

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 3041 - Osceola Middle School
District: 52 - Pinellas
Principal: Susan Arsenault A
SAC Chair: Raquel Stiehler
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/31/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	9301 98TH ST Seminole, FL 33777	9301 98TH ST Seminole, FL 33777
Phone Number:	727-547-7689	
Web Address:	http://www.osceola-ms.pinellas.k12.fl.us	
Email Address:	3041.principal@pcsb.org	

School Type:	Middle School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	59%			
Minority:	25%			
School Grade History:	<u>2012-13</u> C	<u>2011-12</u> B	<u>2010-11</u> A	<u>2009-10</u> A

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 Osceola Middle School	
Principal's name Susan Arsenault A	
School Advisory Council chair's name Raquel Stiehler	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Arsenault, Sue	Principal
Becker, Suzanne	Assistant Principal
Jennifer Mazur	Social Worker
Arnold, Michelle	Psychologist
Marge Aspell	Behavior Specialist
Eiben, Chad	Assistant Principal
Melissa Athanson	Assistant Principal
Krupp, Kelly	Guidance - grade 8
Turk, Dan	Guidance - grade 7
Centner, Sally	Guidance - grade 6
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).	
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	
Raquel Stiehler, President, (W)	
Suzanne Becker, Assistant Principal, (W)	
Lora McIntosh, Campus Monitor, (B)	
Arthur Cox, Parent B (B)	
Lisa Greeno, Parent (W)	
Kat Baquero, Teacher,(H)	
Fred Alvaro, Parent (H)	
Josie Bryan, Parent (H)	
Adrienne Mizia, Volunteer Coordinator (W)	
Bob Towner, Business Partner (W)	
Joe Helinger, Business Partner (W)	
Brent Thrower, Business Partner (W)	
Sue Arsenault, Principal	
Phi Nyguen	
Reanna Stiehler	
Describe the involvement of the SAC in the development of this school improvement plan	

SAC meets 7 times per year to review school data, develop actions, disseminate information on status of goals and to listen and address any and all concerns having to do with maintaining high student achievement in a safe, secure school environment.

Describe the activities of the SAC for the upcoming school year

SAC will review our school improvement plan and accept it or ask us to amend parts of it. SAC will oversee the budget and make decisions on how to use the resources equitably. Professional development opportunities will be a top priority. Assessment data, Behavior Data and Attendance data will be reviewed at each meeting

Describe the projected use of school improvement funds and include the amount allocated to each project

Professional development/trainers
 Incentives for students and parents
 Teacher projects that align to the SIP

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

In Compliance

If no, 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).

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

Administrators 3

Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Susan Arsenault A

Principal	Years as Administrator: 20	Years at Current School: 14
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Credentials BS in Admin. and Supervision

Performance Record Arsenault B school 2012, C school 2013

Melissa Athanson

Asst Principal	Years as Administrator: 5	Years at Current School: 1
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Credentials BS in Psychology
 Masters in Ed. Leadership

Performance Record C school for the last 2 years

Suzanne Becker

Asst Principal	Years as Administrator: 3	Years at Current School: 2
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Credentials Masters in Ed. Leadership

Performance Record B school in 2012; C school in 2013

Chad Eiben		
Asst Principal	Years as Administrator: 9	Years at Current School: 2
Credentials	Masters in Ed. Leadership	
Performance Record	C school 2012 2013	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Sheila Camfield		
Part-time / School-based	Years as Coach: 5	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	My certifications are Elementary Ed., K-6, Middle English, 5-9, and Reading Endorsed K-12	
Performance Record	NA	
Classroom Teachers		
# of classroom teachers 72		
# receiving effective rating or higher 72, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 99%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 72, 100%		
# ESOL endorsed 12, 17%		
# reading endorsed 14, 19%		
# with advanced degrees 23, 32%		
# National Board Certified 3, 4%		
# first-year teachers 1, 1%		
# with 1-5 years of experience 15, 21%		
# with 6-14 years of experience 27, 38%		
# with 15 or more years of experience 29, 40%		
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)		
# of paraprofessionals 1		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 1, 100%		
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).		
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.

Teacher attrition is very low because we are a desirable school. We provide mentors (accomplished teachers) to work with our teachers. Professional development is offered and encouraged in areas that need support

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).

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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

Jaime Freed, Mark Kaminsky, Anne Todd and Marcene Juergens have been trained through the district's mentoring program. New teachers are assigned to the mentor based on the content area that they teach. Best practices are shared in PLC and faculty meetings.

Multi-Tiered System of Supports (MTSS) / Response to Instruction/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).

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).

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

Referrals are generated through the PLC, parent input, assessment data. Counselors follow up with packet identifying the need(s) of the child. Team reviews data and Tier 1 strategies that have been applied. Tier 2 strategies are written and a time frame of 3-6 weeks is given before the progress is reviewed. Students are kept in the data base and reviewed monthly to determine success of strategy(ies) or whether to continue to Tier 3 interventions.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Arsenault, Principal; Eiben, AP; Becker AP; Ossenberg, VE; Aspell, Beh. Spec.; Turk, Center, Krupp – Counselors; Mazur SW; Arnold, Psych; Attendance Specialist – TBD; Parents and teachers invited when needed.

-Facilitator – generates agenda and leads team discussions - Counselors

-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data – Discipline – Eiben; Academics, Becker

-Technology Specialist – brokers technology necessary to manage and display data - Turk

-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access - M. Aspell

-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda Krupp

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

Data will be disaggregated through grade level departments; professional development training will be aligned to teachers' needs. Students will be supported in small groups based on their level when necessary (for remediation throughout the ELP program during the school year.)

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)

Decision ED reports relating to grades, behavior and attendance; notes from previous MTSS meetings, initial folder with information listing concerns from the parents/teachers will be reviewed. Data will be disaggregated through grade level departments; professional development training will be aligned to teachers' needs. Students will be supported in small groups based on their level when necessary (for remediation throughout the ELP program during the school year.)

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

Principal and AP will be available at weekly PLC meetings to explain and facilitate the MTSS process. Weekly feedback from MTSS meetings in written form will be given to teachers as to next steps.

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).

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: 4,800

Strategy Purpose(s)

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

Strategy Description

Currently OMS has 3 sections of Port of Entry built into our master schedule and do not require additional funds. ELP funding is used to have the after school port of entry two days per week. Cathy Guy (LIS) has media center open every day for students to come in and work during lunch and before school.

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

Grades will be reviewed every six weeks through PLCs and MTSS. Students will be able to sign up for tutoring which will be tracked by each teacher.

Who is responsible for monitoring implementation of this strategy?

Mrs. Becker, our APC, will be supervising the coordination of the program. SBLT will review the data bi- monthly and follow up with MTSS.

Literacy Leadership Team (LLT)

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

Name	Title
Sue Arsenault	Principal
Suzanne Becker	Assistant Principal
Bridget Howell	Reading Teacher
Marisa Martino	L. Arts Dept. Head
Alison Blanco	Math Teacher
Sue Culp	Social Studies

<p>Sheila Camfield Lori Moore</p>	<p>Reading Coach Science</p>
<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:</p> <ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension <ul style="list-style-type: none"> o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons o Providing scaffolding that does not preempt or replace text reading by students o Developing and asking text dependent questions from a range of question types o Emphasizing students supporting their answers based upon evidence from the text 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). <p>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 text complexity</p> <ul style="list-style-type: none"> • Support for instructional skills to improve reading comprehension • Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects 	
<p>Every Teacher Contributes to Reading Improvement</p>	
<p>Describe how the school ensures every teacher contributes to the reading improvement of every student Lesson Plans will be reviewed weekly at the School Based Leadership Team Meeting. An emphasis will be looking for reading strategies embedded in all plans. Once per week a discipline (lang. arts, math, science) will have a quick read and write assignment which will be graded by the content teacher. The quick writes will be reviewed at PLC meetings to discuss the mechanics, vocabulary and comprehension. L. Arts teachers will assist content teachers with vocabulary/reading strategies. Walk throughs will be conducted daily/weekly and feedback provided to the teachers First period teacher's will meet with each student and review their reading FCAT scores from last year. Students will set goals for improvement. FAIR assessment data will be reviewed with the Reading teacher and first period teacher after each assessment. Students will track their gains.</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). 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? OMS utilizes the AVID (Advancement Via Individual Determination) course to help students prepare for their future. This course helps students with college readiness preparation, study skills, and organization. AVID students even visit college campuses. In addition to AVID, other middle school courses relate the curriculum to college and career relevance.</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? At the middle school level the majority of the academic and career planning occurs through the 8th grade US History & Career Planning course. This class incorporates a personal finance unit called</p>	

Finance Park. Furthermore, the school guidance counselors teach career planning lesson in this class. The counselors utilize the Choices Planner. Students also have access to Virtual Mentor as well as the Occupational Outreach Handbook.

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
NA

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).

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	58%	No	72%
American Indian				
Asian	67%	70%	No	1%
Black/African American	53%	48%	No	57%
Hispanic	67%	63%	No	70%
White	69%	66%	No	72%
English language learners				
Students with disabilities	45%	40%	No	51%
Economically disadvantaged	61%	58%	No	1%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	323	28%	33%
Students scoring at or above Achievement Level 4	324	29%	33%

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>		15%
Students scoring at or above Level 7	13	81%	83%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	63	59%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	59	59%	60%

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)	<i>[data excluded for privacy reasons]</i>		95%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	4%	8%	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	9%	90%	
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	242	57%	60%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		40%	
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	65%	58%	No	69%
American Indian				
Asian	83%	76%	No	1%
Black/African American	46%	33%	No	51%
Hispanic	58%	42%	No	63%
White	66%	58%	No	69%
English language learners				
Students with disabilities	42%	36%	No	48%
Economically disadvantaged	58%	57%	No	63%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	349	29%	32%	
Students scoring at or above Achievement Level 4	305	26%	28%	
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>		27%	
Students scoring at or above Level 7	11	69%	71%	

Learning Gains			
	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		<i>[data excluded for privacy reasons]</i>	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		<i>[data excluded for privacy reasons]</i>	62%
Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	133	46%	
Middle school performance on high school EOC and industry certifications	130	99%	0%
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	28%	30%
Students scoring at or above Achievement Level 4	93	70%	72%
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	17%	20%
Students scoring at or above Achievement Level 4	26	16%	20%
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>	100%
Students scoring at or above Level 7			
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		5
Participation in STEM-related experiences provided for students	42	20%	30%
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	352	4%	1%
Students who fail a mathematics course	19	2%	0%
Students who fail an English Language Arts course	15	1%	0%
Students who fail two or more courses in any subject	12	1%	0%
Students who receive two or more behavior referrals	196	18%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	56	7%	5%
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			
Parents are encouraged to belong to PTSA and SAC; We encourage parent volunteers for field trips, mentoring, working in the office and tutoring. All parents are encouraged to have a Portal where they can access their child's grades, attendance and progress. We have 2 Kids Nite Out Activities; Family Fun Night and Music Concerts. Parent teacher conferences are held once a week.			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percentage of parents who participate in school activities	202	6%%	12%%

Goals Summary

Goal #1:

Increase parent involvement hours by 6% representing 25% of our parent population.

Goal #2:

Reduce the number and percent of discipline incidents for each student subgroup by 50%

Goal #3:

Increase Reading scores to 68% of the students will achieve at Level 3 or above on FCAT

Goal #4:

Increase math scores to 65% of the students achieving at Level 3 and above on FCAT

Goal #5:

Increase science scores to 65% of the students achieving at Level 3 and above on FCAT

Goal #6:

Increase the number of 8th grade students who score at or above the proficiency level in Writing

Goal #7:

All black students will make learning gains in reading, math and science

Goals Detail

Goal #1: Increase parent involvement hours by 6% representing 25% of our parent population.

Targets Supported • Parental Involvement

Resources Available to Support the Goal • PTSA SAC RoboCall

Targeted Barriers to Achieving the Goal •

Plan to Monitor Progress Toward the Goal

Action:

Sign in sheet attendance Volunteer hours logged

Person or Persons Responsible:

Admin team Volunteer Coordinator

Target Dates or Schedule:

Monthly

Evidence of Completion:

Volunteer Hours

Goal #2: Reduce the number and percent of discipline incidents for each student subgroup by 50%

- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - FAA
 - Reading - Learning Gains
 - Reading - CELLA
 - Reading - Postsecondary Readiness
 - 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 - Middle School
 - EWS - Middle School

- Resources Available to Support the Goal**
- Funds through PTSA to buy store supplies Donations from Dollar General
 - Funds through PTSA to buy store supplies Donations from Dollar General
 - Funds through PTSA to buy store supplies Donations from Dollar General

- Targeted Barriers to Achieving the Goal**
- Need funding

Plan to Monitor Progress Toward the Goal

Action:
 Number of students who purchase from the school store using their "Chief Change"

Person or Persons Responsible:
 Behavior Specialist Admin. Team

Target Dates or Schedule:
 Every Friday

Evidence of Completion:
 Supply list

Goal #3: **Increase Reading scores to 68% of the students will achieve at Level 3 or above on FCAT**

- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - Learning Gains
 - Reading - CELLA
 - Reading - Postsecondary Readiness
 - Science - Middle School

- Resources Available to Support the Goal**
- Professional Development in reading in the content area.
 - AVID strategies throughout the content area classes
 - Differentiated instruction (modeled by reading coach or peer teachers); discussions of best practices at PLC

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Action:

Lesson Plan Rubric: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal. Content mate

Person or Persons Responsible:

Grade level Administrators

Target Dates or Schedule:

Walk through data; lesson plans should reflect teacher setting and communicate a purpose for learning goals in each lesson. FAIR scores, Achieve 3000 data, Edgenuity data reviewed each 6 weeks;

Evidence of Completion:

Rubric Scores Data chats each 6 weeks Planner includes goals for student each 6 weeks. FCAT data; report card

Goal #4: Increase math scores to 65% of the students achieving at Level 3 and above on FCAT

- Targets Supported**
- 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

- Resources Available to Support the Goal**
- After school tutoring; AVID tutorials in class, Differentiate Instruction by scheduling remedial classes in a block.
 - ELP funds, AVID tutors
 - Voyager Math Big Ideas software

Targeted Barriers to Achieving the Goal • transportation for after school tutoring No funds to have a plant operator open the school on Saturdays so we could have Saturday School

Plan to Monitor Progress Toward the Goal

Action:

Grades, Homework Completion, E team data, 9 week assessments. Implement High Yield Instructional Strategies (ie AVID); Lesson plan Rubric; Voyager Data

Person or Persons Responsible:

School Based Leadership Team

Target Dates or Schedule:

Determine Lesson: Plans read each week to reflect: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *

Evidence of Completion:

Final grades and FCAT results, Voyager activity

Goal #5: Increase science scores to 65% of the students achieving at Level 3 and above on FCAT

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Science
- Science - Middle School
- STEM - All Levels

Resources Available to Support the Goal

- Reading Coach Leading the Literacy Cadre New Reading Program AVID strategies
- AVID strategies modeled at all content area meetings Science Fair Competition

Targeted Barriers to Achieving the Goal

- Time for training

Plan to Monitor Progress Toward the Goal

Action:

common assessment data and grades, Increase instructional rigor (AVID) WICOR, Study Island

Person or Persons Responsible:

Assistant Principals

Target Dates or Schedule:

Every grading period review lesson plans weekly.

Evidence of Completion:

PLC notes; report cards, progress reports

Goal #6: Increase the number of 8th grade students who score at or above the proficiency level in Writing

Targets Supported •

- Writing
- Math
- Math - Middle School Acceleration
- Social Studies
- Science
- Science - Middle School
- STEM

Resources Available to Support the Goal

- Training for all teachers on how to incorporate writing strategies within their curriculum to increase student performance on Florida Writes
- Glencoe Writing Assessment

Targeted Barriers to Achieving the Goal

- Barrier description

Plan to Monitor Progress Toward the Goal

Action:

Increase instructional rigor (AVID) WICOR, Introduction of DBQ in Math and Social Studies *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Pra

Person or Persons Responsible:

All teachers across the curriculum; administrators

Target Dates or Schedule:

weekly lesson plans

Evidence of Completion:

FCAT Writes Score Rubrics from Glenco Writes and DBQ assignments

Goal #7: All black students will make learning gains in reading, math and science

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - Learning Gains

Resources Available to Support the Goal

- ELP afterschool Differentiate instruction

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Action:

Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning n

Person or Persons Responsible:

Administration/ classroom teacher

Target Dates or Schedule:

every 6 weeks

Evidence of Completion:

Rubrics 6 weeks grades report cards

Action Plan for Improvement

Goal #2:	Reduce the number and percent of discipline incidents for each student subgroup by 50%
Barrier #1:	Need funding
Strategy #1 to Overcome the Barrier	Community involvement

Step #1 to Implement Strategy #1 - Budget Item

Action:

\$6,000.00 to be used to supply transportation to parents who need it. Food to furnish dinner meetings for parents and their student(s)

Person or Persons Responsible:

Administration; District Personnel

Target Dates or Schedule:

Throughout the year: November - Math Meeting for parents Spring Fling - FCAT meeting with parents

Evidence of Completion:

TBD

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Budget		
Budget Summary by Goal		
Goal	Description	Total
	Total	\$0
Budget Summary by Resource Type and Funding Source		
Resource Type	Evidence-Based Program	Total
	\$0	\$0
Total	\$0	\$0
Budget Detail		
<p>Goal #2: Reduce the number and percent of discipline incidents for each student subgroup by 50%</p> <p>Barrier #1: Need funding</p> <p>Strategy #1: Community involvement</p> <p>Action Step #1: \$6,000.00 to be used to supply transportation to parents who need it. Food to furnish dinner meetings for parents and their student(s)</p>		
Resource Type	Evidence-Based Program	
Resource		
Funding Source		
Amount Needed		