



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Shelley S. Boone Middle School

225 22ND ST S

Haines City, FL 33844

863-421-3302

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

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 94%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 83%

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## School Grades History

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<b>2013-14</b> F	<b>2012-13</b> D	<b>2011-12</b> F	<b>2010-11</b> D	<b>2009-10</b> C
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## SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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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**

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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**

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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**

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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**

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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**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	3	Ella Thompson

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Shelley S. Boone Middle School

##### Principal

Kathryn Raub

##### School Advisory Council chair

Gary Robertson

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

Name	Title
Kathryn L. Raub	Principal
Brad Tarver	Assistant Principal
Enrique Gutierrez	Assistant Principal
Monica Arocha	School Psychologist
Heather Mankowski	Math Lead Teacher
Brandon Lane	Social Studies Lead Teacher
Jacque Hackney	Science Coach
Cynthia Torres	Reading Coach
Kenneth Iames	Dean
Lateria Montgomery	Dean
Christy Aycock	Parent Involvement/Title One
Mary Pat Boggs	LEA Facilitator
Mable Livingston	Language Arts Lead Teacher

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

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

#### Membership of the SAC

Gary Robertson, Community Member; SAC Chair

Derrick Whitman, Community Member; SAC Co-Chair

Christy Aycock, Parent Involvement; Secretary  
Kimberly Floyd, Business Partner  
Wes Belisle, Business Partner  
David Forbes, Community Member  
Lorrie Vierbickas, Community Member  
Elsie Bentley, Grandparent  
Rhonda Bentley, Parent  
Tonya Clayton, Parent  
Gareste Zamor, Parent  
Cheryce Harris, Teacher  
Chris Scott, Teacher  
Kathy Raub, Principal  
Jeanette Rios, Teacher  
Jefferey Vierbickas, Former Student  
Student Representatives TBA

**Involvement of the SAC in the development of the SIP**

One of the major duties of the SAC is to play an active part in contributing to and monitoring the School Improvement process. Throughout the school year, elements of the SIP are presented, reviewed, discussed and monitored for overall effectiveness.

**Activities of the SAC for the upcoming school year**

Assist the school with increasing parent and community involvement in the school. SAC will also assist in recognizing student achievement throughout the school year.

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

Student Incentives- 100% of the School Improvement Funds

**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:**

<b>Kathryn Raub</b>		
Principal	Years as Administrator: 4	Years at Current School: 2
<b>Credentials</b>	<p>BS—Elementary Education, University of Central Florida                  MS-- Educational Leadership, Nova Southeastern University</p>	
<b>Performance Record</b>	<p>Assistant Principal of Boone Middle School 2012-2013: Grade D, Reading Mastery: 35%, Math Mastery: 35%, Writing Mastery: 27%, Science Mastery: 28%</p> <p>Assistant Principal of Jewett School of the Arts 2011-2012: Grade A, Reading Mastery: 66%, Math Mastery: 58%, Writing Mastery: 93%, Science Mastery: 44%.</p> <p>Assistant Principal of Jewett School of the Arts 2010-2011: Grade C, Reading Mastery: 75%, Math Mastery: 67%, Science Mastery: 42%, Writing Mastery: 90%, AYP: 82%, Black and Economically Disadvantaged students did not make AYP in reading. White, Black and Economically Disadvantaged students did not make AYP in math.</p> <p>Assistant Principal of Jewett School of the Arts 2009-2010: Grade B, Reading Mastery: 77%, Math Mastery: 70%, Science Mastery: 51%, Writing Mastery: 85%, AYP: 87%, Black and Economically Disadvantaged students did not make AYP in math.</p>	

<b>Brad Tarver</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	<p>BS--Psychology, Florida A&amp;M University; MS- School Guidance, Webster University; EDs - Educational Leadership, Argo University</p>	
<b>Performance Record</b>	<p>Assistant Principal of Boone Middle School 2012-2013: Grade D, Reading Mastery: 35%, Math Mastery: 35%, Writing Mastery: 27%, Science Mastery: 28%</p> <p>Guidance Counselor of Daniel Jenkins Academy in 2011-2012: Grade A, Reading Mastery: 61%, Math Mastery: 58%, Writing Mastery: 89%, Science Mastery: 50%.</p>	



<b>Enrique Gutierrez</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 2
<b>Credentials</b>	BS – Elementary Education, University of South Florida; MS- Educational Leadership, University of South Florida	
<b>Performance Record</b>	Assistant Principal of Boone Middle School 2012-2013: Grade D, Reading Mastery: 35%, Math Mastery: 35%, Writing Mastery: 27%, Science Mastery: 28% Assistant Principal of Dundee Ridge Middle School 2011-2012: Grade C, Reading Mastery: 45%, Math Mastery: 40%, Writing Mastery: 70%, Science Mastery: 29%.	

**Instructional Coaches**

<b># of instructional coaches</b>	2
<b># receiving effective rating or higher</b>	(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Cynthia Torres</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BA- English Literature, Rutgers University; MS- Reading and ESOL, Stetson University Certified in English 6-12, Reading K-12, ESOL K-12 and Gifted Endorsement	
<b>Performance Record</b>	Literacy Coach at Boone Middle School 2012-2013: Grade D, Reading Mastery: 35%, Writing Mastery: 27%	

<b>Jacque Hackney</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 5
<b>Areas</b>	Mathematics, Science	
<b>Credentials</b>	B.S. Chemistry and Science Education – Findlay University, Findlay, OH Certifications- Middle School Math and Science grades 5-9	
<b>Performance Record</b>	Science Coach at Boone Middle School 2012-2013: Grade D, Science Mastery: 28%	

**Classroom Teachers**

**# of classroom teachers**

62

**# receiving effective rating or higher**

62, 100%

**# Highly Qualified Teachers**

58%

**# certified in-field**

44, 71%

**# ESOL endorsed**

15, 24%

**# reading endorsed**

11, 18%

**# with advanced degrees**

19, 31%

**# National Board Certified**

1, 2%

**# first-year teachers**

7, 11%

**# with 1-5 years of experience**

19, 31%

**# with 6-14 years of experience**

21, 34%

**# with 15 or more years of experience**

15, 24%

**Education Paraprofessionals**

**# of paraprofessionals**

9

**# Highly Qualified**

9, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

All teachers will participate in: PEC, New Teacher training, AIF facilitators coaching, Learning Focused Professional Development, PBS/Rtl training, Weekly PLCs and planning meetings. Coaches will observe and model instruction for new teachers and provide opportunities for continuous professional development through PLCs.

### **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**

All teachers will participate in: PEC, New Teacher training, AIF facilitators coaching, Learning Focused Professional Development, PBS/Rtl training, Weekly PLCs and planning meetings. Coaches will observe and model instruction for new teachers and provide opportunities for continuous professional development through PLCs.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

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 School Based Leadership Team meets on a weekly basis to monitor the effectiveness of our core instruction and to allocate appropriate resources needed to improve our students' achievement. We utilize a rotating schedule to ensure that all areas are able to be addressed at least monthly. The SBLT identifies any areas of concern by analyzing our trend data in the areas of reading, math, science, writing, behavior and attendance. We then identify what our barriers are and what strategies to put in place to address these barriers. During our weekly meetings we monitor the effectiveness of our strategies by looking at progress monitoring data and determining if the rate of progress is sufficient to close the current performance gap. If the rate of progress is insufficient we go back through the problem-solving process to determine what adjustments need to be made.

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

Kathryn Raub (Principal), Brad Tarver (Assistant Principal) and Enrique Gutierrez (Assistant Principal) are responsible for monitoring the fidelity of the MTSS process and implementation of strategies listed on our SIP. They also allocate resources and determine what additional supports are needed for our teachers. Monica Arocha (School Psychologist) acts as our data analyst and MTSS specialist to facilitate the problem-solving process and aid in progress monitoring of our academic, behavior, and attendance systems. Cynthia Torres and Jacque Hackney are Academic Intervention Facilitators that conduct PLCs and provide professional development to teachers within their subject area. Heather Mankowski, Brandon Lane, and Mable Livingston are Lead Teachers that communicate what strategies are being used in the classroom and report any updates within their subject areas. Kenneth Iames and Lateria Montgomery are Deans and provide feedback about discipline concerns on our campus.

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

The Academic Intervention Facilitators and Lead Teachers provide feedback to the leadership team regarding what PLC's have taken place and what strategies should be able to be observed in the

classroom. Administration then conducts walk-throughs to monitor the fidelity of implementation present in each classroom and address any areas of deficiency.

**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**

In Reading, FAIR data is utilized to monitor the effectiveness of core instruction and to provide diagnostic information regarding what skills to target for supplemental and intensive supports for students who are below grade-level expectations. In Math and Science, the Discovery Education Assessment is utilized at the core level to monitor the effectiveness of all students and provide additional diagnostic information needed to provide supplemental and intensive interventions. In Writing, teachers utilize writing prompts provided by the district to monitor the effectiveness of core instruction.

The following data is used to monitor the progress of our behavior and attendance systems at the core, supplemental and intensive level:

Behavior:

Core-

Average number of referrals per day by month (in comparison to previous years as well).

Number of OSS days given and number of students with an OSS (this data is pulled monthly to track the trend in relation to our SIP goal).

Referrals by problem behavior, time and location.

PBS benchmarks of quality as well as monthly PBS event student participation data.

Supplemental-

Students receiving tier II behavior interventions are monitored by the rate of change in the number of discipline referrals they receive. Their academic and attendance data is also monitored to see if the behavior intervention is impacting these areas in addition to their discipline rate.

Intensive-

At the tier III level, the Problem Solving Team conducts a Functional Behavior Assessment that is then used to develop an individualized Behavior Intervention Plan (BIP). Once the BIP is put in place, the student's progress is monitored through the use of rating scales, point sheets, and observational data.

Attendance:

Core-

Monthly attendance rate in comparison to the district and our SIP goal.

Number and percentage of students with 10+ days absent and tardy (this data is pulled monthly to track the trend in relation to our SIP goal).

Supplemental and Intensive-

At the supplemental and intensive level, the student's monthly attendance rate is pulled to track the rate of their progress in relation to their individualized goal as well as the previous year's attendance data.

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

The leadership team has been provided professional development regarding the Problem-Solving/Multi-Tiered System of Support process by the School Psychologist assigned to the school and state DA personnel. Ongoing professional development is being provided throughout the year to the faculty in order to build understanding and capacity in data-based problem solving. Presentations are also given to members of the SAC to help our parents understand the process and monitor our students' progress.

**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: Summer Program**

**Minutes added to school year: 9,360**

Utilizing the E2020 computer lab, credit recovery and excelleration is focused on with our students. Students are working in all academic areas to be successful. Students are prioritized based on grade level and needs.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

E2020 data is collected throughout the summer to monitor the effectives of the program.

**Who is responsible for monitoring implementation of this strategy?**

E2020 instructors and assistant principal of curriculum.

**Strategy: Weekend Program**

**Minutes added to school year: 1,440**

FCAT Saturday Camp is implemented to focus on reading, math, writing, and science instruction. Students are prioritized based on prior years FCAT data and ongoing assessments throughout the year. High performing teachers are selected to teach during the FCAT Saturday camp to offer intensive instruction in targeted academic areas. Students are encouraged to attend and incentives are offered for attendance and participation. Students are placed in groups based on current data collected. Students may attend one or two sessions based on current academic needs.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

A pre and post test is administered during the FCAT Saturday Camp to monitor the effectiveness of this strategy as well as FCAT data.

**Who is responsible for monitoring implementation of this strategy?**

Administration

**Literacy Leadership Team (LLT)**

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

Name	Title
Kathryn L. Raub	Principal
Brad Tarver	Assistant Principal
Cynthia Torres	Reading Coach

Name	Title
Mable Livingston	Language Arts Lead Teacher
Rebecca Painter	Media Specialist

### **How the school-based LLT functions**

The literacy leadership team meets weekly to discuss the implementation of effective high yielding strategies in all classrooms. The function of the team is to ensure that all teachers have the proper resources to implement all strategies with fidelity.

### **Major initiatives of the LLT**

The major initiatives of the LLT will be to ensure the implementation of extended reading passages across all content areas, implementation of distributive summarizing, HOT questions, and appropriate vocabulary instruction .

## **Every Teacher Contributes to Reading Instruction**

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

Every teacher is responsible for teaching reading and supporting literacy goals for the entire school. Each teacher must include a reading goal in his/her Individual Professional Growth Plan. Our Reading Coach, Cynthia Torres, provides teacher support and professional development for our new teachers to ensure the proper implementation of reading strategies across the content areas. All students are required to have 20 minutes of SSR daily. Implementation of extended reading passages will be required in all content areas. All teachers will participate in PLCs that will include a book study focusing on literacy strategies. All academic teachers other than the reading and math teachers will implement the use of Comprehensive Instructional Strategies Model (CISM) with content-specific text.

## **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**

Each year our 8th grade students attend the WE EXPO to learn about college and career planning and to be exposed to all of the career academies offered at our local High Schools. We currently offer four technology courses that are career readiness classes.

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

We currently have the school guidance counselors meet with students to discuss the courses offered and what offerings best fit the needs and interests of each student. Students are placed in classes based on these discussions.

### **Strategies for improving student readiness for the public postsecondary level**

## 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	45%	35%	No	51%
American Indian				
Asian				
Black/African American	35%	21%	No	42%
Hispanic	43%	38%	No	48%
White	58%	33%	No	63%
English language learners	37%	34%	No	43%
Students with disabilities	35%	5%	No	42%
Economically disadvantaged	43%	34%	No	49%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	21%	29%
Students scoring at or above Achievement Level 4	93	12%	21%

#### 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>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	483	62%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	499	64%	68%

**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)	144	58%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	66	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	88	35%	42%

**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	66	25%	33%
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	37%	35%	No	43%
American Indian				
Asian				
Black/African American	28%	24%	No	36%
Hispanic	36%	35%	No	42%
White	48%	40%	No	53%
English language learners	30%	32%	Yes	37%
Students with disabilities	31%	7%	No	38%
Economically disadvantaged	36%	33%	No	42%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	186	24%	32%
Students scoring at or above Achievement Level 4	71	9%	18%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		60%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	522	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	592	76%	78%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	31	12%	21%
Middle school performance on high school EOC and industry certifications	29	86%	87%

**High School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%	87%	Yes	43%
American Indian				
Asian				
Black/African American	28%	6%	No	36%
Hispanic	36%	58%	Yes	42%
White	48%	19%	No	53%
English language learners	30%	14%	No	37%
Students with disabilities	31%	58%	Yes	38%
Economically disadvantaged	36%	87%	Yes	42%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	77%	79%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		18%

**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	46	18%	26%
Students scoring at or above Achievement Level 4	18	7%	16%

**Florida Alternate Assessment (FAA)**

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

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		6
Participation in STEM-related experiences provided for students	57	22%	30%

**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	127	16%	14%
Students who fail a mathematics course	22	3%	0%
Students who fail an English Language Arts course	6	0%	0%
Students who fail two or more courses in any subject	39	4%	0%
Students who receive two or more behavior referrals	192	25%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	309	40%	34%

**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**

This year's parental involvement activities include: orientation, open house, Title One mtg, All Pro Dads (meets monthly), IMoms (meets monthly), science night, Fall into Reading night, Lunch with a Loved One, Showcase Boone, and a writing night.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parent involvement on campus	545	69%	72%

## Goals Summary

- G1.** Create a culture whereby teachers and students adhere to the school's tardy and attendance policies.
- G2.** Teachers will develop lessons that focus on standards based instruction.
- G3.** Teachers will deliver engaging and rigorous standards based lessons.

## Goals Detail

**G1.** Create a culture whereby teachers and students adhere to the school's tardy and attendance policies.

### Targets Supported

#### Resources Available to Support the Goal

- Attendance Manager
- Pinnacle
- Student Incentives and Recognition
- Social Worker
- Guidance Counselors
- School Psychologist
- tardy and attendance policy

#### Targeted Barriers to Achieving the Goal

- Accurate Record Keeping
- Teachers not Taking Attendance and Marking Tardies

### Plan to Monitor Progress Toward the Goal

Review Pinnacle Data and Monthly Attendance Data

#### Person or Persons Responsible

Leadership Team, Attendance Manager, and Administration

#### Target Dates or Schedule:

9/19/13, 10/17/13, 11/14/13, 12/19/13, 1/30/14, 2/27/14, 3/27/14, 5/1/14, 5/29/14

#### Evidence of Completion:

Increase in Attendance Rate and Decrease in Percentage of Students with 10+ days Absent/Tardies

## G2. Teachers will develop lessons that focus on standards based instruction.

### Targets Supported

#### Resources Available to Support the Goal

- Common Core Standards and Next Generation State Standards

#### Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge of the Standards
- Lack of time to develop quality lessons based on the standards

## Plan to Monitor Progress Toward the Goal

Instructional Coaches and Administration will monitor classrooms to make sure all lessons are standards based.

#### Person or Persons Responsible

Classroom Teachers, Instructional Coaches, and Administration

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Lesson Plans, Student Work Samples, Classroom Walkthroughs, Benchmark Assessments, and Ongoing Progress Monitoring Assessments

## G3. Teachers will deliver engaging and rigorous standards based lessons.

### Targets Supported

#### Resources Available to Support the Goal

- Lesson Study
- Collaborative Planning
- PLC's- PD 360
- Academic Coaches
- CPALMS
- Ongoing Assessments
- Technology
- Leveled Text
- ESOL Strategies

#### Targeted Barriers to Achieving the Goal

- Lack of Expectations (structure) of the Common Planning Time

## Plan to Monitor Progress Toward the Goal

Conduct classroom walkthroughs to monitor that standards based lessons are being planned for and taught in the classrooms.

**Person or Persons Responsible**

Academic Coaches and Administration

**Target Dates or Schedule:**

Ongoing throughout the Year

**Evidence of Completion:**

Lesson Plans, Observations, Student Work Samples, Classroom Walkthroughs, Benchmark Assessments, Ongoing Progress Monitoring Assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Create a culture whereby teachers and students adhere to the school's tardy and attendance policies.

**G1.B1** Accurate Record Keeping

**G1.B1.S1** Train teachers to properly take attendance each period of the day and code attendance correctly.

#### Action Step 1

PD on Pinnacle and how to properly take attendance. Train attendance manager to monitor attendance each period. Address coding attendance in Pinnacle; primarily the school related business code.

#### Person or Persons Responsible

Network Manager

#### Target Dates or Schedule

August 14, 2013

#### Evidence of Completion

Documentation in Pinnacle, Sign In Sheet from training

#### Facilitator:

Hugo Pascoa

#### Participants:

Network Manager, Teachers, Attendance Manager, and Administration

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

Have attendance manager monitor Pinnacle to make sure attendance has been taken within the first 5 minutes of each class.

#### **Person or Persons Responsible**

Attendance Manager and Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Attendance, Pinnacle Reports, and emails

### **Plan to Monitor Effectiveness of G1.B1.S1**

Monitor Pinnacle Reports, Early Warning System, and Monthly attendance reports to ensure that attendance is being taken and coded correctly each period of the day.

#### **Person or Persons Responsible**

Attendance Manager and Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Pinnacle Reports, Early Warning System Report, and Monthly Attendance Data

**G1.B1.S2** Have attendance manager monitor Pinnacle to make sure attendance has been taken within the first 5 minutes of class.

#### **Action Step 1**

Develop a plan with the attendance manager to monitor Pinnacle within the first 5 minutes of each period checking attendance.

#### **Person or Persons Responsible**

Attendance manager and backup, administration

#### **Target Dates or Schedule**

10/18/13

#### **Evidence of Completion**

Notes from meeting



## Plan to Monitor Fidelity of Implementation of G1.B1.S2

Notes from meeting on 10/13/13

### Person or Persons Responsible

Attendance Manager and Administration

### Target Dates or Schedule

10/13/13

### Evidence of Completion

Notes from administration

## Plan to Monitor Effectiveness of G1.B1.S2

Monitor Pinnacle Reports to ensure that attendance is taken correctly each day.

### Person or Persons Responsible

Attendance Manager and Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Pinnacle Reports

## G1.B4 Teachers not Taking Attendance and Marking Tardies

G1.B4.S1 Review the Attendance and Tardy Policy at Boone Middle School.

### Action Step 1

Review the school attendance and tardy policy at Boone Middle School and set expectations for the teachers regarding this policy.

### Person or Persons Responsible

Mrs. Raub

### Target Dates or Schedule

10/18/13

### Evidence of Completion

Sign in sheets, agenda, copy of the power point presentation from the meeting

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

Review comments from the discussion of the tardy and attendance policy at Boone. Provide a makeup session for those not in attendance on the 18th.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

10/21/13

**Evidence of Completion**

Agenda and sign in sheets

### **Plan to Monitor Effectiveness of G1.B4.S1**

Monitor hallways for tardies and monitor Pinnacle for absences.

**Person or Persons Responsible**

Attendance manager, deans, and administration

**Target Dates or Schedule**

Ongoing beginning 10/21/13

**Evidence of Completion**

Pinnacle Reports and observations

**G2. Teachers will develop lessons that focus on standards based instruction.**

**G2.B1 Lack of teacher knowledge of the Standards**

**G2.B1.S1** Use of the coaching cycle to build teacher knowledge of the Common Core and Next Generation State Standards.

**Action Step 1**

Build background knowledge of the NGSS and Common Core Standards.

**Person or Persons Responsible**

Instructional Coaches, Administration and all Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Lesson Plans, Student Work Samples, Classroom Walkthroughs, Agendas, Sign In Sheets

**Facilitator:**

Instructional Coaches

**Participants:**

Teachers, Instructional Coaches, and Administration

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

Ensure that the classroom lessons being planned are standards based.

**Person or Persons Responsible**

Instructional Coaches, Administrators

**Target Dates or Schedule**

Ongoing throughout the year

**Evidence of Completion**

Lesson Plans, Classroom Walkthroughs, Student Work Samples

## Plan to Monitor Effectiveness of G2.B1.S1

Monitor classrooms to ensure that standards based instruction is being planned for in the classrooms.

### Person or Persons Responsible

Instructional Coaches, Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Walkthroughs, Benchmark Assessment Data, Progress Monitoring Data, and FCAT Data

**G2.B1.S2** Professional development on CPALMS and how to effectively use it to plan a lesson and to enhance student engagement in the classroom.

### Action Step 1

Provide professional development on CPALMS

#### Person or Persons Responsible

Instructional Coaches

#### Target Dates or Schedule

10/30/13

#### Evidence of Completion

Sign In sheets and agenda

#### Facilitator:

Mrs. Hackney, Mrs. Torres, and Mrs. Mankowski

#### Participants:

All teachers and administration

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

Conduct lesson plan checks and classroom walkthroughs to monitor the CPALMS lesson.

#### **Person or Persons Responsible**

Classroom teachers, instructional coaches, and administration

#### **Target Dates or Schedule**

10/30/13 to 11/13/13

#### **Evidence of Completion**

Sign In Sheets, Agenda, Lesson Plans, Classroom Walkthroughs

### **Plan to Monitor Effectiveness of G2.B1.S2**

Hold PLC on 11/13/13 to discuss the use of the CPALMS lesson and the knowledge gained on how to develop standards based lessons from this activity.

#### **Person or Persons Responsible**

Classroom teachers, instructional coaches, and administration

#### **Target Dates or Schedule**

Ongoing beginning 11/13/13

#### **Evidence of Completion**

PLC minutes, sign in sheets, agenda, classroom walkthroughs and student work samples.

## **G2.B2** Lack of time to develop quality lessons based on the standards

### **G2.B2.S1** Common Planning Time

#### **Action Step 1**

Provide common planning time for teachers to plan standards based lessons.

#### **Person or Persons Responsible**

Teachers, Instructional Coaches

#### **Target Dates or Schedule**

Daily throughout the entire school year. The first and third Tuesday of the month are designated as collaborative planning by grade level, the 2nd Tuesday is planning by discipline, and the fourth Tuesday is for data planning by discipline. Half day planning is provided each nine weeks as well.

#### **Evidence of Completion**

Master Schedule, Lesson Plans, and Sign In Sheets

#### **Facilitator:**

Instructional Coaches/Department Heads, Administration

#### **Participants:**

Classroom Teachers, Instructional Coaches, Department Heads, and Administration

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

Effective use of common planning time

#### **Person or Persons Responsible**

Instructional Coaches and Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Master Schedule, School Calendar, Standards Based Lesson Plans, and Sign In Sheets

## Plan to Monitor Effectiveness of G2.B2.S1

Lessons being planned are standards based.

### Person or Persons Responsible

Instructional Coaches and Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Samples, Lessons Plans, and Classroom Walkthroughs

**G3.** Teachers will deliver engaging and rigorous standards based lessons.

## **G3.B8** Lack of Expectations (structure) of the Common Planning Time

**G3.B8.S1** Administration to meet with staff and set clear expectations for the common planning time; how the planning process looks, standards, curriculum maps, and model the planning process.

### Action Step 1

PLC on the Expectations of the Common Planning Time

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

9/27/13

#### Evidence of Completion

Agenda, Sign In Sheet, Power Point from presentation

#### Facilitator:

Mrs. Raub

#### Participants:

All staff

### Plan to Monitor Fidelity of Implementation of G3.B8.S1

Monitor common planning time

**Person or Persons Responsible**

Instructional coaches and administration

**Target Dates or Schedule**

Each Tuesday beginning 9/30/13

**Evidence of Completion**

minutes from planning time, observations of the process, sign in sheets

### Plan to Monitor Effectiveness of G3.B8.S1

Monitor lesson plans

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing through the school year

**Evidence of Completion**

Lesson Plans, observations in the planning times each Tuesday



## 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, funds school-wide services to Boone Middle School. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. Title I, Part A, funds school-wide services to Boone Middle School. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title 1, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II- Professional development resources are available to Title I schools through Title II funds. In addition,, School Technology Services provide technical support, technology training, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Boone Middle provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds.

Title III- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless- The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C. Supplemental Academic Instruction (SAI)- SAI funds will be coordinated with the Title I funds to provide after school math and reading support for all level 1 students who are able to participate. The summer Credit Retrieval program makes it possible for students to succeed and gain credit when it may not have been achieved in their regular classes during the school year. SES (Supplemental Educational Services) provides additional academic instruction for economically disadvantaged students for enhancement in Reading, Math, and Science.

Violence Prevention Programs- Boone Middle provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness. Many speakers are scheduled throughout the year to support making the right choices in life for our students. School safety is a major concern.

Nutrition Programs-Boone Middle is a location for a summer feeding program for the community.

Housing Programs- N/A

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

### G1. Create a culture whereby teachers and students adhere to the school's tardy and attendance policies.

#### G1.B1 Accurate Record Keeping

**G1.B1.S1** Train teachers to properly take attendance each period of the day and code attendance correctly.

##### PD Opportunity 1

PD on Pinnacle and how to properly take attendance. Train attendance manager to monitor attendance each period. Address coding attendance in Pinnacle; primarily the school related business code.

##### Facilitator

Hugo Pascoa

##### Participants

Network Manager, Teachers, Attendance Manager, and Administration

##### Target Dates or Schedule

August 14, 2013

##### Evidence of Completion

Documentation in Pinnacle, Sign In Sheet from training

**G2.** Teachers will develop lessons that focus on standards based instruction.

**G2.B1** Lack of teacher knowledge of the Standards

**G2.B1.S1** Use of the coaching cycle to build teacher knowledge of the Common Core and Next Generation State Standards.

**PD Opportunity 1**

Build background knowledge of the NGSS and Common Core Standards.

**Facilitator**

Instructional Coaches

**Participants**

Teachers, Instructional Coaches, and Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Lesson Plans, Student Work Samples, Classroom Walkthroughs, Agendas, Sign In Sheets

**G2.B1.S2** Professional development on CPALMS and how to effectively use it to plan a lesson and to enhance student engagement in the classroom.

**PD Opportunity 1**

Provide professional development on CPALMS

**Facilitator**

Mrs. Hackney, Mrs. Torres, and Mrs. Mankowski

**Participants**

All teachers and administration

**Target Dates or Schedule**

10/30/13

**Evidence of Completion**

Sign In sheets and agenda

**G2.B2** Lack of time to develop quality lessons based on the standards

**G2.B2.S1** Common Planning Time

**PD Opportunity 1**

Provide common planning time for teachers to plan standards based lessons.

**Facilitator**

Instructional Coaches/Department Heads, Administration

**Participants**

Classroom Teachers, Instructional Coaches, Department Heads, and Administration

**Target Dates or Schedule**

Daily throughout the entire school year. The first and third Tuesday of the month are designated as collaborative planning by grade level, the 2nd Tuesday is planning by discipline, and the fourth Tuesday is for data planning by discipline. Half day planning is provided each nine weeks as well.

**Evidence of Completion**

Master Schedule, Lesson Plans, and Sign In Sheets

**G3.** Teachers will deliver engaging and rigorous standards based lessons.

**G3.B8** Lack of Expectations (structure) of the Common Planning Time

**G3.B8.S1** Administration to meet with staff and set clear expectations for the common planning time; how the planning process looks, standards, curriculum maps, and model the planning process.

**PD Opportunity 1**

PLC on the Expectations of the Common Planning Time

**Facilitator**

Mrs. Raub

**Participants**

All staff

**Target Dates or Schedule**

9/27/13

**Evidence of Completion**

Agenda, Sign In Sheet, Power Point from presentation

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Teachers will develop lessons that focus on standards based instruction.	\$7,000
Total		\$7,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title One	\$7,000	\$7,000
Total	\$7,000	\$7,000

### Budget Details

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

**G2.** Teachers will develop lessons that focus on standards based instruction.

**G2.B2** Lack of time to develop quality lessons based on the standards

**G2.B2.S1** Common Planning Time

**Action Step 1**

Provide common planning time for teachers to plan standards based lessons.

**Resource Type**

Personnel

**Resource**

Provide Substitutes in classrooms once a nine week period to provide additional time for common planning.

**Funding Source**

Title One

**Amount Needed**

\$7,000