

2013-2014 SCHOOL IMPROVEMENT PLAN

Freedom Middle
2850 W TAFT VINELAND RD
Orlando, FL 32837
407-858-6130

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School No	Minority Rate 80%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	17
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	32
Part III: Coordination and Integration	66
Appendix 1: Professional Development Plan to Support Goals	67
Appendix 2: Budget to Support Goals	72

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Freedom Middle

Principal

Dusty Johns

School Advisory Council chair

Michael Daniels

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

Name	Title
Shannon Battoe	Assistant Principal of Instruction (API)
Franita Poke	Assistant Principal (AP)
Kelly Delaney	Curriculum Resource Teacher (CRT)
Shannon Sacher	Literacy Coach
Ernest Morris	Math & Science Coach
Bethany Chappetta	Media Specialist
Beth Hoover	Staffing Specialist
Gary Brazley	Dean of Students
Elizabeth Pagan	Curriculum Compliance Teacher (CCT)
Robert Walker	Dean of Students

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

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

Michael Daniels, Chair/Parent; Dusty Johns, Co-chair/Principal; Stephanie Garland, Secretary/Instructional; Beth Wile, Member/Instructional; Fernando Munoz, Member/Parent; Ruth A. Caffery, Member/Parent; Leah Rictor, Member/Parent; Shani Lucas, Member/Parent; Gary "Rashaad" Brazley, Member/Instructional.

Demographics

White 7 Members 77%

Black 2 Members 22%
Hispanic 1 Members 11%

Involvement of the SAC in the development of the SIP

The SAC provides community insight and parent/community perspective, in the development of action plans connected to school improvement.

Activities of the SAC for the upcoming school year

The SAC acts as a voice in the community and will be assisting with the monthly Title 1 events that Freedom Middle hosts for the school and community. In addition to participating in the various parts of these events, SAC will also provide community feedback to the administration team with respect to the benefits and successes of each event.

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

Specific funds are not allocated. If funds are needed, it will come from the school budget.

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:

Dusty Johns

Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

Degrees:
 Bachelor of Science, Physical Education
 Master of Science, Educational Leadership
 Certifications/Endorsements:
 Athletic Coach Endorsement
 Principal K-12

Performance Record

2012-13
 Winter Park High School
 School Grade: A
 Reading Proficiency: 68%
 Reading Learning Gains: 71%
 Reading Lowest 25%: 65%
 Math Proficiency: 49%
 Math Learning Gains: 72%
 Math Lowest 25%: 64%
 Algebra I EOC Proficiency: 49%
 AMO Reading: 70%
 AMO Math: 74%

Shannon Battoe

Asst Principal

Years as Administrator: 10

Years at Current School: 8

Credentials

Degrees:
 Bachelor of Science, Exceptional Student Education, K-12,
 Specific Learning Disabilities
 Master of Science, Educational Leadership
 Doctor of Education, Educational Leadership
 Certifications/Endorsements:
 ESE/SLD K-12
 Principal K-12

Performance Record

2012-13
 Freedom Middle School
 School Grade: B
 Reading Proficiency: 61%
 Reading Learning Gains: 71%
 Reading Lowest 25%: 74%
 Math Proficiency: 56%
 Math Learning Gains: 65%
 Math Lowest 25%: 64%
 Algebra I EOC Proficiency: 83%
 AMO Reading: 68%
 AMO Math: 68%

Franita Poke

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Degrees:

Bachelor of Arts, English 6-12

Master of Education, Educational Leadership

Certifications/Endorsements:

English 6-12

Reading Endorsement

Performance Record

2012-13

Freedom Middle School

School Grade: B

Reading Proficiency: 61%

Reading Learning Gains: 71%

Reading Lowest 25%: 74%

Math Proficiency: 56%

Math Learning Gains: 65%

Math Lowest 25%: 64%

Algebra I EOC Proficiency: 83%

AMO Reading: 68%

AMO Math: 68%

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Shannon Sacher		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	Degrees: Bachelor of Arts, English 6-12 Master of Education, Educational Leadership Certifications/Endorsements: English 6-12, Reading Endorsement	
Performance Record	2012-13 Freedom Middle School School Grade: B Reading Proficiency: 61% Reading Learning Gains: 71% Reading Lowest 25%: 74% Math Proficiency: 56% Math Learning Gains: 65% Math Lowest 25%: 64% Algebra I EOC Proficiency: 83% AMO Reading: 68% AMO Math: 68%	

Ernie Morris		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
Areas	Mathematics, Science	
Credentials	Degrees: Bachelor of Arts, Biology (Minor: Chemistry) Bachelor of Science, Community Health Education, emphasis on epidemiology and statistics Master of Arts, Higher Education Educational Specialist, Mathematics Certifications/Endorsements: Biology 6-12, Chemistry 6-12, Math 5-9, Math 6-12, Health K-12, Middle Grades	
Performance Record	2012-13 Freedom Middle School School Grade: B Reading Proficiency: 61% Reading Learning Gains: 71% Reading Lowest 25%: 74% Math Proficiency: 56% Math Learning Gains: 65% Math Lowest 25%: 64% Algebra I EOC Proficiency: 83% AMO Reading: 68% AMO Math: 68%	

Kelly Delaney

Full-time / School-based

Years as Coach: 1

Years at Current School: 6

Areas

Other

Credentials

Degrees:

Bachelor of Science, Social Science Education

Certifications/Endorsements:

Social Sciences 6-12

Reading Endorsed

Gifted Endorsed

Performance Record

2012-13

Freedom Middle School

School Grade: B

Reading Proficiency: 61%

Reading Learning Gains: 71%

Reading Lowest 25%: 74%

Math Proficiency: 56%

Math Learning Gains: 65%

Math Lowest 25%: 64%

Algebra I EOC Proficiency: 83%

AMO Reading: 68%

AMO Math: 68%

Classroom Teachers**# of classroom teachers**

70

receiving effective rating or higher

66, 94%

Highly Qualified Teachers

100%

certified in-field

70, 100%

ESOL endorsed

29, 41%

reading endorsed

11, 16%

with advanced degrees

28, 40%

National Board Certified

6, 9%

first-year teachers

3, 4%

with 1-5 years of experience

18, 26%

with 6-14 years of experience

33, 47%

with 15 or more years of experience

16, 23%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

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

8

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

Professional development and mentoring is an integral part of teacher recruitment and retention, as it provides support through collaboration, capacity building, and professional connections. The following is our PD and mentoring structure:

1. Professional development targets to enhance the fidelity and effectiveness of our Professional Learning Communities.

Professional Learning Communities (PLC's) focus on teacher content areas as well as interdisciplinary teams. PLC's allow teachers time to discuss essentials of the content, make connections to other areas, and provide an opportunity to collaborate on instructional delivery practices. This time is also utilized to identify essential benchmarks and skills, so lessons are developed that are driven by instructional need and student achievement is maximized.

2 Professional development that focuses on Lesson Study.

Lesson study is professional learning that improves instructional effectiveness by: examining teaching and learning, exploring real challenges teachers face in their classroom, building teacher knowledge, supporting professional collaboration, and respecting teachers as professionals. Lesson Study is used to contribute to greater student engagement and achievement.

3. Through our new teacher mentor program, new teachers are paired with not only subject area curriculum leaders, but with experienced teachers and other teachers in their respective hallways, to gain feedback on dealing with various new situations, and provide the support needed to build on their instructional practices.

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

1. Mentor/mentee meetings
2. Classroom observations and feedback
3. Alternative Certification Program (ACP) teacher online portfolio

The goal of the mentor program is to empower our new teachers (mentees) with the skills they need in order to provide quality instruction, and offer the necessary support to build confidence in daily tasks. Mentors meet with mentee teachers on a weekly basis (or more frequently if needed), about various classroom management issues, lesson development, class assignments and grade book management, and other related situations. Levels of need among teachers of mentors varies, but mentors are charged with giving the mentee situational skills and providing a cadre of support so that our new teachers can effectively deal issues that may arise. The mentors also assist with the ACP portfolio and provide assistance prior to submission of the portfolio.

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

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

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

The MTSS leadership team collaborated over the summer to develop a streamlined intervention process that notifies all team members and provides specific examples of steps taken at each tier of intervention. Such interventions include:

- Teacher coaching and mentoring
- Professional development
- Lesson study
- Weekly classroom walkthroughs with focused feedback
- Use of Success Maker, Fraction Nation, and Moby Math for intensive math support
- Continuous Improvement Model
- Mentoring program
- Guidance services
- Tutoring

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

Dusty Johns, Principal; Franita Poke, Assistant Principal; Shannon Battoe, Assistant Principal of Instruction; Kelly Delaney, CRT; Ernest Morris, Math/Science Coach; Shannon Sacher, Literacy Coach; Collette Gerard, Intensive Math Instructor; Beth Hoover, Staffing Specialist; Scott Baker, Exceptional Student Education (ESE) Support Facilitator; Kimberly Blackman, ESE Support Facilitator; Matthew Kistler, ESE Support Facilitator; Elizabeth Pagan, CCT; Evelyn Ramirez, English Language Learner (ELL) Paraprofessional; and Jean Precil, ELL Paraprofessional.

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

We have implemented a 3-tiered intervention process model that allows different team members to push-in or pull-out for interventions based on the students' areas of need. Instructional coaches provide co-teaching opportunities and lesson modeling for teachers. Teachers notify the MTSS leadership team when they feel a student is in need of intervention. Those team members called upon then conference with the classroom teacher and develop a tailored plan of intervention.

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

Marzano's "Art and Science of Teaching" framework – weekly classroom walkthroughs
 Success Maker
 Benchmark and mini-Assessments
 Teacher-created common assessments by department/grade level
 Teacher-created formative assessments
 Florida Assessments for Instruction in Reading (FAIR)
 Florida Oral Reading Fluency tests (FORF)
 Maze
 Program specific data from intensive reading and math classes (READ 180 and Success Maker)
 Weekly progress reports from ESE support facilitators

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

The MTSS leadership team will meet bi-weekly to review MTSS/RtI progress and make changes as necessary. Team members will monitor the amount of intervention requests being logged through SharePoint and will use this data to guide future decisions about the intervention process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Weekend Program

Minutes added to school year: 1,440

On alternating weekends Math and Reading departments hold tutoring sessions at school. Using various math programs such as, but not limited to, Moby Math and Fraction Nation, students are provided a one hour computer time, and then switch to a more traditional classroom teacher instruction model. The same procedure occurs with reading on the following Saturday where students coming to tutoring would use the read Read 180 program and curriculum to get assistance in reading.

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?

Students attending reading and math tutoring both sign in and out from tutoring and their names are frequently checked to determine changes in testing levels against student score averages.

Who is responsible for monitoring implementation of this strategy?

The math and literacy coaches.

Literacy Leadership Team (LLT)

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

Name	Title
Mr. Dusty Johns	Principal
Ms. Shannon Sacher	Literacy Coach
Mrs. Kelly Delaney	CRT
Ms. Bethany Chappetta	Media Specialist
Mr. Justin Muenker	Social Studies Instructor
Mr. Thomas Tomaszewski	Language Arts Instructor
Mr. William Swartz	Social Studies Instructor

How the school-based LLT functions

The LLT meet on a monthly basis to plan school wide literacy activities. This includes professional development for teachers as well as activities to increase student engagement in the ongoing reading process. The LLT also encompasses administration and instructional support staff to serve as a support and communication system for teacher needs in order to increase student engagement in literacy. The LLT utilizes a plethora of testing data to monitor student reading progress and sets literacy goals as needed.

Major initiatives of the LLT

The main goal of the LLT will be to increase the reading proficiency in all grade levels including specific subgroups. We will place emphasis on our lowest 25% as well as our economically disadvantaged subgroup. Reading will be incorporated into all content areas for a period of at least 20 minutes as week, with teacher tools in place to monitor student reading comprehension. In addition, non-content areas teachers will focus on incorporating explicit vocabulary instruction for a minimum of 20 minutes a week, with tools to monitor student comprehension and application of new knowledge. The LLT will assist instructors with understanding reading and vocabulary strategies as well as how to implement such strategies in the classroom.

Every Teacher Contributes to Reading Instruction

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

We have implemented a school-wide reading plan where students read independently for 20 minutes per week in each of their core classes. Accelerated Reader (AR) is used as a further incentive for independent reading. Monthly professional development will be provided to train the staff on highly effective reading strategies. The school will host family literacy nights to encourage reading at home.

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

Our two Career and Technical Education (CTE) courses, Engineering and Business Technology, help prepare student for the rigorous demands of high school, college, and careers, by providing students with hands-on opportunities that extend their learning through designing, problem solving, and critical

thinking. Students are challenged to utilize their background knowledge from other advanced course works, so they can effectively create and communicate. Students gain industry and career experience, and through cross curricular integration also work with the Common Core State Standards.

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

Academic and career planning is addressed with all students in the eighth grade through our guidance department. Our eighth grade guidance counselor assists students in selecting a path of study and building a plan for the future. Our CTE and Advancement Via Individual Determination (AVID) programs help students to make connections to future jobs and college pathways. Students participate in field trips and career nights, where business and community representatives share their services with students. During the school year, various meetings and large presentations are held to inform students about the relationship of academic and career planning with major emphasis and focus placed on students moving towards high school.

Strategies for improving student readiness for the public postsecondary level

Through the AVID program, students gain readiness experience for high school and post secondary school. Through our Business Technology class, students have the opportunity to become industry certified, and the chance to gain a college credit. Through our engineering program, students are exposed to the high demands of critical thinking and problem solving, using advanced mathematics and science skills, helping them to prepare for future opportunities.

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	68%	61%	No	72%
American Indian				
Asian	78%	88%	Yes	80%
Black/African American	62%	56%	No	66%
Hispanic	67%	57%	No	70%
White	77%	66%	No	79%
English language learners	53%	30%	No	57%
Students with disabilities	46%	28%	No	51%
Economically disadvantaged	65%	58%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	312	30%	40%
Students scoring at or above Achievement Level 4	307	29%	35%

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>		31%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	744	71%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	82%

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)	131	65%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	81	40%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	92	45%	50%

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	154	43%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	56%	No	72%
American Indian				
Asian	84%	88%	Yes	86%
Black/African American	60%	47%	No	64%
Hispanic	65%	50%	No	69%
White	74%	69%	No	77%
English language learners	54%	34%	No	59%
Students with disabilities	44%	30%	No	50%
Economically disadvantaged	64%	52%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	302	29%	34%
Students scoring at or above Achievement Level 4	251	24%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		49%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	635	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	487	59%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	341	33%	38%
Middle school performance on high school EOC and industry certifications	244	23%	28%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	123	61%	65%
Students scoring at or above Achievement Level 4	44	22%	27%

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	262	25%	29%
Students scoring at or above Achievement Level 4	200	19%	24%

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>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

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)	7		10
Participation in STEM-related experiences provided for students	420	40%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	151	14%	16%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	109	10%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	18	12%	22%
Passing rate (%) for students who take CTE industry certification exams		67%	75%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	50%	100%

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	149	13%	12%
Students who fail a mathematics course	13	1%	0%
Students who fail an English Language Arts course	7	0%	0%
Students who fail two or more courses in any subject	3	0%	0%
Students who receive two or more behavior referrals	132	12%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	109	10%	9%

Area 9: Parent Involvement

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

Parental involvement targets for the school

By June 2014, at least 60% of the parents at Freedom Middle School will participate in at least one school event.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement at school events by 5% (from 55 to 60%).	613	55%	60%

Area 10: Additional Targets**Additional targets for the school**

Increase AVID program enrollment and performance by 5%, to support our progress of becoming an AVID Demonstration School.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase AVID program enrollment by 5% (from 8 to 13%).	125	8%	13%

Goals Summary

- G1.** Strengthen students' reading proficiency through increased used of informational and complex text.
- G2.** Increase enrollment of AVID program.
- G3.** Strengthen access-point instruction that is supported by the Marzano Instructional Framework.
- G4.** Improve writing proficiency through evidence-based writing instruction and the use of Document-based Questions (DBQs).
- G5.** Increase student participation and pass rate of a CTE industry certification exam.
- G6.** Increase science proficiency among students.
- G7.** Increase teacher effectiveness of instructional math supports.
- G8.** Increase students' reading, listening, and speaking outcomes and proficiency on the CELLA, through connecting students' background knowledge with class content.
- G9.** Decrease the number of behavior referrals and students who miss instructional time due to discipline, through incorporating a school wide positive behavior support system.
- G10.** Improve Algebra readiness and proficiency.
- G11.** Improve school's instructional support structure for students.
- G12.** Increase number of STEM related projects and field trips.
- G13.** Increase parent involved in after school events and activities.

Goals Detail

G1. Strengthen students' reading proficiency through increased used of informational and complex text.

Targets Supported

Resources Available to Support the Goal

- Professional development • PLCs • Common Planning • Coaching • Lesson Study

Targeted Barriers to Achieving the Goal

- Lack of sufficient rigor in core classes • Content area classes lack sufficient use of informational text • Content area classes lack sufficient use of complex text

Plan to Monitor Progress Toward the Goal

Leadership team will meet weekly to share progress reports, observations, commendations and recommendations as observed by visiting classrooms and attending content PLC's. Follow-up instructional coaching will be provided to individual teachers or departments as needed.

Person or Persons Responsible

Leadership team, curriculum leaders, PLC's, classroom teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Close reads and evidence-based writing activities will appear in reading and language arts lesson plans and will be present in classroom walk-throughs.

G2. Increase enrollment of AVID program.

Targets Supported

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

Resources Available to Support the Goal

- Master schedule
- course requests/registrations
- time for the AVID Coordinator and guidance to plan

Targeted Barriers to Achieving the Goal

- Scheduling conflicts and lack of interest in the program.

Plan to Monitor Progress Toward the Goal

Increased enrollment in program

Person or Persons Responsible

AVID Coordinator and guidance counselors

Target Dates or Schedule:

October, February, May, and July

Evidence of Completion:

Enrollment numbers of AVID program by grade level and school wide

G3. Strengthen access-point instruction that is supported by the Marzano Instructional Framework.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- C Palms Access-points
- Scholastic Reading Skills Kit
- Equals Math
- Mighty Math calculating crew
- Attainment Basic Coin computer program
- Real World Picture Words-School & Basic Concepts
- Reading Blaster
- PCI Reading Program 1 and 2
- Discovery Channel Science website
- News 2 U curriculum
- Picture Cue Vocabulary

Targeted Barriers to Achieving the Goal

- Students who take the Florida Alternative Assessment (FAA) lack stamina to focus on test, and their classrooms have a low use of hands on activities

Plan to Monitor Progress Toward the Goal

Program specific data and student data collection as previously referenced, along with observation data

Person or Persons Responsible

Staffing specialist, principal, APs

Target Dates or Schedule:

Weekly and/or monthly

Evidence of Completion:

Observation feedback, student program data where applicable, lesson plans, and weekly progress monitoring reports with work samples

G4. Improve writing proficiency through evidence-based writing instruction and the use of Document-based Questions (DBQs).

Targets Supported

- Writing

Resources Available to Support the Goal

- Language arts and social studies DBQs
- social studies curriculum leader and CRT, as they site-based, DBQ experts
- AVID resource materials for WICOR strategies (writing, inquiry, collaboration, organization, reading)

Targeted Barriers to Achieving the Goal

- Teachers who have not been DBQ trained, lack the knowledge and strategies to incorporate evidence based writing into their content areas.
- There is an inconsistent level of evidence based writing in the classroom.

Plan to Monitor Progress Toward the Goal

Increased evidence-based writing across content areas

Person or Persons Responsible

Principal, APs, AVID Coordinator, CRT, and Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increased writing proficiency, portfolios of student writing samples; AVID binders

G5. Increase student participation and pass rate of a CTE industry certification exam.

Targets Supported

- CTE

Resources Available to Support the Goal

- Certified Internet Web (CIW) curriculum & website, SAMs website, Applied Educational Services curriculum & website, Microsoft Office 2010 Fundamentals textbook, Exploring Careers textbook, MicroType 5 software
- CTE industry certified teacher
- district CTE program support

Targeted Barriers to Achieving the Goal

- Lack of student interest in curriculum due to insufficient literacy skills.
- Quantity of periods participating in exam.

Plan to Monitor Progress Toward the Goal

Compare prior year data to current year data as it relates to student participation and pass rate of a CTE industry certification exam. Monitor mini-assessments and AR data as it relates to literacy strategies.

Person or Persons Responsible

CTE instructional staff, guidance, literacy coach, APs.

Target Dates or Schedule:

Prior to and upon completion of exam, and quarterly for ProgressBook and AR reports.

Evidence of Completion:

Roster of industry certification exam participants and industry certification outcome; ProgressBook and AR reports.

G6. Increase science proficiency among students.

Targets Supported

- Science
- Science - Middle School
- STEM

Resources Available to Support the Goal

- FCAT lab preparation books, benchmark exams and interdisciplinary data of student performance from District provided software.

Targeted Barriers to Achieving the Goal

- There is a lack of effective assessment practices within science classrooms.

Plan to Monitor Progress Toward the Goal

Data discussions, PLC's, and observations

Person or Persons Responsible

Instructional Coach, science curriculum leader, APs, and principal.

Target Dates or Schedule:

Weekly and monthly

Evidence of Completion:

Teacher's have prepared data talking points and evidence of data analysis of exams, observation feedback.

G7. Increase teacher effectiveness of instructional math supports.

Targets Supported

Resources Available to Support the Goal

- Moby Math, SuccessMaker, textbook and workbook materials and support, free after school tutoring.

Targeted Barriers to Achieving the Goal

- New programs will require technological support and understanding to implement with success.

Plan to Monitor Progress Toward the Goal

PLC meetings with curriculum leaders

Person or Persons Responsible

Instructional Coach, APs

Target Dates or Schedule:

Continuous throughout the school year.

Evidence of Completion:

Implementation of technology into curriculum.

G8. Increase students' reading, listening, and speaking outcomes and proficiency on the CELLA, through connecting students' background knowledge with class content.

Targets Supported**Resources Available to Support the Goal**

- Keystone Comprehensive Core Series
- "Sed de Saber" English Language Learning Program
- ELL and developmental language arts (DLA) classroom teachers
- ELL paraprofessionals
- PLC's

Targeted Barriers to Achieving the Goal

- Learning made difficult due to student's high affective filter, such as low motivation, high anxiety levels, and feeling of non-acceptance by new environment.

Plan to Monitor Progress Toward the Goal

Classroom walk-throughs, informal, and formal observations, and tracked student progress

Person or Persons Responsible

CCT, APs, and principal

Target Dates or Schedule:

On going

Evidence of Completion:

Evidence of student increased academic achievement through progress reports and grades. Evidence of student progress as measured by formative and summative assessment, and benchmarks. Observation feedback.

G9. Decrease the number of behavior referrals and students who miss instructional time due to discipline, through incorporating a school wide positive behavior support system.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- School wide positive behavior support structure: PURE Panther
- Spirit Friday
- school-sponsored after school activities & events
- increased classroom management practices
- guidance counselor intervention & referral
- alternative disciplinary consequences (PASS, ISS)
- Student of the Week

Targeted Barriers to Achieving the Goal

- Lack of student buy-in to PURE Panther and various positive school culture concepts
- Ineffective school-to-home communication due to lack of correct parent/guardian contact information
- Lack of teacher knowledge as it relates to behavioral management processes

Plan to Monitor Progress Toward the Goal

EDW behavioral data - student specific. Student detail reports.

Person or Persons Responsible

Deans and guidance counselors

Target Dates or Schedule:

Continuous, throughout the school year. Quarterly.

Evidence of Completion:

EDW data logged and compared year to year.

G10. Improve Algebra readiness and proficiency.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra I End of Course (EOC) benchmark exams, Carnegie Math resources, textbook, workbook, and related online resources.

Targeted Barriers to Achieving the Goal

- Not enough checks for understanding and monitoring of student comprehension during instructional delivery.

Plan to Monitor Progress Toward the Goal

Teachers will have students successfully using Carnegie learning and can navigate the software effectively to generate and explain reports.

Person or Persons Responsible

Instructional Coach, Assistant Principal and Math Department chair

Target Dates or Schedule:

Twice a quarter

Evidence of Completion:

Diagnostic reports from Carnegie software displaying student growth.

G11. Improve school's instructional support structure for students.

Targets Supported

- Writing
- Science - Middle School

Resources Available to Support the Goal

- After school tutoring
- Read 180
- instructional coaches
- school intervention system

Targeted Barriers to Achieving the Goal

- Significant number of students require additional support in the content area and reading classrooms. Teachers are not using the school-wide intervention system effectively, therefore missing opportunities for early intervention

Plan to Monitor Progress Toward the Goal

Instructional coaches provide continued training to curriculum leaders on the intervention process and gradual release model. Curriculum leaders use PLC's to provide continuing education and support to teachers on the intervention process and gradual release model. Classroom teachers utilize the intervention process effectively and use the gradual release model and small group instruction in their classrooms. Increase use of tutoring leads to an increase in student growth. Well-attended Title I parent events. .

Person or Persons Responsible

CRT, instructional coaches, leadership team, curriculum leaders, school-wide PLC's, all classroom teachers.

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PLC sign-in sheets and minutes, intervention requests posted to Sharepoint, data from formative, summative, common assessments, benchmarks, FAIR, and SRI (for students in reading classes), tutoring reports, and Title I parent event reports.

G12. Increase number of STEM related projects and field trips.**Targets Supported**

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- District grant opportunities
- Associated Partners in Education

Targeted Barriers to Achieving the Goal

- Lack of STEM funding for courses (tools/equipment, software, and hardware), and high consumable usage.

Plan to Monitor Progress Toward the Goal

Increased enrollment and courses that prepare students for enrolling in STEM

Person or Persons Responsible

Instructional Coach, Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

More students prepared for advanced math and science in the 7th grade and more rigorous math and science course work for 6th grade students to lay the foundation for the academic expectations of the STEM program.

G13. Increase parent involved in after school events and activities.**Targets Supported**

- Parental Involvement

Resources Available to Support the Goal

- Parental involvement surveys to see when parents are available and what they would like to attend
- parent involvement money to help pay for food and supplies
- team with departments and AVID for parent trainings and events.

Targeted Barriers to Achieving the Goal

- Students feel a lack of disconnect from a group or organization, due to a lack of parental engagement in school activities or loss of communication.
- Low parental involvement.

Plan to Monitor Progress Toward the Goal

Parent participation and attendance

Person or Persons Responsible

Title I Parent Involvement Coordinators: Bethany Chappetta, Media Specialist and Shannon Sacher, Literacy Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Sign-in sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Strengthen students' reading proficiency through increased use of informational and complex text.

G1.B1 • Lack of sufficient rigor in core classes • Content area classes lack sufficient use of informational text • Content area classes lack sufficient use of complex text

G1.B1.S1 • Require PLC's to examine and increase the level of rigor in lesson plans through the implementation of Common Core State Standards (CCSS) • Increase the amount of informational text used in content area classes • Provide teachers with professional development centered on the use of informational text in the content areas • Encourage teachers to choose higher complexity texts in their lesson plans

Action Step 1

PLC's focus on increasing rigor; conversations and common planning meetings are data-driven. Literacy Coach provides PD for choosing sufficiently complex, informational text. Professional development is provided to PLC's through Literacy Coach and/or curriculum leaders for incorporating close-reads and evidence-based writing into curriculum to increase rigor.

Person or Persons Responsible

Shannon Sacher, Literacy Coach; Donna Seifert, Reading Curriculum Leader; Amelia Wilson, Language Arts Curriculum Leader; reading PLC's; language arts PLC's

Target Dates or Schedule

PLC's meet 4 times per month. Professional development (PD) provided monthly to whole faculty. Teachers attend additional PD opportunities provided by the district when possible.

Evidence of Completion

Close reads and evidence-based writing activities will appear in reading and language arts lesson plans and will be present in classroom walk-throughs and informal observations.

Facilitator:

CRT, instructional coaches, curriculum leaders

Participants:

Shannon Sacher, Literacy Coach; Donna Seifert, Reading Curriculum Leader; Amelia Wilson, Language Arts Curriculum Leader; reading PLC's; language arts PLC's

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

Literacy Coach and leadership team will conduct frequent classroom walk-throughs to look for evidence of increased rigor, increased text complexity, and increased use of informational text. Team members will look for specific strategies being used in reading and language arts classes such as close reads and evidence-based writing.

Person or Persons Responsible

CRT, instructional coaches, leadership team, reading and language arts PLC's and teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of increased rigor, increased text complexity, and increased use of informational text in reading and language arts classes. Close reads and evidence-based writing in reading and language arts classes. Close reads and evidence-based writing activities will appear in reading and language arts lesson plans and will be present in classroom walk-throughs and informal observations.

Plan to Monitor Effectiveness of G1.B1.S1

Assessments

Person or Persons Responsible

CRT, instructional coaches, leadership team, reading and language arts PLC's and teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessment data

G2. Increase enrollment of AVID program.

G2.B1 Scheduling conflicts and lack of interest in the program.

G2.B1.S1 AVID coordinator will promote the program school wide through continuous communication and sharing of AVID's mission, connecting the purpose to current school initiatives as well as Common Core State Standards.

Action Step 1

Promotion of AVID program purpose and connection to school initiatives

Person or Persons Responsible

AVID Coordinator and guidance counselors

Target Dates or Schedule

Monthly throughout the school year

Evidence of Completion

Enrollment reports

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

Monthly communications of AVID connection to school initiatives and Common Core State Standards

Person or Persons Responsible

AVID Coordinator and guidance counselors

Target Dates or Schedule

Monthly throughout school year

Evidence of Completion

teacher feedback

Plan to Monitor Effectiveness of G2.B1.S1

Monitor student enrollment of AVID program, by grade level

Person or Persons Responsible

API, AVID Coordinator and guidance counselors

Target Dates or Schedule

October, February, May, and July

Evidence of Completion

Enrollment reports

G2.B1.S2 Guidance counselors and AVID Coordinator will visit feeder elementary schools to introduce and encourage enrollment in the program by sharing AVID's mission.

Action Step 1

Create plan for consistent communication with feeder elementary schools for the purpose of recruitment

Person or Persons Responsible

Guidance counselors and AVID Coordinator

Target Dates or Schedule

February-May

Evidence of Completion

Elementary school visits, incoming student registrations/enrollment in program

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

Elementary visits, presentations, and parent nights

Person or Persons Responsible

AVID Coordinator and guidance counselors

Target Dates or Schedule

February-May

Evidence of Completion

Calendar dates for visits, agenda items, presentation and parent night sign-in sheets

Plan to Monitor Effectiveness of G2.B1.S2

Elementary awareness of program

Person or Persons Responsible

AVID Coordinator and guidance counselors

Target Dates or Schedule

February-July

Evidence of Completion

Sign-in sheets from presentations and parent nights, student registration and enrollment in program

G2.B1.S3 The API will ensure the master schedule to allows for minimal class conflicts and increased enrollment in AVID classes school wide.

Action Step 1

Review master schedule to determine class conflicts and maximize enrollement

Person or Persons Responsible

API and guidance counselors

Target Dates or Schedule

October, February, May, and July

Evidence of Completion

Master schedule

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

Master schedule with minimal conflicts

Person or Persons Responsible

API and guidance couselfors

Target Dates or Schedule

October, February, May, and July

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of G2.B1.S3

Class rosters to track AVID enrollment

Person or Persons Responsible

API

Target Dates or Schedule

October, February, May, and July

Evidence of Completion

enrollment in courses

G3. Strengthen access-point instruction that is supported by the Marzano Instructional Framework.

G3.B1 Students who take the Florida Alternative Assessment (FAA) lack stamina to focus on test, and their classrooms have a low use of hands on activities

G3.B1.S1 ESE teacher to provide information in digestible chunks and ensure the use of immediate positive feedback.

Action Step 1

Incorporate the use of hands on activities with manipulatives, and the use of role play

Person or Persons Responsible

ESE self-contained teacher and ESE paraprofessional

Target Dates or Schedule

Daily, ongoing

Evidence of Completion

Weekly progress monitoring/reporting with work samples, lesson plans

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

Classroom walk-throughs and Informal and formal observations

Person or Persons Responsible

Staffing specialist, principal, and APs

Target Dates or Schedule

Weekly and/or monthly

Evidence of Completion

Observation feedback and lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Student data collection

Person or Persons Responsible

Staffing specialist

Target Dates or Schedule

Weekly and/or monthly

Evidence of Completion

Weekly progress monitoring/reporting with work samples, nine week progress reports

G3.B1.S2 Mock assessments will be provided to build testing stamina, and students will be permitted to have frequent breaks during the assessment.

Action Step 1

FAA Practice materials to include science assessments, and teacher made mock assessments

Person or Persons Responsible

ESE self-contained teacher and ESE paraprofessional

Target Dates or Schedule

Monthly

Evidence of Completion

lesson plans

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

Classroom walk-throughs, informal, and formal observations

Person or Persons Responsible

Staffing specialist, principal, and APs

Target Dates or Schedule

Monthly

Evidence of Completion

Observation feedback and lesson plans

Plan to Monitor Effectiveness of G3.B1.S2

Student data collection

Person or Persons Responsible

Staffing specialist

Target Dates or Schedule

Monthly

Evidence of Completion

FAA practice material reports

G4. Improve writing proficiency through evidence-based writing instruction and the use of Document-based Questions (DBQs).

G4.B1 Teachers who have not been DBQ trained, lack the knowledge and strategies to incorporate evidence based writing into their content areas.

G4.B1.S1 Provide professional development to all teachers incorporating evidence-based writing into their content areas.

Action Step 1

Train the teachers in the use of DBQs.

Person or Persons Responsible

CRT and social studies curriculum leader

Target Dates or Schedule

September-December

Evidence of Completion

Training schedules, training agendas, sign-in, teacher reflection

Facilitator:

CRT and social studies curriculum leader

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Lesson plans with DBQs developed from common planning, classroom walk-throughs, informal and formal observations

Person or Persons Responsible

Principal, APs, CRT, and coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Social studies teachers will complete one DBQ per quarter (4 total for the year). Language arts teachers will complete one DBQ per semester (2 total for the year). Other content areas will complete one DBQ this school year. Observation feedback and lesson plans.

Plan to Monitor Effectiveness of G4.B1.S1

Assessments

Person or Persons Responsible

Principal, APs, CRT, and coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Student achievement data

G4.B2 There is an inconsistent level of evidence based writing in the classroom.

G4.B2.S1 Provide professional development to all teaches to incorporate AVID WICOR strategies into their content area.

Action Step 1

Train teachers in the use of WICOR strategies

Person or Persons Responsible

AVID Coordinator and CRT

Target Dates or Schedule

December - March

Evidence of Completion

Training schedule, training agendas, sign-in, and teacher reflection

Facilitator:

AVID Coordinator and CRT

Participants:

All teachers

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

Classroom walk-throughs, informal, and formal observations

Person or Persons Responsible

Principal, APs, AVID Coordinator, CRT, and coaches

Target Dates or Schedule

December-March

Evidence of Completion

lesson plans, walk-through and observation feedback

Plan to Monitor Effectiveness of G4.B2.S1

Assessments

Person or Persons Responsible

Principal, APs, AVID Coordinator, CRT, and coaches

Target Dates or Schedule

December-March

Evidence of Completion

Student achievement data

G5. Increase student participation and pass rate of a CTE industry certification exam.

G5.B1 Lack of student interest in curriculum due to insufficient literacy skills.

G5.B1.S1 Implement supplemental literacy strategies into content area.

Action Step 1

Work with reading coach, reading department, and/or language arts department to incorporate literacy strategies within the CTE classroom. Use of focused reading and silent sustained reading with a connection to AR.

Person or Persons Responsible

CTE instructor, reading coach, reading and language arts curriculum leaders

Target Dates or Schedule

Once a week throughout the school year.

Evidence of Completion

Q & A, exit slips, AR quiz data

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Check for literacy strategies integration within lesson plans.

Person or Persons Responsible

Literacy coach and APs

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G5.B1.S1

Scores from literacy assessments (formative or summative).

Person or Persons Responsible

CTE instructor

Target Dates or Schedule

Quarterly via progress book and assessment data.

Evidence of Completion

Increase of literacy-related performance.

G5.B2 Quantity of periods participating in exam.

G5.B2.S1 Add at least one additional period to the CTE industry certification exam schedule.

Action Step 1

Enroll 2-3 periods of CTE students to take industry certification exam.

Person or Persons Responsible

CTE instructional staff

Target Dates or Schedule

Plan for accordingly at the beginning of the school year.

Evidence of Completion

Verify possible testing log.

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

Plan to administer industry exam for appropriate amount of students, to include exam prep materials and mock assessment

Person or Persons Responsible

CTE instructional staff

Target Dates or Schedule

At least 3 months prior to exam

Evidence of Completion

Lesson plans and performance on exam prep materials and mock assessment

Plan to Monitor Effectiveness of G5.B2.S1

Amount of students who participated in exam preparation and mock assessment.

Person or Persons Responsible

CTE instructional staff

Target Dates or Schedule

One month prior to industry certification exam.

Evidence of Completion

Mock assessment roster and performance results.

G6. Increase science proficiency among students.

G6.B1 There is a lack of effective assessment practices within science classrooms.

G6.B1.S1 Teachers will develop collaborative common assessments and labs into their lessons.

Action Step 1

Develop common assessments and labs.

Person or Persons Responsible

Science department and math/science coach

Target Dates or Schedule

Weekly and/or monthly

Evidence of Completion

Lesson plans with common assessments and labs, PLC notes, common planning observations

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

Common plannings, PLC meetings, and interdisciplinary data chats.

Person or Persons Responsible

Instructional Coach and CRT

Target Dates or Schedule

Wednesday's and Thursday every week, along with team decided additional common plan day.

Evidence of Completion

Department chair submits sign-in sheets/attendance forms at conclusion of every meeting, documentation on lesson plans

Plan to Monitor Effectiveness of G6.B1.S1

Data analysis of common assessments and labs to pinpoint learning gaps/gains of students; classroom observations.

Person or Persons Responsible

Instructional Coach, science curriculum leader, APs, and principal.

Target Dates or Schedule

Bi-weekly on Wednesday's for common assessments/labs, weekly observations.

Evidence of Completion

Common assessments and lab results, lesson plans, observation feedback.

G7. Increase teacher effectiveness of instructional math supports.

G7.B1 New programs will require technological support and understanding to implement with success.

G7.B1.S1 Professional development involving training on math software and related programs.

Action Step 1

Utilize software reports to analyze student data

Person or Persons Responsible

District personnel will supply training on software. Pearson testing will provide continued tech support for SuccessMaker program.

Target Dates or Schedule

Continuous throughout the school year.

Evidence of Completion

Teachers submit in-service points to CRT.

Facilitator:

Rebecca Watson and current District Personnel

Participants:

Math personnel.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Ease of integration of technology and software into the classroom.

Person or Persons Responsible

Math/Science coach

Target Dates or Schedule

Continuous throughout the school year.

Evidence of Completion

High volume of teacher usage as documented in lesson plans and class observations.

Plan to Monitor Effectiveness of G7.B1.S1

Implementation of software into lesson plans and teacher/student strategies for implementation

Person or Persons Responsible

Math/Science coach

Target Dates or Schedule

Continuous throughout the school year

Evidence of Completion

Data meetings and diagnostic reports

G8. Increase students' reading, listening, and speaking outcomes and proficiency on the CELLA, through connecting students' background knowledge with class content.

G8.B1 Learning made difficult due to student's high affective filter, such as low motivation, high anxiety levels, and feeling of non-acceptance by new environment.

G8.B1.S1 Incorporate a variety of cooperative learning classroom activities and lessons relevant to student's background.

Action Step 1

CCT will conduct frequent classroom walkthroughs to look for evidence of strategies that lower the affective filter, such as lessons that tie into students' background, and opportunities for cooperative learning group activities. Compliance teacher will coach teachers with strategies that lower the affective filter. ELL paraprofessionals will push into classrooms to assist ELL students in the core content areas.

Person or Persons Responsible

CCT, ELL paraprofessionals

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation log and feedback reports

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Common planning and PLC discussions, district compliance observations

Person or Persons Responsible

CCT and district compliance support representative

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, PLC notes, district observation feedback, data from formative, summative, and common assessments

Plan to Monitor Effectiveness of G8.B1.S1

Track student progress using classroom assessments and benchmark results.

Person or Persons Responsible

CCT and ELL paraprofessionals

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from formative, summative, and common assessments. Evidence of student progress as measured by progress report and report card grades.

G9. Decrease the number of behavior referrals and students who miss instructional time due to discipline, through incorporating a school wide positive behavior support system.

G9.B1 Lack of student buy-in to PURE Panther and various positive school culture concepts

G9.B1.S1 Maintain a high level of positive referrals "Panther Pounces"

Action Step 1

Faculty and staff members can recognize any student and refer them to receive an incentive for desired pro-social behaviors through our SharePoint system.

Person or Persons Responsible

Faculty and staff

Target Dates or Schedule

Daily

Evidence of Completion

SharePoint positive referral log

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Monitor the use of SharePoint positive referrals

Person or Persons Responsible

Deans

Target Dates or Schedule

Weekly - spot checking throughout the week

Evidence of Completion

SharePoint log submissions

Plan to Monitor Effectiveness of G9.B1.S1

Total number of Pounces by: weekly count with teacher specific and student specific information. If numbers fall below last year's averages, communication to the staff will occur to serve as reminder of importance.

Person or Persons Responsible

Deans

Target Dates or Schedule

Data are collected and evaluated weekly, then compared to previous year's data

Evidence of Completion

Weekly pounce counts uploaded from SharePoint

G9.B2 Ineffective school-to-home communication due to lack of correct parent/guardian contact information

G9.B2.S1 Decrease the amount of incorrect phone numbers of parent/guardian contacts.

Action Step 1

When appropriate contact info is discovered, communicate the updated information to the school registrar.

Person or Persons Responsible

Deans, teachers, and all others attempting parent/guardian contact.

Target Dates or Schedule

Continuous, throughout the school year. Immediately upon receiving updated information.

Evidence of Completion

Use of Connect Orange school messenger phone call reports. Email confirmation from registrar stating contact information is received and updated.

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Communicate with registrar to verify frequency of new communication update. Reminders to faculty/staff throughout the year.

Person or Persons Responsible

Deans and guidance counselors

Target Dates or Schedule

Continuous, throughout the school year.

Evidence of Completion

Use of Connect Orange school messenger phone call reports. Email verification, completion of communication.

Plan to Monitor Effectiveness of G9.B2.S1

Feedback from teachers. Emails showing contact change requests.

Person or Persons Responsible

Deans and guidance counselors

Target Dates or Schedule

Continuous, throughout the school year.

Evidence of Completion

Connect Orange school messenger phone call reports. Email verification. Decrease in frequency of unsuccessful communication and contact requests.

G9.B3 Lack of teacher knowledge as it relates to behavioral management processes

G9.B3.S1 Train teachers on disciplinary protocol.

Action Step 1

Powerpoint presentation providing teacher expectations as it relates to classroom management, referral process.

Person or Persons Responsible

Deans

Target Dates or Schedule

Pre-planning week. Midway through the school year. Periodic email throughout school year.

Evidence of Completion

Staff sign in sheets. Outlook email verification. PD calendar

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Observation. Attendance in presentations.

Person or Persons Responsible

Deans

Target Dates or Schedule

Quarterly. Periodic. Bi-annual.

Evidence of Completion

Staff sign-in sheets. Observation.

Plan to Monitor Effectiveness of G9.B3.S1

Staff sign-in sheets. Teacher specific referral data.

Person or Persons Responsible

Deans

Target Dates or Schedule

Quarterly, continuous throughout the year.

Evidence of Completion

Observation. Staff Sign-in sheets.

G10. Improve Algebra readiness and proficiency.

G10.B1 Not enough checks for understanding and monitoring of student comprehension during instructional delivery.

G10.B1.S1 Teachers will work collaboratively to create common assessments and ensure that curriculum is taught in an efficient and productive manner.

Action Step 1

Carnegie learning implemented in the classroom and in lesson plans. Lesson plans that are in unison as a team and on pace to complete course expectation prior to the EOC.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans

Action Step 2

PLC meeting, PD in Carnegie learning and new software to assist in determining learning weaknesses and providing additional instructional support.

Person or Persons Responsible

Instructional Coach, Math Department chair and Assistant Principal

Target Dates or Schedule

Tuesday, Wednesday and Thursday common plan and PLC meetings.

Evidence of Completion

PLC meeting notes, Carnegie PD agendas or sign-in sheets.

Facilitator:

Carnegie Learning from OCPS District and Instructional Coach.

Participants:

Instructional Coach, Math Department chair and Assistant Principal

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Common planning notes, EOC benchmark data discussions, classroom observations

Person or Persons Responsible

Instructional coach, Math Department chair, Assistant Principal

Target Dates or Schedule

Weekly monitoring via email and conferences.

Evidence of Completion

Lesson plans and classroom observation feedback.

Plan to Monitor Effectiveness of G10.B1.S1

PLC discussions and data chats.

Person or Persons Responsible

Instructional Coach, Math Department chair, Assistant Principal.

Target Dates or Schedule

Weekly and monthly.

Evidence of Completion

Program data analysis, data chat agendas or notes

G11. Improve school's instructional support structure for students.

G11.B1 Significant number of students require additional support in the content area and reading classrooms. Teachers are not using the school-wide intervention system effectively, therefore missing opportunities for early intervention

G11.B1.S1 • Re-train teachers on the intervention process • Use PLC's to examine the intervention process – when and how to request interventions • Use PLC's to continue to develop the gradual release model in their instruction • Instructional coaches encourage teachers to request specific interventions early, at the moment an academic concern becomes apparent

Action Step 1

Instructional coaches provide continued training to curriculum leaders on the intervention process and the "Gradual Release Instructional Delivery Model".

Person or Persons Responsible

Shannon Sacher, Literacy Coach; Ernie Morris, Math/Science Coach; Kelly Delaney, all classroom teachers

Target Dates or Schedule

Training on the intervention process and gradual release model will be presented at a Curriculum Leaders meeting to occur within the first 30 days of school. Curriculum leaders will then immediately share information from the training and provide support on the intervention process to their PLC's immediately.

Evidence of Completion

Training sign-in sheets for curriculum leaders, curriculum leaders will submit PLC sign-in sheets and minutes to instructional coaches as proof of department training on gradual release and intervention process.

Facilitator:

Instructional coaches, CRT, curriculum leaders

Participants:

Shannon Sacher, Literacy Coach; Ernie Morris, Math/Science Coach; Kelly Delaney, CRT; Curriculum Leaders; school-wide PLC's; all classroom teachers

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Curriculum leaders use PLC's to provide continuing education and support to teachers on the intervention process and "Gradual Release Instructional Delivery Model".

Person or Persons Responsible

Curriculum leaders, school wide PLCs, all classroom teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC sign-in sheets and minutes, student achievement as monitored by data from formative, summative, and common assessments, benchmarks, FAIR, and SRI (for students in reading classes)

Plan to Monitor Effectiveness of G11.B1.S1

Classroom teachers utilize the intervention process effectively and use the "Gradual Release Instructional Delivery Model", and small group instruction in their classrooms.

Person or Persons Responsible

CRT, instructional coaches, curriculum leaders, school wide PLCs, all classroom teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student achievement data on assessments previously mentioned

G11.B1.S2 • Offer after-school tutoring opportunities • Offer extended media center hours • Educate parents and provide families with strategies for supporting their students at home

Action Step 1

Disseminate information about tutoring opportunities via campus advertising, social media outlets, and Connect Orange calls. Provide after-school tutoring and extended media center hours. Host a monthly educational parental involvement night.

Person or Persons Responsible

Tutoring Coordinator, Ernie Morris; Title I Parent Involvement Coordinator, Bethany Chappetta; Classroom teachers participating in after-school tutoring

Target Dates or Schedule

Title 1 parent involvement events will be conducted month, tutoring will begin in October and will be offered weekly, extended media center hours will begin in September and will be offered two times per week.

Evidence of Completion

Student attendance for tutoring; extended media hours turnout; sign-in sheets at parent events

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Tutoring and media center observations, formative and summative assessments, teacher data chats

Person or Persons Responsible

Tutoring coordinator and Title I Parent Events Coordinator, Literacy Coach, instructional coaches, APs and principal

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

Tutoring and extended media center hours sign-in sheets and attendance reports. Data from formative, summative assessments, notes from data chats

Plan to Monitor Effectiveness of G11.B1.S2

Common assessments, FAIR, and SRI (for students in reading classes), parent surveys for Title I parent events

Person or Persons Responsible

Tutoring and Title I Coordinators, Literacy Coach, APs, and Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student growth, increase in parent participation at Title I events

G12. Increase number of STEM related projects and field trips.

G12.B1 Lack of STEM funding for courses (tools/equipment, software, and hardware), and high consumable usage.

G12.B1.S1 Write grants and attend grant writing workshops in order to take advantage of funding sources.

Action Step 1

Grant writing professional developments and funding source/agencies that award grants.

Person or Persons Responsible

William Young, science curriculum leader; Edwin Guzman, Project Lead the Way Coordinator.

Target Dates or Schedule

Ongoing

Evidence of Completion

Continued reduction of the cost of offering STEM courses to Freedom Middle School students.

Facilitator:

Northrop Grumman

Participants:

William Young, science curriculum leader; Edwin Guzman, Project Lead the Way Coordinator.

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Increase in field trips and projects that showcase STEM program to encourage increased student enrollment.

Person or Persons Responsible

William Young and Edwin Guzman

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Night, increased field trips and parent/student involvement activities and labs.

Plan to Monitor Effectiveness of G12.B1.S1

Labs and projects

Person or Persons Responsible

William Young and Edwin Guzman

Target Dates or Schedule

Ongoing

Evidence of Completion

Decreased cost of student participation and increase in displays and activities from STEM participants.

G13. Increase parent involved in after school events and activities.

G13.B1 Students feel a lack of disconnect from a group or organization, due to a lack of parental engagement in school activities or loss of communication.

G13.B1.S1 Offer a variety of after school activities designed to engage both students and parents in an effort to bridge the gap and rebuild communication within the household.

Action Step 1

Parent Involvement Survey

Person or Persons Responsible

Bethany Chappetta, Media Specialist

Target Dates or Schedule

September 2014

Evidence of Completion

Completed survey

Action Step 2

Parental Involvement Plan

Person or Persons Responsible

Bethany Chappetta, Media Specialist; Shannon Sacher, Literacy Coach, Kelly Delaney, CRT, Kevin Epifano, Social Studies Instructor; Justin Muenker, Curriculum Leader; Melissa Munnerlyn, Science Instructor; parents

Target Dates or Schedule

September 2014

Evidence of Completion

Completed Plan

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Monthly events

Person or Persons Responsible

Bethany Chappetta, Media Specialist; Shannon Sacher, Literacy Coach; Kelly Delaney, CRT; Dusty Johns, Principal, Kevin Epifano, Social Studies Instructor; Justin Muenker, Social Studies Curriculum Leader; Melissa Munerlyn and Beth Wile, Science Instructors

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets, parent feedback forms

Plan to Monitor Effectiveness of G13.B1.S1

Participation data, survey data

Person or Persons Responsible

Bethany Chappetta, Media Specialist; Shannon Sacher, Literacy Coach; Kelly Delaney, CRT; Dusty Johns, Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-n sheets

G13.B1.S2 Offer at least one AVID parent night a quarter that promotes college readiness and culturally relevant strategies to increase parent engagement.

Action Step 1

Events through the AVID program

Person or Persons Responsible

Media Specialist (Bethany Chappetta), CRT (Kelly Delaney), AVID Coordinator (Naema Marr), CTE Instructor (Yukeeba Mays)

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in sheets and Hand outs

Plan to Monitor Fidelity of Implementation of G13.B1.S2

Collect Participation Data and Analyze survey data

Person or Persons Responsible

Media Specialist (Bethany Chappetta), AVID Coordinator (Naema Marr), and Principal (Dusty Johns)

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in sheets and Survey data

Plan to Monitor Effectiveness of G13.B1.S2

Review and reflection of events and Analyze participation data

Person or Persons Responsible

Media Specialist (Bethany Chappetta), AVID Coordinator (Naema Marr), and CTE Instructor (Yukeeba Mays)

Target Dates or Schedule

Quarterly

Evidence of Completion

Adjusted events based on feedback and participation

G13.B1.S3 Communicate with families using a variety of methods to ensure proper notice of upcoming events.

Action Step 1

Emails, Facebook, Twitter, Connect Ed, P-Eye, Website, Newsletters

Person or Persons Responsible

Principal (Dusty Johns), Media Specialist (Bethany Chappetta), Dean (Gary Brazley), CCT (Elizabeth Pagan)

Target Dates or Schedule

Monthly

Evidence of Completion

Copies or screenshots of communications

Plan to Monitor Fidelity of Implementation of G13.B1.S3

Consistent communication through a variety of means

Person or Persons Responsible

Media Specialist (Bethany Chappetta), Principal (Dusty Johns), Deans (Gary Brazley and Robert Walker), CCT (Elizabeth Pagan)

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Connect Ed logs and Sign in sheets

Plan to Monitor Effectiveness of G13.B1.S3

Surveys and Parent attendance

Person or Persons Responsible

Media Specialist (Bethany Chappetta) and Principal (Dusty Johns)

Target Dates or Schedule

Monthly

Evidence of Completion

Survey data and Sign in sheets

G13.B2 Low parental involvement.

G13.B2.S1 Increase membership in parent organizations (PTSA - Parent, Teacher, Student Association; SAC - School Advisory Committee; and PIC - Parental Involvement Committee through community outreach.

Action Step 1

Emails, Facebook, Twitter, School website, Incentive programs

Person or Persons Responsible

Bethany Chappetta, Stephanie Garland, Shannon Battoe, Dusty Johns, Franita Poke, PTSA President, SAC President

Target Dates or Schedule

Monthly

Evidence of Completion

Higher attendance and membership numbers

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Sign-in sheets and volunteer hours

Person or Persons Responsible

Bethany Chappetta, Stephanie Garland, Naema Marr, Dusty Johns, PTSA President, SAC President

Target Dates or Schedule

Monthly

Evidence of Completion

Increased number of participants from last year.

Plan to Monitor Effectiveness of G13.B2.S1

Collect participation data and analyze parent surveys

Person or Persons Responsible

Bethany Chappetta, Naema Marr, Stephanie Garland, Dusty Johns, PTSA President, SAC President

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed forms, sign-in sheets, and ADDitions volunteer reports

G13.B2.S2 Distribute surveys to assess parent interest in volunteer opportunities at Freedom Middle School.

Action Step 1

Parent interest surveys

Person or Persons Responsible

Bethany Chappetta, Stephanie Garland, Naema Marr

Target Dates or Schedule

1st and 2nd semester

Evidence of Completion

Survey data

Plan to Monitor Fidelity of Implementation of G13.B2.S2

Monitor survey results and adjust for desired outcomes

Person or Persons Responsible

Bethany Chappetta, Stephanie Garland, Naema Marr

Target Dates or Schedule

Each semester

Evidence of Completion

High number of completed surveys and greater participation in volunteering

Plan to Monitor Effectiveness of G13.B2.S2

Collected participation data and analyze parent surveys

Person or Persons Responsible

Bethany Chappetta, Naema Marr, Stephanie Garland

Target Dates or Schedule

Each semester

Evidence of Completion

Sign in sheets, ADDitions volunteer reports, parent survey forms

G13.B2.S3 Distribute surveys to assess parental availability and preferences for school events and activities.

Action Step 1

Parent survey

Person or Persons Responsible

Bethany Chappetta and Shannon Sacher

Target Dates or Schedule

September 2013

Evidence of Completion

Survey results

Plan to Monitor Fidelity of Implementation of G13.B2.S3

Collect Participation data and Analyze parent surveys

Person or Persons Responsible

Bethany Chappetta and Shannon Sacher

Target Dates or Schedule

September/October 2013

Evidence of Completion

Parent survey forms

Plan to Monitor Effectiveness of G13.B2.S3

Events based on survey results

Person or Persons Responsible

Bethany Chappetta

Target Dates or Schedule

Monthly

Evidence of Completion

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: In order to improve the academic achievement of our disadvantaged students, we have in place a mentoring program where faculty and staff are carefully matched with an at-risk or disadvantaged student. The mentor serves as a role model and academic coach, assisting students with goal-setting, conflict resolution, and good organizational skills and study habits.

Title I, Part C- Migrant: In order to improve academic achievement of our migrant students, we have two bilingual paraprofessionals to assist with our English Language Learners and non-english speaking students. Our bilingual paraprofessionals are scheduled into the classroom to provide in-class (or pull-out) instructional support to these students at least on a weekly basis.

Title I, Part D: In order to improve the academic achievement of our neglected and delinquent students, each grade-level guidance counselor monitors the students and provides targeted education and prevention programs and materials including suicide prevention, teen dating abuse and violence prevention, and anti-bullying education to those students in need. These services/programs are available through our guidance department to all students on campus, with a priority focus on our neglected and delinquent students.

Title II: Teachers will participate in professional development that will focus on Professional Learning Communities (content areas), Lesson Study, and Common Core.

Title III: None

Title X- Homeless: One of our guidance counselors is designated as our Homeless Coordinator, facilitating/ coordinating the following services: information on shelters, food pantries, clothing assistance, school supplies, medical services, mental health services, and possible assistance with utility bills. She also coordinates with the Orange County Public Schools (OCPS) social worker, acts as a liaison with the McKinney Vento Act (MVP), assists with bus services for MVP students, and monitors the compliance of applying the MVP law for our homeless population. We are able to use a voucher program for the MVP students for school functions and field trips. Our Homeless Coordinator informs the faculty, as appropriate, with the approval of MVP students and their families.

Supplemental Academic Instruction (SAI): Used to purchase 1.29 positions for intensive reading, which will assist in building the academic foundation of our lowest 25%.

Violence Prevention Programs: None

Nutrition Programs: All students receive free breakfast.

Housing Programs: None

Head Start: None

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. Strengthen students' reading proficiency through increased use of informational and complex text.

G1.B1 • Lack of sufficient rigor in core classes • Content area classes lack sufficient use of informational text • Content area classes lack sufficient use of complex text

G1.B1.S1 • Require PLC's to examine and increase the level of rigor in lesson plans through the implementation of Common Core State Standards (CCSS) • Increase the amount of informational text used in content area classes • Provide teachers with professional development centered on the use of informational text in the content areas • Encourage teachers to choose higher complexity texts in their lesson plans

PD Opportunity 1

PLC's focus on increasing rigor; conversations and common planning meetings are data-driven. Literacy Coach provides PD for choosing sufficiently complex, informational text. Professional development is provided to PLC's through Literacy Coach and/or curriculum leaders for incorporating close-reads and evidence-based writing into curriculum to increase rigor.

Facilitator

CRT, instructional coaches, curriculum leaders

Participants

Shannon Sacher, Literacy Coach; Donna Seifert, Reading Curriculum Leader; Amelia Wilson, Language Arts Curriculum Leader; reading PLC's; language arts PLC's

Target Dates or Schedule

PLC's meet 4 times per month. Professional development (PD) provided monthly to whole faculty. Teachers attend additional PD opportunities provided by the district when possible.

Evidence of Completion

Close reads and evidence-based writing activities will appear in reading and language arts lesson plans and will be present in classroom walk-throughs and informal observations.

G4. Improve writing proficiency through evidence-based writing instruction and the use of Document-based Questions (DBQs).

G4.B1 Teachers who have not been DBQ trained, lack the knowledge and strategies to incorporate evidence based writing into their content areas.

G4.B1.S1 Provide professional development to all teachers incorporating evidence-based writing into their content areas.

PD Opportunity 1

Train the teachers in the use of DBQs.

Facilitator

CRT and social studies curriculum leader

Participants

All teachers

Target Dates or Schedule

September-December

Evidence of Completion

Training schedules, training agendas, sign-in, teacher reflection

G4.B2 There is an inconsistent level of evidence based writing in the classroom.

G4.B2.S1 Provide professional development to all teaches to incorporate AVID WICOR strategies into their content area.

PD Opportunity 1

Train teachers in the use of WICOR strategies

Facilitator

AVID Coordinator and CRT

Participants

All teachers

Target Dates or Schedule

December - March

Evidence of Completion

Training schedule, training agendas, sign-in, and teacher reflection

G7. Increase teacher effectiveness of instructional math supports.

G7.B1 New programs will require technological support and understanding to implement with success.

G7.B1.S1 Professional development involving training on math software and related programs.

PD Opportunity 1

Utilize software reports to analyze student data

Facilitator

Rebecca Watson and current District Personnel

Participants

Math personnel.

Target Dates or Schedule

Continuous throughout the school year.

Evidence of Completion

Teachers submit in-service points to CRT.

G10. Improve Algebra readiness and proficiency.

G10.B1 Not enough checks for understanding and monitoring of student comprehension during instructional delivery.

G10.B1.S1 Teachers will work collaboratively to create common assessments and ensure that curriculum is taught in an efficient and productive manner.

PD Opportunity 1

PLC meeting, PD in Carnegie learning and new software to assist in determining learning weaknesses and providing additional instructional support.

Facilitator

Carnegie Learning from OCPS District and Instructional Coach.

Participants

Instructional Coach, Math Department chair and Assistant Principal

Target Dates or Schedule

Tuesday, Wednesday and Thursday common plan and PLC meetings.

Evidence of Completion

PLC meeting notes, Carnegie PD agendas or sign-in sheets.

G11. Improve school's instructional support structure for students.

G11.B1 Significant number of students require additional support in the content area and reading classrooms. Teachers are not using the school-wide intervention system effectively, therefore missing opportunities for early intervention

G11.B1.S1 • Re-train teachers on the intervention process • Use PLC's to examine the intervention process – when and how to request interventions • Use PLC's to continue to develop the gradual release model in their instruction • Instructional coaches encourage teachers to request specific interventions early, at the moment an academic concern becomes apparent

PD Opportunity 1

Instructional coaches provide continued training to curriculum leaders on the intervention process and the "Gradual Release Instructional Delivery Model".

Facilitator

Instructional coaches, CRT, curriculum leaders

Participants

Shannon Sacher, Literacy Coach; Ernie Morris, Math/Science Coach; Kelly Delaney, CRT; Curriculum Leaders; school-wide PLC's; all classroom teachers

Target Dates or Schedule

Training on the intervention process and gradual release model will be presented at a Curriculum Leaders meeting to occur within the first 30 days of school. Curriculum leaders will then immediately share information from the training and provide support on the intervention process to their PLC's immediately.

Evidence of Completion

Training sign-in sheets for curriculum leaders, curriculum leaders will submit PLC sign-in sheets and minutes to instructional coaches as proof of department training on gradual release and intervention process.

G12. Increase number of STEM related projects and field trips.

G12.B1 Lack of STEM funding for courses (tools/equipment, software, and hardware), and high consumable usage.

G12.B1.S1 Write grants and attend grant writing workshops in order to take advantage of funding sources.

PD Opportunity 1

Grant writing professional developments and funding source/agencies that award grants.

Facilitator

Northrop Grumman

Participants

William Young, science curriculum leader; Edwin Guzman, Project Lead the Way Coordinator.

Target Dates or Schedule

Ongoing

Evidence of Completion

Continued reduction of the cost of offering STEM courses to Freedom Middle School students.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G13.	Increase parent involved in after school events and activities.	\$5,761
	Total	\$5,761

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
Title I	\$5,761	\$5,761
Total	\$5,761	\$5,761

Budget Details

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

G13. Increase parent involved in after school events and activities.

G13.B1 Students feel a lack of disconnect from a group or organization, due to a lack of parental engagement in school activities or loss of communication.

G13.B1.S1 Offer a variety of after school activities designed to engage both students and parents in an effort to bridge the gap and rebuild communication within the household.

Action Step 2

Parental Involvement Plan

Resource Type

Other

Resource

Food sources, Title I team (manpower), parents and Partners in Education (PIE) for services, office/paper needs, technology needs, time on the calendar for the event and planning, and money

Funding Source

Title I

Amount Needed

\$5,761