

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

School: 2321 - Meadowlawn Middle School
District: 52 - Pinellas
Principal: Claudius Effiom B
SAC Chair: Deborah Whitttemore
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

Address:	<u>Physical</u>	<u>Mailing</u>
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Phone Number:	727-570-3097	
Web Address:	http://www.meadowlawn-ms.pinellas.k12.fl.us	
Email Address:	2321.principal@pcsb.org	

School Type:	Middle School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	72%			
Minority:	38%			
School Grade History:	<u>2012-13</u> C	<u>2011-12</u> C	<u>2010-11</u> C	<u>2009-10</u> C

NOTE

Sections marked N/A in the online application have been excluded from this document.
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status	
School Information	
School-Level Information	
School Meadowlawn Middle School	
Principal's name Claudius Effiom B	
School Advisory Council chair's name Deborah Whitttemore	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Claud Effiom	Principal
Melissa Athanson	AP
Kristy Therrien	AP
Diane Zitelli	AP
Alfred Blanco	VE Specialist
Mark Bryant	SS Department Head
Shellie Sorensen	Science Department Head
Meghan Hess	LA Department Head
Kathia Roberts	Math Coach
Wagner	Math Department Head
Tobias	PE Department Head
Melissa Newman	Social Worker
Christina Harvey	Rtl Coach
Karen Reed	Reading Coach
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/24/2013	
School Advisory Council (SAC)	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
Describe the membership of the SAC including position titles	
Deborah Whitttemore, Chair	
Annette Jairam, Vice Chair	
Helaine Neal, Secretary/City of St. Petersburg Liaison	
Jennifer Tisdale, Treasurer	
Judy Gray, Time Keeper/ Member Relations Liaison	
Describe the involvement of the SAC in the development of this school improvement plan	
Summer SIP Planning	
Presentation of SIP on September 26th, feedback and discussion	
Monthly review of SIP goals and implementation	
Describe the activities of the SAC for the upcoming school year	

<p>Monthly meetings regarding SIP goals, Professional development, parent involvement, budget, and overall discussion about increase in student achievement.</p> <p>2013-2014 Meeting Dates:*</p> <p>Thurs., September 26, 2013</p> <p>Thurs., October 24, 2013</p> <p>Thurs., November 21, 2013</p> <p>Thurs., December 19, 2013</p> <p>Thurs., January 30, 2014</p> <p>Thurs., February 27, 2014</p> <p>Thurs., March 20, 2014</p> <p>Thurs., April 24, 2014</p> <p>Thurs., May 29, 2014</p> <p>* subject to change with notification</p>
<p>Describe the projected use of school improvement funds and include the amount allocated to each project</p> <p>Professional development of teachers, curriculum nights, and student recognition.</p>
<p>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below</p> <p>In Compliance</p>
<p>If no, describe the measures being taken to comply with SAC requirements</p>
<p>Highly Qualified Staff</p> <p>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).</p>
<p>Administrators</p>
<p># Administrators 4</p>
<p># Receiving Effective rating or higher (not entered because basis is < 10)</p>
<p>Administrator Information:</p>

Claudius Effiom B

Principal

Years as Administrator: 8

Years at Current School: 4

Credentials

Masters in Educational Leadership

Performance Record

Principal 2011-12 at Meadowlawn Middle School

School Grade: C

47% Mastery in Reading

42% Mastery in Mathematics

40% Mastery in Science

70% Mastery in Writing

56% Learning Gains in reading

53% Learning Gains in math

58% Learning Gains in reading of the lowest 25% and

50% in math

Principal 2010-11 at Meadowlawn Middle School

School Grade: C

61% Mastery in Reading

50% Mastery in Mathematics

36% Mastery in Science

81% Mastery in Writing

55% Learning Gains in reading

56% Learning Gains in math

62% Learning Gains in reading of the lowest 25% and

58% in math

No subgroup met APY

Principal 2009-2010 at John Hopkins Middle School

School Grade: C

64% Mastery in Reading

61% Mastery in Mathematics

34% Mastery in Science

93% Mastery in Writing

AYP not met

Acting Principal 2008-2009 at Kennedy Middle School

School Grade: B

60% in Reading

61% Mastery in Mathematics

35% Mastery in Science

98% Mastery in Writing

AYP met for each sub group but Students economically disadvantaged

Assistant Principal 2007-2008 at Safety Harbor Middle School

School Grade: A

Assistant Principal 2007-2008 at Kennedy Middle School

School Grade: B

61% Mastery in Reading

59% Mastery in Mathematics

31% Mastery in Science

88% Mastery in Writing

AYP met for all subgroups but students economically disadvantaged

Assistant Principal 2006-2007 at Kennedy Middle School

School Grade: B

88% Mastery in Reading
 86% Mastery in Mathematics
 84% Mastery in Writing
 AYP not met
 Assistant Principal 2005-2006 at Kennedy Middle School
 School Grade :B

Kristy Therrien

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

B.S Interdisciplinary Studies
 M.A Reading
 Ed. Leadership Degree
 ESOL Endorsed
 Gifted Endorsed
 Reading Endorsed

Performance Record

Assistant Principal 2011-12 at Meadowlawn Middle School
 School Grade: C
 47% Mastery in Reading
 42% Mastery in Mathematics
 40% Mastery in Science
 70% Mastery in Writing
 56% Learning Gains in reading
 53% Learning Gains in math
 58% Learning Gains in reading of the lowest 25% and
 50% in math
 Reading Coach 2010-2011 Northeast High School
 42% Mastery in Reading
 67% Mastery in Mathematics
 30% Mastery in Science
 81% Mastery in Writing
 48% Learning Gains in reading
 71% Learning Gains in math
 46% Learning Gains in reading of the lowest 25% and
 56% in math

Melissa Athanson		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	B.S Psychology, M.S. Education Leadership ESOL Endorsement Reading Endorsement	
Performance Record	<p>. 2012-2013 Increased in learning gains lowest 25% in gains, and increase in achievement of high standards. Gains in Science data</p> <p>Principal 2011-12 at Meadowlawn Middle School School Grade: C Assistant Principal 2011-12 at Meadowlawn Middle School School Grade: C 47% Mastery in Reading 42% Mastery in Mathematics 40% Mastery in Science 70% Mastery in Writing 56% Learning Gains in reading 53% Learning Gains in math 58% Learning Gains in reading of the lowest 25% and 50% in math Assistant Principal 2010-2011 at Meadowlawn Middle School School Grade: C 61% Mastery in Reading 50% Mastery in Mathematics 36% Mastery in Science 81% Mastery in Writing 55% Learning Gains in Reading 56% Learning Gains in Math 62% Learning Gains in reading of the lowest 25% and 58% in math No subgroup made AYP Assistant Principal 2009-2010 at Meadowlawn Middle School School Grade C 66% Mastery in Reading 54% Mastery in Mathematics 33% Mastery in Science 99% Mastery in Writing No subgroup made AYP</p>	
Diane Zitelli		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	B.A. English 5-9 M.A Ed. Leadership Reading Endorsement ESOL Endorsement	
Performance Record	NA	
Instructional Coaches		

# Instructional Coaches 2		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Kathia Roberts		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	BA Exceptional Student Education K-12, Middle Grades Math 5-9, ESOL Endorsement, Reading Endorsement, MA Educational Leadership	
Performance Record	NA	
Karen Reed		
Full-time / School-based	Years as Coach: 7	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	B.S. Business Administration Middle Grades English Reading Endorsed	
Performance Record		
Classroom Teachers		
# of classroom teachers 79		
# receiving effective rating or higher 0%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 0%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. , 0%		
# ESOL endorsed 15, 19%		
# reading endorsed 20, 25%		
# with advanced degrees 32, 41%		
# National Board Certified 5, 6%		
# first-year teachers 6, 8%		
# with 1-5 years of experience 22, 28%		
# with 6-14 years of experience 39, 49%		
# with 15 or more years of experience 33, 42%		
Education Paraprofessionals		
# of paraprofessionals 7		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 7, 100%		
Other Instructional Personnel		

<p># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0</p>
<p># receiving effective rating or higher (not entered because basis is < 10)</p>
<p>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).</p>
<p>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. Administrators attend job fairs and interview all candidates. We provide weekly professional development school wide based on research based best practices and school wide initiatives. We assign mentors to all new staff members. Department heads work with all members of their teams. We participate in peer to peer observation allowing teachers to routinely observe and collaborative with one another.</p>
<p>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).</p>
<p>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities Mentors will be paired with mentees in the same content area and preferably the same grade level. Observation of mentee's instruction and providing feedback. Planning lessons with mentee. Connecting lesson activities to content standards. Discussing student progress and analyzing student work. Modeling and co-teaching lessons.</p>
<p>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).</p>
<p>Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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 grade level RtI teams, consisting of grade level assistant principal, grade level guidance counselor, school social worker, school psychologist, behavior specialist and VE specialist (when necessary), also meets 3 times per month, one specified day per week, to discuss individual students requiring tier 2 or tier 3 academic or behavioral interventions. Again, the team reviews student data, and makes data driven decisions. The schedule is as follows: First week of the month, the RtI team focuses solely on 6th grade students, the second week of the month, the RtI team focuses solely on 7th grade students and the third week of the month, the RtI team focuses solely on 8th grade students. Progress Monitoring data is discussed and updated at each meeting to meet the needs of each student. The grade level counselor will collaborate with the teachers of each student to provide interventions as necessary.</p>
<p>What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? The School Based Leadership Team (SBLT), as members of the MTSS/RtI team, meet once per month, on Wednesday at 8:20 AM, in the media center to discuss Tier 1, school-wide behavior and academic supports. The team reviews data, both academic and behavioral, and makes data based decisions to implement new, or modify existing Tier 1 supports.</p>
<p>Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP</p>

Weekly data collected from teacher's formative and summative assessments will be analyzed and discussed at the MTSS grade level meetings. MTSS leadership team will review the SIP on a regular basis during their monthly meetings to assess fidelity of implementation. The Rtl problem solving process guides development and implementation of the SIP through regular monthly meetings with objective behavioral and academic data being reviewed. Our SIP goals will be presented or reviewed prior to each SBLT meeting, and school wide training. The SBLT will monitor fidelity of these goals and note any areas that may need revision. Goals will be referenced prior to each PLC training.

Describe the 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 (e.g., behavior, attendance)

FCAT data is broken down by students who made gains, did not make gains, stayed the same level of 1 or 2 but made jumps developmentally. FAIR data and reading sorter is used to make academic placements. Classroom assessment data and assessment probes are used for tier 2 and tier 3 interventions. A weekly discipline report is given to faculty to problem solve on interventions. FAIR data and reading sorter is used to make academic placements.

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

Staff will be trained through Professional Learning Communities, Pre-Service Trainings and ongoing professional development. Many staff members have also attended the MTSS data workshop provided this summer.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 18,000

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

Teachers tutor students in their content area that need extra help in certain areas.

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

Pre test prior to start of after school tutoring, and post test upon completion.

Who is responsible for monitoring implementation of this strategy?

The teacher tutoring those students.

Strategy: Weekend Program**Minutes added to school year:** 2,500**Strategy Purpose(s)**

Instruction in core academic subjects

Strategy Description

Saturday Academy for Math and Reading

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

Use of Lexia to collect data on student achievement and area of need. Use of Bridges for math data.

Who is responsible for monitoring implementation of this strategy?

The Saturday Academy Teachers and classroom teachers. If needed the data is brought to the MTSS team to discuss further.

Strategy: Summer Program**Minutes added to school year:** 7,200**Strategy Purpose(s)**

Instruction in core academic subjects, Teacher collaboration, planning and professional development

Strategy Description

Summer Bridge for students

Pre school training for staff members

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

Students were given a pre and post test in each subject area.

Teachers received PD on our school wide goals of collaborative structures, CCSS, formative assessment, and the use of complex text.

Who is responsible for monitoring implementation of this strategy?

The teacher of that class.

The trainers collected formative assessment data

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

Name	Title
Bayliss	Reading Teacher
Bernard	Math Teacher
Bigham	Media Specialist
Brannon	Math Teacher
Bringas	Spanish Teacher
Effiom	Principal
Garner	SS Teacher
Hess	LA Teacher
Jacobs	Science Teacher
Keesee	Reading Teacher
McSorley	LA Teacher
Rankin	SS Teacher
Reed	Reading Coach

Rexroad	Math Teacher
Pabaolon	Health Teacher
Therrien	AP
Zitelli	AP
<p>Describe how the school-based LLT functions (e.g., meeting processes, roles, functions) Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: Support for text complexity Support for instructional skills to improve reading comprehension o Use of collaborative structures including reciprocal teaching. o Providing scaffolding that does not preempt or replace text reading by students o Text complexity and strategies for reading text. o Using formative assessments to document data to plan and guide instruction o Providing extensive research and writing opportunities (claims and evidence) Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). Support for researched based best practices. GRRM Support of the Standard based instruction through the use of common board configuration The team will meet after school on the first Wednesday of the month. They will provide professional development to their content area peers at PLC meetings. The district will provide training and tools for Literacy Leadership Teams.</p>	
<p>What will be the major initiatives of the LLT this year? Support for common board configuration for standards based instruction Support for planning lessons using the GRRM. Support for use of collaborative structures including reciprocal reading Support for implementation of Common Core State Standards Support for implementation of formative assessments to plan and guide instruction Support for the use of complex text and increased time spent reading text.</p>	
<p>Every Teacher Contributes to Reading Instruction</p>	
<p>Describe how the school ensures every teacher contributes to the reading improvement of every student We are implementing a reading program where all students will read for 15 minutes, 3 times a week and write responses based on the CCSS. All teachers will also implement the CCSS throughout their daily lessons. Questions for both fiction and informational text will be provided daily for every student. LA Teachers will provide participation grades to those students actively involved in reading and writing.</p>	
<p>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).</p>	
<p>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? Incorporating STEM classes that incorporate science and math to offer real work applications through project based learning.</p>	
<p>How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?</p>	

School Counselors meet with students in their Social Studies classes several times throughout the year providing a college and career readiness curriculum with consists of lessons plans, power point presentations, student activity worksheets and pre-and post-assessments. The curriculum for 6th grade includes course selection, skills needed for post secondary success, career of interests, post secondary investigation, SMART goals, middle school academic planning and academic skills needed for post secondary work. The curriculum for 7th grade includes course selection, growth mindset, learning style inventory, income vs. expenses, build college belief, middle school academic planning and post secondary costs. The curriculum for 8th grade includes course selection, personal strengths, career and post secondary academic planning, careers in the community, high school academic planning and ready financially: post secondary institutions.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

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	58%	48%	No	63%
American Indian		66%		1%
Asian	59%	61%	No	1%
Black/African American	45%	29%	No	51%
Hispanic	53%	44%	No	58%
White	62%	50%	No	66%
English language learners	29%	14%	No	36%
Students with disabilities	43%	41%	No	48%
Economically disadvantaged	54%	41%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	317	28%	35%
Students scoring at or above Achievement Level 4	222	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	44%	49%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		58%	63%
Students in lowest 25% making learning gains (FCAT 2.0)		65%	70%

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)	27	75%	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	38%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	47%	52%

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	161	47%	52%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		76%	
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	52%	41%	No	57%
American Indian		42%		1%
Asian	68%	47%	No	71%
Black/African American	32%	29%	No	39%
Hispanic	43%	44%	No	1%
White	54%	35%	No	59%
English language learners	34%	11%	No	41%
Students with disabilities	40%	4%	No	46%
Economically disadvantaged	46%	29%	No	51%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	237	241%	29%	
Students scoring at or above Achievement Level 4	88	8%	14%	
Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6	14	56%	61%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		13%	
Learning Gains				
	2013 Actual #	2013 Actual %	2014 Target %	
Learning Gains		55%	60%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	72%	
Middle School Acceleration				
	2013 Actual #	2013 Actual %	2014 Target %	
Middle school participation in high school EOC and industry certifications	145	11%	16%	
Middle school performance on high school EOC and industry certifications	146	861%	92%	
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	52%	47%	No	57%
American Indian		33%		
Asian	68%	42%	No	71%
Black/African American	32%	13%	No	39%
Hispanic	43%	37%	No	49%
White	54%	51%	No	59%
English language learners	34%	20%	No	41%
Students with disabilities	40%	86%	Yes	46%
Economically disadvantaged	46%	39%	No	51%
Algebra I End-of-Course (EOC) Assessment				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		63	61%	66%
Students scoring at or above Achievement Level 4		25	24%	29%
Geometry End-of-Course (EOC) Assessment				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>		24%
Students scoring at or above Achievement Level 4		34	79%	84%
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		84	25%	30%
Students scoring at or above Achievement Level 4		69	20%	25%
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>		76%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>		19%
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)		1		1
Participation in STEM-related experiences provided for students				

Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	240	20%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	1%	2%
Area 8: Early Warning Systems			
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time		8%	1%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	391	32%	22%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	513	42%	30%
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).			
Describe parental involvement targets for your school			
Increase SAC participation increase BYPTSD from 2 to 3 times a year. Communicate weekly through Connect Ed messages about reading and writing at home daily. Encourage parental involvement through requirement of reading nightly.			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Area 10: Additional Targets			
Description of additional targets			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary	
Goal #1:	A. Increase student Engagement and ownership through use of collaborative structures.
Goal #2:	Allow all students opportunities for success by differentiating instruction and use of formative assessments to plan and guide instruction.
Goal #3:	Increase time spent reading and writing in all content area classes and at home.
Goal #4:	Implementing CCSS to ensure standards based instruction.
Goal #5:	Implementing research based best practices.
Goals Detail	
Goal #1:	A. Increase student Engagement and ownership through use of collaborative structures.

- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - FAA
 - Reading - Learning Gains
 - Reading - CELLA
 - Reading - Postsecondary Readiness
 - Writing
 - Math
 - Math - Elementary and Middle School
 - Math - Elementary and Middle AMO's
 - Math - Elementary and Middle FCAT 2.0
 - Math - Elementary and Middle FAA
 - Math - Elementary and Middle Learning Gains
 - Math - Middle School Acceleration
 - Math - High School
 - Math - High School AMO's
 -
 - Math - High School Postsecondary Readiness
 - Algebra 1 EOC
 - Geometry EOC
 - Social Studies
 - U.S. History EOC
 - Civics EOC
 - Science
 - Science - Elementary School
 - Science - Middle School
 - Science - High School
 - Science - Biology 1 EOC
 - STEM
 - STEM - All Levels
 - STEM - High School
 - CTE
 - EWS
 - EWS - Elementary School
 - EWS - Middle School
 - EWS - High School
 - EWS - Graduation
 - Additional Targets
- Resources Available to Support the Goal**
- Reading Coach Administration LLT Springboard Curriculum for ELA Teachers

Targeted Barriers to Achieving the Goal • Lack of engagement and PD on collaborative structures

Plan to Monitor Progress Toward the Goal

Action:
walkthrough

Person or Persons Responsible:
Administrative Team

Target Dates or Schedule:
Daily

Evidence of Completion:
walkthrough data

Goal #2: Allow all students opportunities for success by differentiating instruction and use of formative assessments to plan and guide instruction.

Targets Supported •

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

**Resources
Available to
Support the Goal**

- Administration Reading coach LLT

Targeted Barriers to Achieving the Goal • Lack of differentiated instruction and formative assessment training

Plan to Monitor Progress Toward the Goal

Action:

Walkthrough, coaching

Person or Persons Responsible:

Admin. Reading Coach

Target Dates or Schedule:

daily

Evidence of Completion:

Walkthrough data, observation

Goal #3: Increase time spent reading and writing in all content area classes and at home.

Targets Supported •

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

**Resources
Available to
Support the Goal**

- LLT Administrators Homeroom Reading Program Reading Coach

Targeted Barriers to Achieving the Goal • Lack of time spent reading and writing in content area classes Lack of parental support and time spent reading at home.

Plan to Monitor Progress Toward the Goal

Action:

Increase parent involvement/volunteering increase in student reading and writing daily

Person or Persons Responsible:

All staff

Target Dates or Schedule:

Daily

Evidence of Completion:

Homeroom Reading Questions Grades Parent volunteers

Goal #4: Implementing CCSS to ensure standards based instruction.

Targets Supported •

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

Resources Available to Support the Goal

- Admin, Reading coach, training time

Targeted Barriers to Achieving the Goal • Lack of training and understanding of CCSS

Plan to Monitor Progress Toward the Goal

Action:

Walkthrough

Person or Persons Responsible:

Admin, Rtl team, Reading Coach

Target Dates or Schedule:

Daily

Evidence of Completion:

Walkthrough data,

Goal #5: Implementing research based best practices.

Targets Supported •

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

**Resources
Available to
Support the Goal**

- Admin, Reading Coach, Teachers

Targeted Barriers to Achieving the Goal • :Lack of training and understanding

Plan to Monitor Progress Toward the Goal

Action:

Walkthrough

Person or Persons Responsible:

Admin, Reading Coach

Target Dates or Schedule:

Daily

Evidence of Completion:

Walkthrough data

Action Plan for Improvement

Goal #1:

A. Increase student Engagement and ownership through use of collaborative structures.

Barrier #1:

Lack of engagement and PD on collaborative structures

Strategy #1 to Overcome the Barrier

PD on collaborative structures during preschool training and throughout the school year during PLCs PD on use of Springboard Curriculum for LA teachers

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

AP will provide training the LLT which in turn will provide PD to PLCs weekly.

Person or Persons Responsible:

LLT, AP, Reading Coach

Target Dates or Schedule:

2nd-4th Wednesday of each month

Evidence of Completion:

Walkthrough data peer to peer observation data

Facilitator:

AP (therrien) Coach (Hess, Reed)

Participants:

LLT, AP, Reading Coach

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Walkthroughs

Person or Persons Responsible:

Administrative team

Target Dates or Schedule:

Daily

Evidence of Completion

Walkthrough data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Walkthroughs, peer to peer observations

Person or Persons Responsible:

Administrative team, peers

Target Dates or Schedule:

daily

Evidence of Completion:

walkthrough data, peer to peer observation data

Goal #2:	Allow all students opportunities for success by differentiating instruction and use of formative assessments to plan and guide instruction.
Barrier #1:	Lack of differentiated instruction and formative assessment training
Strategy #1 to Overcome the Barrier	Train teachers on differentiated instruction throughout the year during staff trainings and PLCs. Train teachers on use of formative assessment to plan for differentiated instruction.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Training

Person or Persons Responsible:

Admin, LLT, Reading Coach

Target Dates or Schedule:

Staff meetings PLCs Literacy Team meetings

Evidence of Completion:

Walkthrough data

Facilitator:

AP Therrien) Coaches (Hess, Reed)

Participants:

Admin, LLT, Reading Coach

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

walkthrough

Person or Persons Responsible:

Admin

Target Dates or Schedule:

Daily

Evidence of Completion

walkthrough data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Walkthrough, co-teaching

Person or Persons Responsible:

Admin, Reading Coach

Target Dates or Schedule:

Daily

Evidence of Completion:

Walkthrough data, observation

Goal #3: Increase time spent reading and writing in all content area classes and at home.

Barrier #1: Lack of time spent reading and writing in content area classes Lack of parental support and time spent reading at home.

Strategy #1 to Overcome the Barrier Homeroom reading program Communicating with parents about requiring reading and writing at home. Communication between homeroom teachers and LA teachers on expectations Implementing CCSS through all content areas therefore reading and writing are taught all day.

Step #1 to Implement Strategy #1

Action:

Homeroom Reading Questions assigned to all students weekly.

Person or Persons Responsible:

Homeroom Reading Program Parent Contact

Target Dates or Schedule:

Tuesday, Wednesday, Thursday Weekly Calls home

Evidence of Completion:

Homeroom Reading Questions completed Walkthroughs

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Homeroom Reading Program Implementation of CCSS in all content areas Walkthrough data

Person or Persons Responsible:

Administrators Homeroom Teachers LA teachers

Target Dates or Schedule:

Daily

Evidence of Completion

Homeroom Reading Questions completed Grades entered into Portal Walkthroughs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Walkthroughs Student grades

Person or Persons Responsible:

Administrators Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Walkthrough data Homeroom Reading Questions Overall increase in success rate in all classes

Goal #4: Implementing CCSS to ensure standards based instruction.

Barrier #1: Lack of training and understanding of CCSS

Strategy #1 to Overcome the Barrier Training during preschool, district wide participation in CCSS trainings, weekly trainings in PLCs

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Training

Person or Persons Responsible:

Training in CCSS

Target Dates or Schedule:

pre-school, PLCs

Evidence of Completion:

Walkthrough data, lesson plans

Facilitator:

Admin and teachers

Participants:

Training in CCSS

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Walkthrough

Person or Persons Responsible:

Administrative Team

Target Dates or Schedule:

Daily

Evidence of Completion

Walkthrough data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Walkthrough

Person or Persons Responsible:

Administrative, Reading Coach,

Target Dates or Schedule:

Daily

Evidence of Completion:

Walkthrough data

Goal #5: Implementing research based best practices.

Barrier #1: :Lack of training and understanding

Strategy #1 to Overcome the Barrier Train and monitor use of GRRM and CIS

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Training on GRRM and CIS Training on Springboard Curriculum for LA teachers.

Person or Persons Responsible:

Admin, Reading coach

Target Dates or Schedule:

Staff trainings, and PLCs

Evidence of Completion:

Walkthrough data

Facilitator:

AP Reading Coach

Participants:

Admin, Reading coach

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:

Walkthrough

Person or Persons Responsible:

Admin

Target Dates or Schedule:

Daily

Evidence of Completion

Walkthrough data, lesson plans

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:

Walkthrough

Person or Persons Responsible:

Admin, Reading Coach

Target Dates or Schedule:

Daily

Evidence of Completion:

Walkthrough data

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).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

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:

Goal #1: A. Increase student Engagement and ownership through use of collaborative structures.

Barrier #1: Lack of engagement and PD on collaborative structures

Strategy #1: PD on collaborative structures during preschool training and throughout the school year during PLCs PD on use of Springboard Curriculum for LA teachers

Action Step #1: AP will provide training the LLT which in turn will provide PD to PLCs weekly.

Facilitator leader

AP (therrien) Coach (Hess, Reed)

Participants

LLT, AP, Reading Coach

Target dates or schedule

2nd-4th Wednesday of each month

Evidence of Completion and Person Responsible for Monitoring

Walkthrough data

peer to peer observation data

(Person Responsible: LLT, AP, Reading Coach)

Goal #2: Allow all students opportunities for success by differentiating instruction and use of formative assessments to plan and guide instruction.

Barrier #1: Lack of differentiated instruction and formative assessment training

Strategy #1: Train teachers on differentiated instruction throughout the year during staff trainings and PLCs. Train teachers on use of formative assessment to plan for differentiated instruction.

Action Step #1: Training

Facilitator leader

AP Therrien) Coaches (Hess, Reed)

Participants

Admin, LLT, Reading Coach

Target dates or schedule

Staff meetings PLCs Literacy Team meetings

Evidence of Completion and Person Responsible for Monitoring

Walkthrough data

(Person Responsible: Admin, LLT, Reading Coach)

Goal #4: Implementing CCSS to ensure standards based instruction.

Barrier #1: Lack of training and understanding of CCSS

Strategy #1: Training during preschool, district wide participation in CCSS trainings, weekly trainings in PLCs

Action Step #1: Training

Facilitator leader

Admin and teachers

Participants

Training in CCSS

Target dates or schedule

pre-school, PLCs

Evidence of Completion and Person Responsible for Monitoring

Walkthrough data, lesson plans

(Person Responsible: Training in CCSS)

Goal #5: Implementing research based best practices.

Barrier #1: :Lack of training and understanding

Strategy #1: Train and monitor use of GRRM and CIS

Action Step #1: Training on GRRM and CIS Training on Springboard Curriculum for LA teachers.

Facilitator leader

AP Reading Coach

Participants

Admin, Reading coach

Target dates or schedule

Staff trainings, and PLCs

Evidence of Completion and Person Responsible for Monitoring

Walkthrough data

(Person Responsible: Admin, Reading coach)

Appendix 2: Budget to Support School Improvement Goals

Budget Detail
