 4 Column Note Math Strategies/Selective Underlining
- Reflex Math Technology
- Ready Common Core Math Technology
- FCAT Test Maker
- Differentiated Instruction: Technology in the classroom
- Peer tutoring/ Math Centers

Targeted Barriers to Achieving the Goal

- 1. Data returned to teacher in a reasonable time period

Plan to Monitor Progress Toward the Goal

On-Going Progress Monitoring

Person or Persons Responsible

Shelton, Williams, Nolte, Shakespeare, Bell, Amaro, Gainers, Neal, Moody, Swinyar, Schalmo, Norris

Target Dates or Schedule:

On-Going

Evidence of Completion:

CGA data, teacher formative data, exit slips, FCAT data, EOC data

G4. FCAT Reading Level 3 students will increase by 9% in reading gains.

Targets Supported

- Reading (AMO's, FAA, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- 1.Novels
- Higher Order Question Stems
- High Level-High Interest Reading Material
- PLC on Socratic Seminar

Targeted Barriers to Achieving the Goal

- Teacher collaboration

Plan to Monitor Progress Toward the Goal

Gains in reading proficiency

Person or Persons Responsible

All teachers, academic coaches and Admin (Reading goals require schoolwide attention and support)

Target Dates or Schedule:

Spring Weekly: Minimum of 90-minutes for common planning Monthly: Professional Learning Communities

Evidence of Completion:

FCAT Reading data

G5. Black students will increase by 38% in making satisfactory progress in reading, Hispanic students by 48%, and white students by 66%

Targets Supported

Resources Available to Support the Goal

- 1. Novels from different cultural perspectives
- 2.High interest texts/excerpts
- 3.PLC's for ideas on making the class interesting
- 4.Common planning for strategies
- 5.Texts for teachers on cultural awareness

Targeted Barriers to Achieving the Goal

- 5. Lack of classroom resources for reading and writing with high interest material for various cultures and backgrounds across content areas

Plan to Monitor Progress Toward the Goal

Increase in reading proficiency for subgroups

Person or Persons Responsible

All Teachers, Administrators, Academic Coaches

Target Dates or Schedule:

Spring

Evidence of Completion:

FCAT Reading disaggregated data

G6. Students will increase by 12% (from 43% to 55%) in making gains in writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- 1. Creative Writing Elective
- 2. Learning Guide Lessons
- 3. Breakdown of elements in the prompt
- 4. Small group focused instruction using research-based strategies for developing support

Targeted Barriers to Achieving the Goal

- 1. Teacher collaboration

Plan to Monitor Progress Toward the Goal

Increase in writing gains by 12%

Person or Persons Responsible

Young, Hines, Stultz, McCray, Williams, Mayshack, Shelton, M. Williams, Dempsey, Nolte

Target Dates or Schedule:

On-Going progress monitoring

Evidence of Completion:

Writing prompts, District Timed Writing data, teacher assessments

G7. 50% of our students will score a level 3 or higher on the FCAT Reading

Targets Supported

Resources Available to Support the Goal

- 1. Novels
- 2. Socratic Seminar
- 3. Higher Leveled Texts/ Excerpts
- 4. Novel studies
- 5. Classroom/ School-based Speakers
- 6. Field Trips
- 7. Student Debate Team

Targeted Barriers to Achieving the Goal

- 3. Lack of reading and writing across content areas

Plan to Monitor Progress Toward the Goal

Increase in reading proficiency to 50%

Person or Persons Responsible

All Teachers, Administrators and Academic Coaches

Target Dates or Schedule:

Spring On-going

Evidence of Completion:

FCAT data, on-going progress monitoring data, CGAs, teacher formatives, exit slips, lesson plans

G8. SWD will increase by 11% in making learning gains in reading.

Targets Supported

Resources Available to Support the Goal

- 1. Novels
- 2. High Order Questioning Stems
- 3. Higher Level-High Interest Articles
- 4. SRA Materials
- 5. IEP Goals/Accommodations
- 6. AVID Note taking Strategies
- 7. Differentiating Instruction

Targeted Barriers to Achieving the Goal

- 3. Providing rigorous tasks (that still meet IEP accommodations)

Plan to Monitor Progress Toward the Goal

Increase in learning gains by 11% for SWD

Person or Persons Responsible

All Teachers, Administrators, Academic Coaches, ESE Team

Target Dates or Schedule:

Spring On-going

Evidence of Completion:

Progress monitoring, FCAT scores

G9. The lowest 25% of students will increase by 7% in making learning gains in reading.

Targets Supported

Resources Available to Support the Goal

- 1. Novels
- 2. Higher Order Question Stems
- 3. High Interest and high level articles
- 4. SRA Corrective Materials
- 5. Differentiated Instruction
- 6. Cornell Notes
- 7. AVID strategies

Targeted Barriers to Achieving the Goal

- 6. Teacher Collaboration

Plan to Monitor Progress Toward the Goal

Bottom Quartile students will demonstrate gains in reading via a 7% increase.

Person or Persons Responsible

ELA Teachers, Reading Teachers, Shelton, Williams, Dempsey, Nolte

Target Dates or Schedule:

On-Going

Evidence of Completion:

Progress monitoring, CGAs, IOWA, Teacher assessments, data chats

G10. All ELL students will increase by 7% in making learning gains in Reading.

Targets Supported

Resources Available to Support the Goal

- 1. Novel study
- 2. Language dictionaries
- 3. Rosetta Stone
- 4. SRA materials
- 5. Higher-Level High Interest Articles
- 6. Training on CIS model
- 7. District Specialist

Targeted Barriers to Achieving the Goal

- 1. Language barrier and Cultural differences

Plan to Monitor Progress Toward the Goal

Learning gains in reading achieved by ELL students

Person or Persons Responsible

Administrators, ESOL Teachers

Target Dates or Schedule:

Spring On-going

Evidence of Completion:

CELLA, teacher assessments, SRA data, FCAT scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G2. 8th Grade students will achieve 30% proficiency (score at a Level 3 or above) on the FCAT Science.

G2.B1 Students inability to answer moderate to high level content questions

G2.B1.S1 Unit pre-post assessment data with the use of instructional technology to target student deficiencies

Action Step 1

Unit pre-post assessment data with the use of instructional technology to target student deficiencies

Person or Persons Responsible

Manolis, Windsor, Woods, Horne, Pocopanni, Bunting (All Science Teachers)

Target Dates or Schedule

On-Going

Evidence of Completion

On-Going Progress Monitoring through data analysis

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S2 Small group instruction model based on assessments

Action Step 1

Small group instruction model based on assessments

Person or Persons Responsible

Manolis, Windsor, Woods, Horne, Pocopanni, Bunting

Target Dates or Schedule

On-Going

Evidence of Completion

District CGAs, Teacher formatives and exit slips

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S3 Core teachers to use collaborative planning time to set learning expectations, develop assessments, create exit slips, and compare out comes to allow for student performance based differentiation.

Action Step 1

Core teachers to use collaborative planning time to set learning expectations, develop assessments, create exit slips, and compare out comes to allow for student performance based differentiation.

Person or Persons Responsible

Manolis, Windsor, Woods, Horne, Pocopanni, Bunting

Target Dates or Schedule

On-Going

Evidence of Completion

District CGAs, Teacher formatives and exit slips

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Core teachers to use collaborative planning time to set learning expectations, develop assessments, create exit slips and compare outcomes to allow for student performance based differentiation.

Person or Persons Responsible

Subject Area Administrator

Target Dates or Schedule

On-Going

Evidence of Completion

District CGAs, Teacher Formatives, exit slips, lesson plans and observations

Plan to Monitor Effectiveness of G2.B1.S3

Core teachers to use collaborative planning time to set learning expectations, develop assessments, create exit slips and compare outcomes to allow for student performance based differentiation.

Person or Persons Responsible

Subject Area Administrator

Target Dates or Schedule

On-Going

Evidence of Completion

District CGAs, Teacher Formatives, exit slips, lesson plans and observations

G2.B2 Student inability to develop inquiry through self-motivation/individual learning

G2.B2.S1 On-going progress monitoring through data analysis

Action Step 1

Student inability to develop inquiry through self-motivation/individual learning

Person or Persons Responsible

Manolis, Windsor, Woods, Horne, Pocopanni, Bunting

Target Dates or Schedule

On-Going

Evidence of Completion

District CGAs, Teacher formative assessments and exit slips

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

Student inability to develop inquiry through self-motivation/individual learning

Person or Persons Responsible

Subject Area Administrator

Target Dates or Schedule

On-Going

Evidence of Completion

District CGAs, Teacher formatives and exit slips

Plan to Monitor Effectiveness of G2.B2.S1

Student inability to develop inquiry through self-motivation/individual learning

Person or Persons Responsible

Subject Area Administrator

Target Dates or Schedule

On-Going

Evidence of Completion

CGAs, Teacher formatives, exit slips, lesson plans and observations

G2.B3 Lack of continuity from one science class to another

G2.B3.S1 Common planning periods and participation in professional development.

Action Step 1

Lack of continuity from one science class to another

Person or Persons Responsible

Manolis, Windsor, Woods, Horne, Pocopanni, Bunting

Target Dates or Schedule

On-Going

Evidence of Completion

District CGAs, Teacher formatives and exit slips, Common planning minutes, attendance for and participation in professional development

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

Lack of continuity from one science class to another

Person or Persons Responsible

Subject Area Administrator

Target Dates or Schedule

On-Going

Evidence of Completion

District CGAs, Teacher formatives and exit slips, Common planning minutes, attendance for and participation in professional development, lesson plans and observations

Plan to Monitor Effectiveness of G2.B3.S1

Lack of continuity from one science class to another

Person or Persons Responsible

Subject Area Administrator

Target Dates or Schedule

On-Going

Evidence of Completion

District CGAs, Teacher formatives and exit slips, Common planning minutes, attendance for and participation in professional development, lesson plans and observations

G3. • Increase gains in our lowest 25% quartile from 66 % to 75% • Increase the math overall gains from 62% to 70% • Increase the math proficiency from 41% to 50% • Algebra ECO Proficiency: 66% currently (goal is to exceed this current percentage)

G3.B1 1. Data returned to teacher in a reasonable time period

G3.B1.S1 CGA Testing is received to school, administered, and shipped to the District in a timely manner in order to receive up to data or current data for our students.

Action Step 1

Ongoing communication to ensure all testing items are properly instituted in a timely manner in order to receive “real-time” math data in a timely manner. This will help to use a “real-time” data system for the math department in order to drive instruction effectively.

Person or Persons Responsible

Testing Coordinator/Shakespeare, Neal, Swinyar, Norris, Moody, Gainers, Amaro, Bell, Schalmo

Target Dates or Schedule

On-Going

Evidence of Completion

Real-time data

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

Receipt of updated data

Person or Persons Responsible

Shelton, Williams, Nolte, Shakespeare

Target Dates or Schedule

Upon availability

Evidence of Completion

Turnaround time for dissemination of data, teacher use of data during common planning and PLCs, inclusion of data in lesson planning

Plan to Monitor Effectiveness of G3.B1.S1

Receipt of Data

Person or Persons Responsible

Shelton, Williams, Nolte, Dempsey, Shakespeare

Target Dates or Schedule

Upon Availability

Evidence of Completion

Turnaround time for reflection of data within lesson plans and use in common planning or PLCs.

G3.B1.S2 When “real-time” data is received, focus calendars are created to drive instruction

Action Step 1

Teachers are properly trained on how to disaggregate data and effectively create focus calendars to drive student instruction.

Person or Persons Responsible

Shelton, Williams, Nolte, Neal, Swinyar, Norris, Amaro, Moody, Bell, Gainers, Schalmo

Target Dates or Schedule

On-Going

Evidence of Completion

Teacher lesson plans show use of data to guide instruction

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S3 Ongoing student data conferencing

Action Step 1

Set aside time to conference with students of their current data scores and their projected goals for the current 2013-2014 school year

Person or Persons Responsible

Neal, Bell, Amaro, Gainers, Moody, Swinyar, Norris, Schalmo

Target Dates or Schedule

After each Assessment

Evidence of Completion

Completed Student Data Chat sheets, conference logs

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S4 Parent/Student Math Camps

Action Step 1

Parent/Student Math Workshops: Give parents the tools and resources to help promote math enrichment while at home.

Person or Persons Responsible

Amaro, Bell, Moody, Gainers, Swinyar, Schalmo, Norris, Neal

Target Dates or Schedule

On-Going

Evidence of Completion

Communication with parents, syllabus, teacher website links

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. FCAT Reading Level 3 students will increase by 9% in reading gains.

G4.B5 Teacher collaboration

G4.B5.S1 Common planning for subject areas, common planning for teams and professional learning communities.

Action Step 1

Teams should have a common planning time to generate strategies to not only provide ways to reach lower achieving students but facilitate academic rigor for the level three's and above.

Person or Persons Responsible

Stultz, Young, McCray, Williams, Hines, Mayshack

Target Dates or Schedule

Weekly: Minimum of 90-minutes for common planning Monthly: Professional Learning Communities

Evidence of Completion

Meeting minutes for common planning and PLCs

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Common Planning and PLCs

Person or Persons Responsible

Subject Area Administrator, Department Chair/Mayshack, Stultz, McCray, Young, Hines, Williams

Target Dates or Schedule

Weekly: Minimum of 90-minutes for common planning Monthly: Professional Learning Communities

Evidence of Completion

Meeting minutes for common planning and PLCs.

Plan to Monitor Effectiveness of G4.B5.S1

Common Planning and PLCs

Person or Persons Responsible

Subject Area Administrator, Department Chair/Mayshack, Stultz, McCray, Young, Hines, Williams

Target Dates or Schedule

Weekly: Minimum of 90-minutes for common planning Monthly: Professional Learning Communities

Evidence of Completion

Minutes from common planning and PLCS, observations/feedback

G5. Black students will increase by 38% in making satisfactory progress in reading, Hispanic students by 48%, and white students by 66%

G5.B5 5. Lack of classroom resources for reading and writing with high interest material for various cultures and backgrounds across content areas

G5.B5.S1 High interest novels and novel studies

Action Step 1

Students will have a choice of novels to read that contain stories from various cultures and backgrounds.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Students can read texts or excerpts in the classroom or at home.

Evidence of Completion

Writing assessments and tests

Plan to Monitor Fidelity of Implementation of G5.B5.S1

High interest novels and novel studies

Person or Persons Responsible

All Teacher, Shelton, Williams, Nolte, Dempsey

Target Dates or Schedule

On-Going

Evidence of Completion

Novels and high interest texts available and used in all classrooms

Plan to Monitor Effectiveness of G5.B5.S1

High interest novels and novel studies

Person or Persons Responsible

All teachers, Shelton, Williams, Dempsey, Nolte

Target Dates or Schedule

On-going

Evidence of Completion

Full implementation of novel studies and availability of novels and high interest texts within each classroom

G5.B5.S2 Lesson plans that are high interest and aligned with common core curriculum

Action Step 1

Common lesson planning with multicultural themes PD: creating high interest lessons while aligning lesson plans with common core curriculum benchmarks

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Common Planning and during class

Evidence of Completion

Lesson plans, writing assessments and tests

Facilitator:

Dempsey/Reading Coach

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G5.B5.S2

Common Lesson plans with multicultural themes

Person or Persons Responsible

All Teachers, Administrators, Academic Coaches

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, availability and use of multicultural texts within the classroom

Plan to Monitor Effectiveness of G5.B5.S2

Common lesson with multicultural themes

Person or Persons Responsible

All Teachers, Administrators, Academic Coaches

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson plans, conversations during common planning, availability and use of multicultural texts within the classroom

G5.B5.S3 Interdisciplinary Planning with multicultural themes

Action Step 1

Teachers will collaborate with team members to create a multicultural theme of study based on the Curriculum Guides from the district. Within that unified team, teachers can develop strategies and ideas that would benefit students if implemented across social studies, math, science, and ELA. PD: PLC on interdisciplinary instruction with multicultural themes

Person or Persons Responsible

All Teachers

Target Dates or Schedule

During early release day (team collaboration). During classroom (implementation strategies).

Evidence of Completion

Teachers will have a theme of study that will reflect various backgrounds and cultures. Students will use these themes between their four content area classrooms.

Facilitator:

PLC

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G5.B5.S3

Teachers will collaborate with team members to create a multicultural theme of study based on the Curriculum Guides from the district. Within that unified team, teachers can develop strategies and ideas that would benefit students if implemented across social studies, math, science, and ELA.

Person or Persons Responsible

All Teachers, Administrators, Academic Coaches

Target Dates or Schedule

Early Release and in the classroom

Evidence of Completion

Teachers will have a theme of study that will reflect various backgrounds and cultures. Students will use these themes between their four content area classrooms.

Plan to Monitor Effectiveness of G5.B5.S3

Teachers will collaborate with team members to create a multicultural theme of study based on the Curriculum Guides from the district. Within that unified team, teachers can develop strategies and ideas that would benefit students if implemented across social studies, math, science, and ELA.

Person or Persons Responsible

All Teachers, Administrators, Academic Coaches

Target Dates or Schedule

Early Release, classroom visits

Evidence of Completion

Implementation of developed strategies and multicultural theme of study in the classroom

G6. Students will increase by 12% (from 43% to 55%) in making gains in writing.

G6.B1 1. Teacher collaboration

G6.B1.S1 Common Planning, Team Meetings and PLCs

Action Step 1

ELA and Creative Writing Teachers will meet together or as individual departments to discuss data and strategies to help reduce the achievement gap. Teachers will use the data from district timed writings and any teacher made assessments to determine student weaknesses and what teachers need to do to help students. Teachers will develop common lesson plans to reach students.

Person or Persons Responsible

ELA and Creative Writing Teachers

Target Dates or Schedule

Weekly Common Planning Meetings and PLCs

Evidence of Completion

Meeting minutes, conversations, lesson plans, observations

Action Step 2

Each team will meet weekly to discuss student achievement and way to reach students in each content area. Teachers will collaborate and decide on the themes, topics, and strategies to use with all students.

Person or Persons Responsible

All Teachers, Academic Coaches, Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, observations, conversations, common themes

Action Step 3

LA and Creative Writing teachers will collaborate together on one common goal of reaching student achievement.

Person or Persons Responsible

ELA and Creative Writing Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Common lesson plans, observations, data chats

Action Step 4

Teachers will need to collaborate on each grade level, across content areas to reach students in this goal group.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Weekly: Common Planning Team Meetings and PLCs

Evidence of Completion

Meeting minutes, evidence in lesson planning, observations and conversations

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Common Planning, Team Meetings and PLCs

Person or Persons Responsible

All Teachers, Administrators, Academic Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Common lessons, prescriptive teaching, observations, conversations, meeting minutes, data chats

Plan to Monitor Effectiveness of G6.B1.S1

Common Planning, Team Meetings and PLCs for writing development

Person or Persons Responsible

All Teachers, Administrators, Academic Coaches

Target Dates or Schedule

On-going

Evidence of Completion

common lessons, prescriptive teaching, daily writing in each content and class, observations, data chats

G7. 50% of our students will score a level 3 or higher on the FCAT Reading

G7.B3 3. Lack of reading and writing across content areas

G7.B3.S1 Novel Study

Action Step 1

Students will read a text or text excerpt according to Lexiled level (preferably at home). Texts will be centered on content areas. For example: mathematics can read Ferment's Enigma (1300L) or Flatland: A Romance of Many Dimensions (1280L).

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Students can read the texts at home or excerpts at home to allow for more discussion in the classroom. If this is not applicable. Students can read excerpts in the classroom (either through a classroom set or projection on the screen).

Evidence of Completion

Socratic Seminar, Critical Writing

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Students will read a text or text excerpt according to Lexiled level (preferably at home). Texts will be centered on content areas. For example: mathematics can read Ferment's Enigma (1300L) or Flatland: A Romance of Many Dimensions (1280L).

Person or Persons Responsible

The administrator over each department will complete observations weekly in to be sure that teachers are using what they have learned during common planning and will put it to use.

Target Dates or Schedule

Students are reading in the classroom or at home in all courses (nonfiction and/or fiction) based on grade level Lexiles. Advanced students may have a higher Lexiled text.

Evidence of Completion

Administrative Observations, student artifacts

Plan to Monitor Effectiveness of G7.B3.S1

Students will read a text or text excerpt according to Lexiled level (preferably at home). Texts will be centered on content areas. For example: mathematics can read Ferment's Enigma (1300L) or Flatland: A Romance of Many Dimensions (1280L).

Person or Persons Responsible

Administrators, All Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

student artifacts, observations

G7.B3.S2 Socratic Seminar**Action Step 1**

The Socratic Seminar is used to investigate multiple identities and perspectives of a text which will require students to incorporate many aspects of the AVID program. Students ask questions and debate perspectives using textual evidence, personal experience, and general logic. The Socratic Seminar allows for students to engage in reading and writing with a final evaluation. PD: Socratic Seminar

Person or Persons Responsible

All Teachers

Target Dates or Schedule

During class. Once Socratic Seminar rituals and routines are in place, the time can range from 20 minutes to the entire class period.

Evidence of Completion

Critical Writing

Facilitator:

Shakespeare/AVID Coordinator

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G7.B3.S2

The Socratic Seminar is used to investigate multiple identities and perspectives of a text which will require students to incorporate many aspects of the AVID program. Students ask questions and debate perspectives using textual evidence, personal experience, and general logic. The Socratic Seminar allows for students to engage in reading and writing with a final evaluation.

Person or Persons Responsible

All Teachers, Administrators

Target Dates or Schedule

Students are engaging in academic discussion with the teacher as the facilitator. Students are able to articulate concerns, questions, problems, and solutions to other adults that come in the room.

Evidence of Completion

Student engagement, Administrative Observations The administrator over each department will complete observations weekly in to be sure that teachers are using what they have learned during common planning and will put it to use. (please be specific)

Plan to Monitor Effectiveness of G7.B3.S2

The Socratic Seminar is used to investigate multiple identities and perspectives of a text which will require students to incorporate many aspects of the AVID program. Students ask questions and debate perspectives using textual evidence, personal experience, and general logic. The Socratic Seminar allows for students to engage in reading and writing with a final evaluation.

Person or Persons Responsible

All Teachers, Administrators, Academic Coaches

Target Dates or Schedule

On-going

Evidence of Completion

student artifacts, implementation of Socratic Seminar, student engagement, lesson plans

G7.B3.S3 Critical Writing (RACER strategy)

Action Step 1

Critical writing involves the RACER strategy. R- restate the prompt (provide background information prior to beginning a paragraph/opening sentence), A- Answer the question (what is your perspective of the question being asked), C- Cite textual support (what information from the text can support your perspective), E- Extend with personal examples (what experiences or what have you seen that relate to this prompt?), and R- Review and revise your work.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

During class or for homework

Evidence of Completion

Final product using RACER and comparing the written work to a rubric.

Plan to Monitor Fidelity of Implementation of G7.B3.S3

Critical writing involves the RACER strategy. R-restate the prompt (provide background information prior to beginning a paragraph/opening sentence), A-Answer the question (what is your perspective of the question being asked), C-Cite textual support (what information from the text can support your perspective), E- Extend with personal examples (what experiences or what have you seen that relate to this prompt?), and R- Review and revise your work.

Person or Persons Responsible

The administrator over each department will complete observations weekly in to be sure that teachers are using what they have learned during common planning and will put it to use. (please be specific as it relates to strategy 3)

Target Dates or Schedule

Students are writing in the classroom or at home in all courses based on texts (excerpts, whole books, or word problems) using RACER.

Evidence of Completion

Student artifacts, Administrative Observations\

Plan to Monitor Effectiveness of G7.B3.S3

Critical writing involves the RACER strategy. R-restate the prompt (provide background information prior to beginning a paragraph/opening sentence), A-Answer the question (what is your perspective of the question being asked), C-Cite textual support (what information from the text can support your perspective), E- Extend with personal examples (what experiences or what have you seen that relate to this prompt?), and R- Review and revise your work.

Person or Persons Responsible

All Teachers, Administrators, Academic Coaches

Target Dates or Schedule

On-Going

Evidence of Completion

Student artifacts, lesson plans, observations

G7.B3.S4 Interdisciplinary Planning**Action Step 1**

Teachers will collaborate with team members to create a unified theme of study based on the Curriculum Guides from the district. Within that unified team, teachers can develop strategies and ideas that would benefit students if implemented across social studies, math, science, and ELA.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

During early release day (team collaboration). During classroom (implementation strategies).

Evidence of Completion

Teachers will have a unified theme of study that will reflect early release day meetings. Students will use certain strategies between their four content area classrooms.

Plan to Monitor Fidelity of Implementation of G7.B3.S4

Teachers will collaborate with team members to create a unified theme of study based on the Curriculum Guides from the district. Within that unified team, teachers can develop strategies and ideas that would benefit students if implemented across social studies, math, science, and ELA.

Person or Persons Responsible

The administrator over each department will complete observations weekly in to be sure that teachers are using what they have learned during common planning and will put it to use.

Target Dates or Schedule

Collaboration can occur during early release days.

Evidence of Completion

Teacher artifacts, Teachers plan with similar benchmarks and ideas being shared across ELA, mathematics, social studies, and science, Administrative Observations

Plan to Monitor Effectiveness of G7.B3.S4

Teachers will collaborate with team members to create a unified theme of study based on the Curriculum Guides from the district. Within that unified team, teachers can develop strategies and ideas that would benefit students if implemented across social studies, math, science, and ELA.

Person or Persons Responsible

All Teachers, Administrators, Academic Coaches

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson plans, unified themes, common planning and PLC meeting minutes, observations, students artifacts

G8. SWD will increase by 11% in making learning gains in reading.

G8.B3 3. Providing rigorous tasks (that still meet IEP accommodations)

G8.B3.S1 Knowledge of IEP

Action Step 1

ELA/Reading teachers can meet with the ESE teachers to discuss IEP accommodations for our SWD. They can then evaluate ways to provide rigorous instruction to our SWD, while accommodating their individual needs.

Person or Persons Responsible

Literacy Team, ESE Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Rigor in lesson plans and student activities

Action Step 2

By using school data, ELA/Reading teachers can group students in small groups and provide direct instruction that is both purposeful and engaging.

Person or Persons Responsible

ELA and Reading Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson plans, observations, targeted grouping

Action Step 3

ELA/Reading teachers can use High-Order Questioning stems to encourage their SWD to analyze materials being read.

Person or Persons Responsible

ELA Teachers, Reading Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Scripted HOQs in lesson plans, observations, Cornell Notes

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Rigor, Differentiation, HOQs aligned with IEPs

Person or Persons Responsible

Administrators, Academic Coaches, ESE Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson plans, Cornell Notes, observations, student work

Plan to Monitor Effectiveness of G8.B3.S1

Rigor, Differentiation, HOQs aligned with IEPs

Person or Persons Responsible

Administrators, Academic Coaches

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson plans, Cornell Notes, observations, student artifacts

Plan to Monitor Fidelity of Implementation of G8.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G9. The lowest 25% of students will increase by 7% in making learning gains in reading.

G9.B6 6. Teacher Collaboration

G9.B6.S1 Common Planning between grade levels, Team Meetings and PLCs

Action Step 1

Grade level teams from Reading and ELA can break off to discuss data and strategies to help the low performing students. Ideas and strategies will be shared. Grade level teams will work together to make sure that the same benchmarks are being covered. ELA and Reading teams will meet for PLC meetings. Teachers will share articles and outside resources to help reach a common goal. Teachers will implement findings during common planning meetings and team meetings. ELA and Reading teams will meet weekly to discuss student achievement in content areas. Strategies, ideas, and resources will be shared to help students reach their goals.

Person or Persons Responsible

ELA Teachers, Reading Teachers, Dempsey

Target Dates or Schedule

On-Going

Evidence of Completion

common planning/Team/PLC meeting minutes, common lesson plans, conversations, observations, data chats

Plan to Monitor Fidelity of Implementation of G9.B6.S1

Feedback will be provided for teachers from the reading coach. The reading coach and teachers should provide one another with feedback from their classrooms. Did the new strategies and ideas from PLC meetings help in their classroom when they were implemented. Teachers should analyze students work to determine effectiveness of common planning on grade level. Students work may vary from test results or classroom assignments.

Person or Persons Responsible

ELA Teachers, Reading Teachers, Dempsey

Target Dates or Schedule

On-Going

Evidence of Completion

Feedback forms

Plan to Monitor Effectiveness of G9.B6.S1

Feedback will be provided for teachers from the reading coach. The reading coach and teachers should provide one another with feedback from their classrooms. Did the new strategies and ideas from PLC meetings help in their classroom when they were implemented. Teachers should analyze students work to determine effectiveness of common planning on grade level. Students work may vary from test results or classroom assignments.

Person or Persons Responsible

ELA Teachers, Reading Teachers, Dempsey

Target Dates or Schedule

At completion of sharing feedback

Evidence of Completion

Feedback forms, dialogue

G10. All ELL students will increase by 7% in making learning gains in Reading.

G10.B1 1. Language barrier and Cultural differences

G10.B1.S2 Incorporate an ESOL Family night with support from district office.

Action Step 1

Incorporate an ESOL family night (can be in conjunction with other school functions: Open House, High School Fair, Spring Family night, Band concerts, etc.) with flyers sent home in Native languages. Organize with ESOL office to have translators present at Family Night.

Person or Persons Responsible

ESOL Teachers, Administrators, Parents, ESOL Paraprofessional

Target Dates or Schedule

October 2013

Evidence of Completion

Sign-in sheets, flyers, school calendar

Action Step 2

Incorporate an ESOL family night (can be in conjunction with other school functions: Open House, High School Fair, Spring Family night, Band concerts, etc.) with flyers sent home in Native languages. Organize with ESOL office to have translators present at Family Night.

Person or Persons Responsible

ESOL Teachers, Administrators, Parents, ESOL Paraprofessional

Target Dates or Schedule

October 2013

Evidence of Completion

Sign-in sheets, flyers, school calendar

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Incorporate an ESOL family night (can be in conjunction with other school functions: Open House, High School Fair, Spring Family night, Band concerts, etc.) with flyers sent home in Native languages. Organize with ESOL office to have translators present at Family Night.

Person or Persons Responsible

Administrators, ESOL Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

School calendar, sign-in sheets, flyers

Plan to Monitor Effectiveness of G10.B1.S2

Incorporate an ESOL family night (can be in conjunction with other school functions: Open House, High School Fair, Spring Family night, Band concerts, etc.) with flyers sent home in Native languages. Organize with ESOL office to have translators present at Family Night.

Person or Persons Responsible

Administrators, ESOL Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Flyers, school calendar, feedback from parents, sign-in sheets

G10.B1.S3 District & school-level training/PLCs on teaching ELLs.**Action Step 1**

Have the ESOL district specialist conduct ongoing trainings of research-based strategies to increase English levels of ELLs once a month on an Early Release day. On other Early Release, have ESOL teachers conduct PLCs based on professional articles and excerpts from other educational (ESOL) materials.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

On-Going Early Release, PLCs

Evidence of Completion

CELLA and teacher data, CGA performance, student artifacts

Facilitator:

District ESOL Specialist

Participants:

ESOL Teachers

Plan to Monitor Fidelity of Implementation of G10.B1.S3

Have the ESOL district specialist conduct ongoing trainings of research-based strategies to increase English levels of ELLs once a month on an Early Release day. On other Early Release, have ESOL teachers conduct PLCs based on professional articles and excerpts from other educational (ESOL) materials.

Person or Persons Responsible

ESOL Teachers, Administrators, Academic Coaches

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom observations, lesson plans, differentiation and use of strategies, student work

Plan to Monitor Effectiveness of G10.B1.S3

Have the ESOL district specialist conduct ongoing trainings of research-based strategies to increase English levels of ELLs once a month on an Early Release day. On other Early Release, have ESOL teachers conduct PLCs based on professional articles and excerpts from other educational (ESOL) materials.

Person or Persons Responsible

ESOL Teachers, Administrators, Academic Coaches

Target Dates or Schedule

Classroom visits, Common planning, PLCs

Evidence of Completion

Observations, student artifacts, PLC meeting minutes and discussion, lesson plans

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 monies are being expended on 5 full-time teachers, one part-time Volunteer Liaison, payment for two teacher's Planning Periods and \$11,870 is slated for field trips.

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.

G5. Black students will increase by 38% in making satisfactory progress in reading, Hispanic students by 48%, and white students by 66%

G5.B5 5. Lack of classroom resources for reading and writing with high interest material for various cultures and backgrounds across content areas

G5.B5.S2 Lesson plans that are high interest and aligned with common core curriculum

PD Opportunity 1

Common lesson planning with multicultural themes PD: creating high interest lessons while aligning lesson plans with common core curriculum benchmarks

Facilitator

Dempsey/Reading Coach

Participants

All Teachers

Target Dates or Schedule

Common Planning and during class

Evidence of Completion

Lesson plans, writing assessments and tests

G5.B5.S3 Interdisciplinary Planning with multicultural themes

PD Opportunity 1

Teachers will collaborate with team members to create a multicultural theme of study based on the Curriculum Guides from the district. Within that unified team, teachers can develop strategies and ideas that would benefit students if implemented across social studies, math, science, and ELA. PD: PLC on interdisciplinary instruction with multicultural themes

Facilitator

PLC

Participants

All Teachers

Target Dates or Schedule

During early release day (team collaboration). During classroom (implementation strategies).

Evidence of Completion

Teachers will have a theme of study that will reflect various backgrounds and cultures. Students will use these themes between their four content area classrooms.

G7. 50% of our students will score a level 3 or higher on the FCAT Reading

G7.B3 3. Lack of reading and writing across content areas

G7.B3.S2 Socratic Seminar

PD Opportunity 1

The Socratic Seminar is used to investigate multiple identities and perspectives of a text which will require students to incorporate many aspects of the AVID program. Students ask questions and debate perspectives using textual evidence, personal experience, and general logic. The Socratic Seminar allows for students to engage in reading and writing with a final evaluation. PD: Socratic Seminar

Facilitator

Shakespeare/AVID Coordinator

Participants

All Teachers

Target Dates or Schedule

During class. Once Socratic Seminar rituals and routines are in place, the time can range from 20 minutes to the entire class period.

Evidence of Completion

Critical Writing

G10. All ELL students will increase by 7% in making learning gains in Reading.

G10.B1 1. Language barrier and Cultural differences

G10.B1.S3 District & school-level training/PLCs on teaching ELLs.

PD Opportunity 1

Have the ESOL district specialist conduct ongoing trainings of research-based strategies to increase English levels of ELLs once a month on an Early Release day. On other Early Release, have ESOL teachers conduct PLCs based on professional articles and excerpts from other educational (ESOL) materials.

Facilitator

District ESOL Specialist

Participants

ESOL Teachers

Target Dates or Schedule

On-Going Early Release, PLCs

Evidence of Completion

CELLA and teacher data, CGA performance, student artifacts

Appendix 2: Budget to Support School Improvement Goals