## FLORIDA DEPARTMENT OF EDUCATION
### 2013-2014 SCHOOL IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>School:</th>
<th>3931 - Seminole Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>District:</td>
<td>52 - Pinellas</td>
</tr>
<tr>
<td>Principal:</td>
<td>Thomas P. Lechner</td>
</tr>
<tr>
<td>SAC Chair:</td>
<td>John Gluck</td>
</tr>
<tr>
<td>Superintendent:</td>
<td>Dr. Michael A Grego</td>
</tr>
<tr>
<td>School Board Approval Date:</td>
<td>09/24/2013</td>
</tr>
<tr>
<td>Last Modified on:</td>
<td>10/25/2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Physical</th>
<th>Mailing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8701 131ST ST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seminole, FL 33776</td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>727-547-4520</td>
<td></td>
</tr>
<tr>
<td>Web Address:</td>
<td><a href="http://www.seminole-ms.pinellas.k12.fl.us">http://www.seminole-ms.pinellas.k12.fl.us</a></td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:3931.principal@pcsb.org">3931.principal@pcsb.org</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Type:</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative:</td>
<td>No</td>
</tr>
<tr>
<td>Charter:</td>
<td>No</td>
</tr>
<tr>
<td>Title I:</td>
<td>No</td>
</tr>
<tr>
<td>Free/Reduced Lunch:</td>
<td>47%</td>
</tr>
<tr>
<td>Minority:</td>
<td>27%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Grade History:</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

**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  Seminole Middle School

Principal’s name  Thomas P. Lechner

School Advisory Council chair’s name  John Gluck

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Anderson</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Keith Mercer</td>
<td>Data Manager</td>
</tr>
<tr>
<td>Tracy Carter</td>
<td>Recorder</td>
</tr>
<tr>
<td>Ann Marie Weather</td>
<td>Time Keeper</td>
</tr>
<tr>
<td>Thomas P. Lechner</td>
<td>Principal</td>
</tr>
<tr>
<td>Corliess Davis</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Bonnie Lurie</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Ronald K. Mercer</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Ann Marie Weather/Sarah Pittinger</td>
<td>TSA/Compliance</td>
</tr>
<tr>
<td>Darla Gatesman</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Lori Guth</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Nicole Gilkes</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Antoine Seay</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>Tracy Carter</td>
<td>Social worker</td>
</tr>
<tr>
<td>Heather Anderson</td>
<td>LA teacher</td>
</tr>
</tbody>
</table>

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
Parents, Administrators, Teacher, Community Member, and Support Staff.

Describe the involvement of the SAC in the development of this school improvement plan
The SAC had input on the SIP. The SAC also reviewed and approved the SIP, including the budget.

Describe the activities of the SAC for the upcoming school year
SAC will meet on the 3rd Tuesday of every month to approve and monitor the SIP. The SAC will analyze data and monitor the expenditure of the SIP funds.

Describe the projected use of school improvement funds and include the amount allocated to each project
The SAC will begin to approve the use of SIP funds at the 9/17/2013 SAC meeting.

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).

**Administrators**

<table>
<thead>
<tr>
<th># Administrators</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td># Receiving Effective rating or higher (not entered because basis is &lt; 10)</td>
<td></td>
</tr>
</tbody>
</table>

**Administrator Information:**

<table>
<thead>
<tr>
<th>Thomas P. Lechner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Years as Administrator: 19 Years at Current School: 6</td>
</tr>
<tr>
<td>Credentials Ed. Specialist Leadership, MA &amp; BS Education</td>
</tr>
<tr>
<td>Performance Record 2012-13 Earned a B Five previous years earned an A.</td>
</tr>
</tbody>
</table>

**Ronald K. Mercer**

| Asst Principal Years as Administrator: 2 Years at Current School: 2 |
|------------------------|------------------------|
| Credentials MA Leadership, BS Social Studies |
| Performance Record |

**Bonnie Lurie**

| Asst Principal Years as Administrator: 0 Years at Current School: 0 |
|------------------------|------------------------|
| Credentials Ed. Leadership, Reading Endorsed, BA & MA EBD |
| Performance Record |

**Corliess Davis**

| Asst Principal Years as Administrator: 19 Years at Current School: 5 |
|------------------------|------------------------|
| Credentials MA Leadership, BS English |
| Performance Record |

**Instructional Coaches**

<table>
<thead>
<tr>
<th># Instructional Coaches</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td># Receiving Effective rating or higher (not entered because basis is &lt; 10)</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Coach Information:**
<table>
<thead>
<tr>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time / District-based</td>
</tr>
<tr>
<td>Areas</td>
</tr>
<tr>
<td>Credentials</td>
</tr>
<tr>
<td>Performance Record</td>
</tr>
</tbody>
</table>

### Classroom Teachers

- **# of classroom teachers**: 77
- **# receiving effective rating or higher**: 0%
- **# 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. 77, 100%**
- **# ESOL endorsed**: 11, 14%
- **# reading endorsed**: 11, 14%
- **# with advanced degrees**: 27, 35%
- **# National Board Certified**: 1, 1%
- **# first-year teachers**: 3, 4%
- **# with 1-5 years of experience**: 15, 19%
- **# with 6-14 years of experience**: 34, 44%
- **# with 15 or more years of experience**: 25, 32%

### Education Paraprofessionals

- **# of paraprofessionals**: 9
- **# Highly Qualified, as defined in 20 U.S.C. § 6319(c)**: 9, 100%

### Other Instructional Personnel

- **# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals**: 4
- **# 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).

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

The administrative team at Seminole Middle only hire candidates that are highly qualified. The administrators also meet with new teachers on a regular basis. Each new teacher is assigned a school and district mentor.

### 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).
Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
All teachers new to Seminole Middle are assigned to a peer mentor. The mentors meet with the teacher on a weekly basis. All new teachers are also assigned a district mentor that meets with the teacher on a monthly basis.

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).

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 SBLT meets every other Thursday looking at school wide data. The SBLT will monitor the effectiveness of the Tier 1, Tier 2, and Tier 3 levels of both academic and behavior by data. The SBLT will also make sure the Tier 2 and Tier 3 interventions are in place.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
Facilitator – generates the agenda and leads the team discussions
Data Managers – assists team in accessing and interpreting data
Recorder – documents meeting content and disseminates to team members as well as storing a hard copy in a binder for all to access.
Time Keeper – helps team begin on time and ensures adherence to agreed upon agenda.
Principal - responsible for MTSS and SIP
Assistant Principals - Data Managers
Behavior Specialist - assists with Tier II & Tier III interventions
TSA/Compliance - assists with ESE students
Guidance Counselors - assists with Tier II & Tier III interventions
School Psychologist - assists with Tier II & Tier III interventions
Social Worker - assists with Tier II & Tier III interventions
Language Arts teacher - liaison with instructional staff

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
The SBLT meets every other Thursday from 10:30 a.m. – 11:10 a.m.to monitor the fidelity of the RTI and SIP process.
The behavior data will include # of referrals, # of hawk tickets, and the # of flight cards. The academic data will include classroom grades and # of flight cards.
The SBLT will utilize the Tier I, Tier II, & Tier III triangle to determine the behavior and academic targets to monitor.

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)
F.A.I.R. data will be analyzed for Reading. Progress monitoring will take place in reading, math, science, and writing. Behavior data will be pulled from Decision Ed and Focus/SIS.
The behavior data will include # of referrals, # of hawk tickets, and the # of flight cards. The academic data will include classroom grades and # of flight cards.
The SBLT will utilize the Tier I, Tier II, & Tier III triangle to determine the behavior and academic targets to monitor.
Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The SBLT will share data with the staff concerning the 3 levels in the tier system. The SBLT will also provide leadership in having staff members problem solve and implement appropriate interventions at the Tier 2 and Tier 3 level of RTI.

The classroom management plans from all teachers will be reviewed. The school wide PBIS utilizes teaching behavior lessons and reinforcing positive behavior. Data will be shared with the staff at Grade Level meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(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:

<table>
<thead>
<tr>
<th>Strategy: Before or After School Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes added to school year: 30</td>
</tr>
</tbody>
</table>

**Strategy Purpose(s)**

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

**Strategy Description**

Seminole Middle has over 20 clubs that meet before and after school to extend the school day. The clubs include: Chess, Spanish, French, Drama, Robotics, writing, Future cities, unclub, and Builder's Club. Peer tutors that meet twice a week with students. We utilize the ELP program before and after school to tutor students during the school year. The ELP program in the summer is utilized for course recovery.

We also participate in the Battle of the Books, Science Olympiad, and the Quiz Bowl.

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

The club sponsors collect the data and then analyze the data to determine the effectiveness of the clubs. The administrative team collects and analyze the data for the effectiveness of the extended learning opportunities.

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

The club sponsors are responsible for the implementation of the clubs and the administrative team is responsible for the extended learning opportunities.

**Literacy Leadership Team (LLT)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas P. Lechner</td>
<td>Principal</td>
</tr>
<tr>
<td>Corliess Davis</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Lisa Turner</td>
<td>Media Specialist</td>
</tr>
<tr>
<td>Carolyn Sniffen</td>
<td>Reading Department Chair</td>
</tr>
<tr>
<td>Ashley Calvert</td>
<td>Reading Facilitator</td>
</tr>
<tr>
<td>Lori Guth</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Debbie Love</td>
<td>Gifted Teacher</td>
</tr>
<tr>
<td>Maria Dixey</td>
<td>Reading Teacher</td>
</tr>
<tr>
<td></td>
<td>Science Teacher</td>
</tr>
</tbody>
</table>
Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The LLT will meet during the PLC time on Tuesdays from 8:30 – 9:00 a.m. The team will have a facilitator and a recorder. The facilitator will conduct the meetings and the recorder will take minutes for the meetings.
The LLT will 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
Ensuring text complexity, along with close reading and rereading of texts, is central to lessons
Providing scaffolding that does not preempt or replace text reading by students
Developing and asking text dependent questions from a range of question types
Emphasizing students supporting their answers based upon evidence from the text
Providing extensive research and writing opportunities
Support for implementation of common core State Standards for Literacy in Social Studies, Science, and Technical Subjects

What will be the major initiatives of the LLT this year?
The AVID WICOR strategies and the Common core Standards will be the main focus of the LLT this year.

Every Teacher Contributes to Reading Instruction
Describe how the school ensures every teacher contributes to the reading improvement of every student
All teachers participate in the reading strategies and literacy trainings. The staff is also receiving training on the Common Core Standards. Reading Coaches are working with LA teachers as professional development. Reading data is utilized for all instructional staff members except math teachers.

Preschool Transition
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable
NA

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(l)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
Every teacher post the Essential Questions for the lesson. The final question addresses the relevance of the lesson to the real world.

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?
The 6th and 7th grade guidance counselors will work with the students and their parents to plan their middle school schedules. Every 8th grade student will develop a four year plan for high school to prepare them for graduation and readiness for college or career.

| Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](https://www.flsiponline.com), 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 (l), 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

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Target %</th>
<th>2013 Actual %</th>
<th>Target Met?</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>70%</td>
<td>62%</td>
<td>No</td>
<td>73%</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>78%</td>
<td></td>
<td>No</td>
<td>81%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>40%</td>
<td>26%</td>
<td>No</td>
<td>46%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>68%</td>
<td>57%</td>
<td>No</td>
<td>71%</td>
</tr>
<tr>
<td>White</td>
<td>73%</td>
<td>69%</td>
<td>No</td>
<td>76%</td>
</tr>
<tr>
<td>English language learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>33%</td>
<td>22%</td>
<td>No</td>
<td>40%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>58%</td>
<td>47%</td>
<td>No</td>
<td>62%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td>370</td>
<td>30%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>421</td>
<td>34%</td>
</tr>
</tbody>
</table>

#### Florida Alternate Assessment (FAA)

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Levels 4, 5, and 6</td>
<td>[data excluded for privacy reasons]</td>
<td>0%</td>
</tr>
<tr>
<td>Students scoring at or above Level 7</td>
<td>[data excluded for privacy reasons]</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### Learning Gains

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students making learning gains (FCAT 2.0 and FAA)</td>
<td>884</td>
<td>68%</td>
</tr>
<tr>
<td>Students in lowest 25% making learning gains (FCAT 2.0)</td>
<td>325</td>
<td>67%</td>
</tr>
</tbody>
</table>

#### Comprehensive English Language Learning Assessment (CELLA)

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>[data excluded for privacy reasons]</td>
<td>100%</td>
</tr>
<tr>
<td>Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)</td>
<td>[data excluded for privacy reasons]</td>
<td>40%</td>
</tr>
<tr>
<td>Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)</td>
<td>[data excluded for privacy reasons]</td>
<td>50%</td>
</tr>
</tbody>
</table>
### Postsecondary Readiness

<table>
<thead>
<tr>
<th>On-time graduates scoring &quot;college ready&quot; on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.</th>
<th>2012 Actual #</th>
<th>2012 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>[data excluded for privacy reasons]</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Area 2: Writing

<table>
<thead>
<tr>
<th>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>221</td>
<td>53%</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Florida Alternate Assessment (FAA) Students scoring at or above Level 4</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>[data excluded for privacy reasons]</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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**

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Target %</th>
<th>2013 Actual %</th>
<th>Target Met?</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>67%</td>
<td>56%</td>
<td>No</td>
<td>70%</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>82%</td>
<td>78%</td>
<td>No</td>
<td>84%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>41%</td>
<td>22%</td>
<td>No</td>
<td>47%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>61%</td>
<td>43%</td>
<td>No</td>
<td>65%</td>
</tr>
<tr>
<td>White</td>
<td>70%</td>
<td>62%</td>
<td>No</td>
<td>73%</td>
</tr>
<tr>
<td>English language learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>30%</td>
<td>12%</td>
<td>No</td>
<td>37%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>54%</td>
<td>38%</td>
<td>No</td>
<td>59%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students scoring at Achievement Level 3</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>387</td>
<td>31%</td>
<td>39%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students scoring at or above Achievement Level 4</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>308</td>
<td>25%</td>
<td>31%</td>
<td></td>
</tr>
</tbody>
</table>

**Florida Alternate Assessment (FAA)**

<table>
<thead>
<tr>
<th>Students scoring at Levels 4, 5, and 6</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>[data excluded for privacy reasons]</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students scoring at or above Level 7</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>[data excluded for privacy reasons]</td>
<td>67%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Gains**

<table>
<thead>
<tr>
<th>Learning Gains</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>748</td>
<td>60%</td>
<td>63%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students in lowest 25% making learning gains (FCAT 2.0 and EOC)</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>221</td>
<td>68%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Area 4: Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td>103</td>
<td>24%</td>
<td>34%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>122</td>
<td>29%</td>
<td>34%</td>
</tr>
</tbody>
</table>

### Florida Alternate Assessment (FAA)

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Levels 4, 5, and 6</td>
<td>[data excluded for privacy reasons]</td>
<td>100%</td>
</tr>
<tr>
<td>Students scoring at or above Level 7</td>
<td>[data excluded for privacy reasons]</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Area 5: Science, Technology, Engineering, and Mathematics (STEM)

#### All Levels

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td># of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)</td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Participation in STEM-related experiences provided for students</td>
<td>300</td>
<td>24%</td>
<td>30%</td>
</tr>
</tbody>
</table>
### Area 6: Career and Technical Education (CTE)

<table>
<thead>
<tr>
<th>Category</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enrolling in one or more CTE courses</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Students who have completed one or more CTE courses who enroll in one or more accelerated courses</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Completion rate (%) for CTE students enrolled in accelerated courses</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Students taking CTE industry certification exams</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Passing rate (%) for students who take CTE industry certification exams</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CTE program concentrators</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CTE teachers holding appropriate industry certifications</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Area 7: Social Studies

#### U.S. History End-of-Course (EOC) Assessment

<table>
<thead>
<tr>
<th>Category</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Civics End-of-Course (EOC) Assessment

<table>
<thead>
<tr>
<th>Category</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Area 8: Early Warning Systems

#### Middle School Indicators

<table>
<thead>
<tr>
<th>Category</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who miss 10 percent or more of available instructional time</td>
<td>190</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Students who fail a mathematics course</td>
<td>56</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Students who fail an English Language Arts course</td>
<td>16</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Students who fail two or more courses in any subject</td>
<td>29</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Students who receive two or more behavior referrals</td>
<td>171</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.</td>
<td>250</td>
<td>20%</td>
<td>15%</td>
</tr>
</tbody>
</table>

### 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 Parent Involvement Volunteer Hours by 10%
Increase number of parents logging into Portal and increase number of times logged into for the year
### Specific Parental Involvement Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer Hours</td>
<td>8617</td>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>Parent Portal</td>
<td>712</td>
<td>54%</td>
<td>65%</td>
</tr>
</tbody>
</table>

### Area 10: Additional Targets

**Description of additional targets**
To decrease the achievement gap for the African American students by twenty-five percent during the 2013-14 school year as determined by the FCAT tests given in April 2014.

### Specific Additional Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Students</td>
<td>22</td>
<td>20%</td>
<td>45%</td>
</tr>
</tbody>
</table>
## Goals Summary

### Goal #1:
Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (2014).

### Goal #2:
Increase the percentage of 8th grade students scoring a level 3 and above on the FCAT Science by 10%, from 54% to 64% on the 2014 Science FCAT.

### Goal #3:
To improve the number of students scoring a 3.5 score on the FCAT Writes test in February of 2014 from 53% to 80%.

### Goal #4:
To increase learning gains by all students on the mathematics 2014 FCAT from 66% to 69%.

### Goal #5:
Seventy percent of our students taking the Civics End of Course Exam in April 2014 will earn a passing score.

### Goal #6:
To decrease the achievement gap for the African American students by twenty-five percent during the 2013-14 school year as determined by the FCAT tests given in April 2014.

## Goals Detail

### Goal #1:
**Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%.**
**Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (2014).**

#### Targets Supported
- Reading
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness

#### Resources Available to Support the Goal
- Analyze FAIR data to individualize instruction for students, focusing on skill weaknesses and capitalizing on strengths; Involve all students in the Achieve 3000 program. Use the FCAT Explorer program as at-home skills practice sessions.

#### Targeted Barriers to Achieving the Goal
- Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT.; Insufficient intervention supports that address the varying needs of students across academic areas.
### Plan to Monitor Progress Toward the Goal

**Goal #1:**

**Action:**
Students will set goals after FAIR cycles (Lexile, MAZE and Word Analysis Scores); Achieve 3000, FCAT Explorer; Students will have a variety of graphic organizers to use to help understand to help and process new information. Students will be expected

**Person or Persons Responsible:**
Grade level administrators; Content area teachers; Department Chairs; Reading teachers; Reading coach; Literacy team

**Target Dates or Schedule:**
During PLCs, department meetings, grade level and Literacy meetings, participants will decide to continue, modify or end strategies based on data.

**Evidence of Completion:**
Visual evidence in room of vocabulary instruction via Word Wall; Students using vocabulary words in writing Evidence of data folders/chats with students, number of student reading logs brought back on a daily basis. Evidence of book collections in classroom. Number of books being read by students that have characters that relate to their families' demographics.

<table>
<thead>
<tr>
<th>Goal #2: Increase the percentage of 8th grade students scoring a level 3 and above on the FCAT Science by 10%, from 54% to 64% on the 2014 Science FCAT.</th>
</tr>
</thead>
</table>

**Targets Supported**
- Science - Middle School

**Resources Available to Support the Goal**
- Professional Education in AVID/ WICOR and Common Core.

**Targeted Barriers to Achieving the Goal**
- Science FCAT is only tested in grade 8.

---

### Plan to Monitor Progress Toward the Goal

**Goal #2:**

**Action:**
Throughout 2013/2014 school year, 9 week district science assessments, 6 week report cards, 2014 Science FCAT

**Person or Persons Responsible:**
Teachers, Guidance, Administration, ESE Case Manager

**Target Dates or Schedule:**
Throughout 2013/2014 School Year, 9 week district science assessments, 6 week report cards, 2014 Science FCAT

**Evidence of Completion:**
Data from "when" and "what" boxes.

<table>
<thead>
<tr>
<th>Goal #3: To improve the number of students scoring a 3.5 score on the FCAT Writes test in February of 2014 from 53% to 80%.</th>
</tr>
</thead>
</table>

**Targets Supported**
### Resources Available to Support the Goal
- FCAT 2.0 Writing Test, Online Writing Assessment Program, Mock FCAT Writing Test in grades 6 and 7, writing about reading, WICOR/AVID strategies, Writing Club for Teachers, Writing Club for Students, Elaborated Paragraph Model, Freewriting and Quickwrites, Writing Portfolio, modeled writing, peer editing, using state-aligned rubrics.

### Targeted Barriers to Achieving the Goal
- High absenteeism, students lack follow-through, lack of parental support/transportation.

### Plan to Monitor Progress Toward the Goal

**Goal #4:** To increase learning gains by all students on the mathematics 2014 FCAT from 66% to 69%.

**Targets Supported**
- 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
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**
- Professional development

**Targeted Barriers to Achieving the Goal**
- Student motivation

**Plan to Monitor Progress Toward the Goal**

**Action:**
will analyze test scores/items from formative and informative assessments

**Person or Persons Responsible:**
teachers

**Target Dates or Schedule:**
after test

**Evidence of Completion:**
test data
<table>
<thead>
<tr>
<th>Goal #5:</th>
<th>Seventy percent of our students taking the Civics End of Course Exam in April 2014 will earn a passing score.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targets Supported</strong></td>
<td>Civics EOC</td>
</tr>
<tr>
<td><strong>Resources Available to Support the Goal</strong></td>
<td>Personnel, professional development opportunities, materials, schedules, curriculum, instruction, environment, school culture</td>
</tr>
<tr>
<td><strong>Targeted Barriers to Achieving the Goal</strong></td>
<td>Instructional strategies, scheduling, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards</td>
</tr>
</tbody>
</table>

**Plan to Monitor Progress Toward the Goal**

**Action:**
Common assessments and DBQ's given. Analyze data and student work to determine if re-teaching is needed.

**Person or Persons Responsible:**
7th Grade Civics teachers

**Target Dates or Schedule:**
8/19/13-6/11/13

**Evidence of Completion:**
Data from common assessments, student work from DBQ's, lesson plans and Administration walkthroughs. Teacher appraisal results.

| Goal #6: | To decrease the achievement gap for the African American students by twenty-five percent during the 2013-14 school year as determined by the FCAT tests given in April 2014. |
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
- 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

- FAIR, Achieve 3000, and Culturally-diverse books in classroom libraries
- Online writing practice test (baseline and midyear), consistent use of WICOR and writing strategies throughout the day, grading writing assignments using FCAT Writes rubric.
### Targeted Barriers to Achieving the Goal

- Lack of differentiated instruction; Lack of student engagement; Lower level cognitive abilities and decoding skills among levels one and two in reading.
- Insufficient intervention supports to address the varying needs of struggling students, absenteeism, and previous low scores on FCAT Writing test

### Plan to Monitor Progress Toward the Goal

<table>
<thead>
<tr>
<th>Action:</th>
<th>Walk throughs and substantive feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person or Persons Responsible:</td>
<td>Teachers and administrators</td>
</tr>
<tr>
<td>Target Dates or Schedule:</td>
<td>Throughout the school year</td>
</tr>
<tr>
<td>Evidence of Completion:</td>
<td>Substantive feedback and end of the year evaluations. Also, the results from the 2014 FCAT tests.</td>
</tr>
</tbody>
</table>

### Action Plan for Improvement

<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (201)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #1:</td>
<td>Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT; Insufficient intervention supports that address the varying needs of students across academic areas</td>
</tr>
<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Align the efforts of the school-based leadership team (SBLT) to problem solve and support the implementation of the SIP reading goals; Develop action plans to enable content area teachers to build and assess literacy skills; establish systems to monitor.</td>
</tr>
</tbody>
</table>

### Step #1 to Implement Strategy #1 - PD Opportunity

<table>
<thead>
<tr>
<th>Action:</th>
<th>Determine if lessons are aligned with course standards and benchmarks; and to the district/school pacing guides. Determines if lessons focus on essential learning objectives and goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person or Persons Responsible:</td>
<td>AP who evaluates teachers</td>
</tr>
<tr>
<td>Target Dates or Schedule:</td>
<td>Walk-throughs and submitted lesson plans</td>
</tr>
<tr>
<td>Evidence of Completion:</td>
<td>Assessment data--Formative Assessments (e.g. FAIR, Achieve 3000) data, and Summative Assessments (e.g. FCAT).</td>
</tr>
<tr>
<td>Facilitator:</td>
<td>AVID instructors</td>
</tr>
<tr>
<td>Participants:</td>
<td>Entire instructional staff</td>
</tr>
</tbody>
</table>
### Step #2 to Implement Strategy #1

**Action:**
Lessons focus on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcome. Determines student readiness for learning by connecting instructional objectives and goals to students' background. Focuses and refocuses class discussions by referring back to the learning goal/essential question. Uses explicit instruction; modeled instruction; guided practice with teacher support and feedback; guided practice with peer support and feedback; independent practice.

**Person or Persons Responsible:**
Reading teachers

**Target Dates or Schedule:**
Ongoing progress monitoring of data: FAIR, Achieve 3000

**Evidence of Completion:**
Assessment data—Formative Assessments (e.g. FAIR, Achieve 3000) data, Summative Assessments (e.g. FCAT, unit tests. Uses a scale or a rubric that relates to the learning goal and posts for all students to see.

### Step #3 to Implement Strategy #1

**Action:**
SBLT utilizes data to plan for a sufficient number and variety of intervention courses. Intervention and core teachers communicate and plan together regularly. Intervention curriculum is aligned with core instructional goals/objectives. Intervention strategies are reinforced in core classes.

**Person or Persons Responsible:**
School Based Leadership Team (SBLT)

**Target Dates or Schedule:**
Regularly scheduled SBLT meetings; classroom visits and walkthroughs; teachers' lesson plans

**Evidence of Completion:**
Evidence of core teachers and intervention teachers communicating and planning.

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

**Action:**
Implements high-yield instructional strategies; implements intensive decoding skills and lessons for struggling students; collects data to evaluate areas of weaknesses; builds on reading skills mastered to increase higher order thinking skills.

**Person or Persons Responsible:**
AP who evaluates teacher; Reading department chair, Reading teachers, Literacy team, District reading coach

**Target Dates or Schedule:**
Walkthrough and lesson plans; PLC meetings; Literacy Team meetings;

**Evidence of Completion**
Evidence of: Teachers providing instruction which is aligned with the cognitive complexity levels of standards and benchmarks; the cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks; students are provided with appropriate scaffolding and supports to access higher order questions and tasks.
Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

**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, their learning readiness and specific learning

**Person or Persons Responsible:**
AP who evaluates teacher, Reading teacher, Reading coach, SBLT

**Target Dates or Schedule:**
Walkthrough; Teacher Appraisal Results; Standardized Test Data

**Evidence of Completion:**
Intervention and core teachers communicate and plan together regularly; Effectiveness of intervention courses are evaluated by reviewing student success in core courses.; Evidence of core teachers and intervention teachers communicating and planning; Lesson plans and walkthroughs.

**Action Step(s) Missing for Goal #1, Barrier #1, Strategy #2**
Complete one or more action steps for this Strategy or de-select it

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

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion**

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

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

**Action Step(s) Missing for Goal #1, Barrier #1, Strategy #3**
Complete one or more action steps for this Strategy or de-select it
Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1: Increase the percentage of students’ scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (201

Barrier #1: Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT; Insufficient intervention supports that address the varying needs of students across academic areas

Strategy #4 to Overcome the Barrier: Increase instructional rigor.

Step #1 to Implement Strategy #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

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

Action:
Teachers provide formative assessment to inform differentiation in instruction. Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction.

Person or Persons Responsible:
AP who evaluates teacher; Reading teachers; Reading Coach; SBLT

Target Dates or Schedule:
Walkthroughs and lesson plans; Weekly PLC and SBLT meetings;

Evidence of Completion
School summary of observation section of teacher appraisal data. Student growth during 3 cycles of FAIR, Achieve 3000, FCAT (2014)

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:
At regular PLC meeting, teachers and counselor should be made aware of any strategies that are not working in order to determine whether the problem is an issue of instruction or if the strategy needs to be changed.

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #5
Complete one or more action steps for this Strategy or de-select it

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:
| Goal #1: | Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (201) |
| Barrier #1: | Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT.; Insufficient intervention supports that address the varying needs of students across academic areas |
| Strategy #6 to Overcome the Barrier | Collect data to evaluate areas of weakness and build on reading skills mastered to increase higher order thinking skills. |

### Step #1 to Implement Strategy #6

**Action:**
SBLT will problem solve to help accomplish the SIP reading goals.

**Person or Persons Responsible:**
SBLT

**Target Dates or Schedule:**
2013-14 school year. The SBLT meets every other Thursday during 2nd period.

**Evidence of Completion:**
Completion of the problem solving process to analyze reading.

### Step #2 to Implement Strategy #6

**Action:**
Post and review the lesson learning goal each class period.

**Person or Persons Responsible:**
All teachers

**Target Dates or Schedule:**
Every school day

**Evidence of Completion:**
Learning goals are posted and reviewed with the students during the lesson.

### Step #3 to Implement Strategy #6 - Budget Item

**Action:**
Implement critical reading and writing strategies with the students

**Person or Persons Responsible:**
Reading and Language Arts teachers.

**Target Dates or Schedule:**
Every school day during their lessons.

**Evidence of Completion:**
Lesson plans document strategies.
**Step #4 to Implement Strategy #6**

<table>
<thead>
<tr>
<th><strong>Action:</strong></th>
<th>Implement critical reading and writing strategies with the students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person or Persons Responsible:</strong></td>
<td>Reading and Language Arts teachers.</td>
</tr>
<tr>
<td><strong>Target Dates or Schedule:</strong></td>
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</tr>
<tr>
<td><strong>Evidence of Completion:</strong></td>
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</table>

**Plan to Monitor Fidelity of Implementation of Strategy #6 for Overcoming Barrier #1 to Goal #1**

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<thead>
<tr>
<th><strong>Action:</strong></th>
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</tr>
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<td><strong>Evidence of Completion</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Plan to Monitor Effectiveness of Strategy #6 for Overcoming Barrier #1 to Goal #1**

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<tr>
<th><strong>Action:</strong></th>
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<tr>
<td><strong>Evidence of Completion</strong></td>
<td></td>
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</table>
### Goal #2:
Increase the percentage of 8th grade students scoring a level 3 and above on the FCAT Science by 10%, from 54% to 64% on the 2014 Science FCAT.

### Barrier #1:
Science FCAT is only tested in grade 8.

### Strategy #1 to Overcome the Barrier
Transitioned to comprehensive science curriculum. Implementation of AVID/WICOR and Common Core strategies for reading, vocabulary, writing, math and technology.

#### Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

**Action:**
9 week district science assessments, 6 week report card grades, Gap assessments, 2014 Science FCAT

**Person or Persons Responsible:**
Teachers, Guidance, Administration, ESE Case Manager

**Target Dates or Schedule:**
throughout the 2013/2014 school year

**Evidence of Completion:**
Data from "what" box.

**Facilitator:**

**Participants:**

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

**Action:**
Unit Pre and Post Tests, Gap Assessments, District science assessments every 9 weeks in grades 6,7,8. 2014 Science FCAT, 6 week report Card Grades.

**Person or Persons Responsible:**
Science Teachers, Guidance, Administration, ESE Case Managers

**Target Dates or Schedule:**
Throughout the 2013/2014 school year.

**Evidence of Completion**
Data from previous "what" box.

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

**Action:**
Throughout 2013/2014 school year, 9 week district science assessments, 6 week report cards, 2014 Science FCAT

**Person or Persons Responsible:**
Teachers, Guidance, Administration, ESE Case Manager

**Target Dates or Schedule:**
Throughout 2013/2014 school year, 9 week district science assessments, 6 week report cards, 2014 Science FCAT

**Evidence of Completion:**
Data from "when' and "what" boxes.
<table>
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<tr>
<th>Goal #3:</th>
<th>To improve the number of students scoring a 3.5 score on the FCAT Writes test in February of 2014 from 53% to 80%.</th>
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<td>Barrier #1:</td>
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<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Training in new Online Writing Assessment Program, guided elaboration, AVID WICOR strategies, Writing Club for staff and students.</td>
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**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**
Training for new Online Writing Assessment Program

**Person or Persons Responsible:**
8th Grade Language Arts Teachers

**Target Dates or Schedule:**
October 12 and January 18

**Evidence of Completion:**
Teacher-generated report.

**Facilitator:**

**Participants:**

**Step #2 to Implement Strategy #1**

**Action:**
Writing Club for Staff

**Person or Persons Responsible:**
All staff

**Target Dates or Schedule:**
Ongoing

**Evidence of Completion:**
Literary Anthology

**Step #3 to Implement Strategy #1**

**Action:**
student creation of an ESE Student Newspaper

**Person or Persons Responsible:**
ESE Department

**Target Dates or Schedule:**
Twice per semester

**Evidence of Completion:**
student participation, published product
Step #4 to Implement Strategy #1

**Action:**
Creation of IEP goals for FCAT level 1-2 readers reflective of present writing levels and grade level standards for writing.

**Person or Persons Responsible:**
ESE Department Case Managers

**Target Dates or Schedule:**
Ongoing

**Evidence of Completion:**
Finalized IEPs

---

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

**Action:**
After baseline and midyear assessments, all LA teachers evaluate data and adjust instruction to meet needs of students.

**Person or Persons Responsible:**
Department Chair, Principal, all Language Arts Teacher

**Target Dates or Schedule:**
Ongoing

**Evidence of Completion**
WICOR plans each six weeks.

---

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

**Action:**
Review all data from baseline and midyear writing assessment, writing portfolios, FCAT Writing test for 8th graders.

**Person or Persons Responsible:**
Department Chair, Principal, all Language Arts teachers

**Target Dates or Schedule:**
Ongoing

**Evidence of Completion:**
AVID baseline and end-of-year data.
<table>
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<th><strong>Goal #4:</strong></th>
<th>To increase learning gains by all students on the mathematics 2014 FCAT from 66% to 69%.</th>
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<td><strong>Barrier #1:</strong></td>
<td>Student motivation</td>
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<tr>
<td><strong>Strategy #1 to Overcome the Barrier:</strong></td>
<td>Positive reinforcement, engaging activities, teacher rewards, display positive student achievements, classroom incentives</td>
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</table>

### Step #1 to Implement Strategy #1 - PD Opportunity

**Action:**
Will continue to use positive incentives on a regular basis.

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
throughout the year

**Evidence of Completion:**
Students will perform better on assessments.

**Facilitator:**

**Participants:**

### Step #2 to Implement Strategy #1

**Action:**
Will find/utilize engaging real-life activities.

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
throughout the year

**Evidence of Completion:**
Lesson plans (teachers), Increased test scores (Students)

### Step #3 to Implement Strategy #1

**Action:**
creation of IEP goals for FCAT level 1-2 readers reflective of present levels and grade level standards for math

**Person or Persons Responsible:**
ESE Case Managers

**Target Dates or Schedule:**
Ongoing

**Evidence of Completion:**
Finalized IEP's
**Step #4 to Implement Strategy #1**

**Action:**
classroom support/remediation of skills, small group work/testing

**Person or Persons Responsible:**
ESE Support Facilitation Teachers

**Target Dates or Schedule:**
Ongoing

**Evidence of Completion:**
support facilitation logs, student classwork grades

---

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

**Action:**
Will track hawk ticket/flight card numbers every six weeks. Share at PLC’s

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
throughout the year

**Evidence of Completion**
Review data.

---

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

**Action:**
will conduct surveys

**Person or Persons Responsible:**
teachers

**Target Dates or Schedule:**
every semester

**Evidence of Completion:**
data from surveys
<table>
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<th>Goal #5:</th>
<th>Seventy percent of our students taking the Civics End of Course Exam in April 2014 will earn a passing score.</th>
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<td>Barrier #1:</td>
<td>Instructional strategies, scheduling, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards</td>
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<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Increased professional development, scheduling adjustments, increased communication with parents, positive incentives for students to increase motivation, consistent discipline, following the Civics course outline, ESE support</td>
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**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**
Increased professional development through district wide training, positive strategies used in the classroom, red book for discipline, use of the course outline and common assessments.

**Person or Persons Responsible:**
7th Grade Civics teachers

**Target Dates or Schedule:**
8/19/13-6/11/13 (School year)

**Evidence of Completion:**
Data from common assessments, analyzing writing and knowledge from DBQ's/showing growth in writing and content knowledge. Lesson plans. Administration walkthroughs, and teacher appraisal.

**Facilitator:**

**Participants:**

---

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

**Action:**
Common assessments given throughout the school year, DBQ's given a minimum of 3 times throughout the school year. Lesson plans. Administrative walkthroughs.

**Person or Persons Responsible:**
7th Grade Civics teachers

**Target Dates or Schedule:**
8/19/13-6/11/13 (School year)

**Evidence of Completion**
Data from common assessments showing student retention, DBQ's showing growth in writing in content area. Administration walkthroughs. Teacher appraisal results.

---

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

**Action:**
Data from common assessments and growth on DBQ's will be analyzed and material recovered if needed.

**Person or Persons Responsible:**
7th Grade Civics teachers

**Target Dates or Schedule:**
8/19/13-6/11/13 (Throughout the school year)

**Evidence of Completion:**
Data from common assessments, student work on DBQ's. Lesson plans. Administration walkthroughs and teacher appraisal results.
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<th>Goal #6:</th>
<th>To decrease the achievement gap for the African American students by twenty-five percent during the 2013-14 school year as determined by the FCAT tests given in April 2014.</th>
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<td>Barrier #1:</td>
<td>Lack of differentiated instruction; Lack of student engagement; Lower level cognitive abilities and decoding skills among levels one and two in reading.</td>
</tr>
<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Build on skills mastered to increase higher-order thinking skills; Classroom teachers and SBLT utilize data to plan intervention curriculum; Interventions are integrated and aligned in core classes</td>
</tr>
</tbody>
</table>

**Step #1 to Implement Strategy #1 - Budget Item**

**Action:**
Intervention strategies and small groups

**Person or Persons Responsible:**
All teachers

**Target Dates or Schedule:**
Throughout the year

**Evidence of Completion:**
FCAT scores

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6**

**Action:**
Walk throughs and substantive feedback

**Person or Persons Responsible:**
All teachers and administrators

**Target Dates or Schedule:**
Throughout the school year.

**Evidence of Completion**
Substantive Feedback and end of year evaluations

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6**

**Action:**
Walk throughs and substantive feedback

**Person or Persons Responsible:**
Teachers and administrators.

**Target Dates or Schedule:**
Throughout the school year

**Evidence of Completion**
Substantive feedback and end of year evaluations.

**Action Step(s) Missing for Goal #6, Barrier #1, Strategy #2**
Complete one or more action steps for this Strategy or de-select it
Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #6
Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #6
Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Action Step(s) Missing for Goal #6, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #6
Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #6
Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Action Step(s) Missing for Goal #6, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it
Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #6

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #6

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:
**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.

Our Behavior Specialist for our EBD program is federally funded. The Behavior Specialist supervises the behavioral strategies utilized in our EBD units. The specialist works very closely with the EBD teachers, TSA/Compliance, school psychologist, and the school social worker.

We also have two GPS dropout prevention units to reduce dropouts. We utilize one of the units in seventh grade and the other unit in eighth grade. The GPS teachers instruct the students in the core content subject areas. The GPS students receive their elective classes in the regular setting.
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:** Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT (201

**Barrier #1:** Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT.; Insufficient intervention supports that address the varying needs of students across academic areas

**Strategy #1:** Align the efforts of the school-based leadership team (SBLT) to problem solve and support the implementation of the SIP reading goals; Develop action plans to enable content area teachers to build and assess literacy skills; establish systems to monitor.

**Action Step #1:** Determine if lessons are aligned with course standards and benchmarks; and to the district/school pacing guides. Determines if lessons focus on essential learning objectives and goals.

<table>
<thead>
<tr>
<th>Facilitator leader</th>
<th>AVID instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants</strong></td>
<td>Entire instructional staff</td>
</tr>
<tr>
<td><strong>Target dates or schedule</strong></td>
<td>Walk-throughs and submitted lesson plans</td>
</tr>
<tr>
<td><strong>Evidence of Completion and Person Responsible for Monitoring</strong></td>
<td>Assessment data--Formative Assessments (e.g. FAIR, Achieve 3000) data, and Summative Assessments (e.g. FCAT).</td>
</tr>
<tr>
<td>(Person Responsible: AP who evaluates teachers)</td>
<td></td>
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</tbody>
</table>

**Goal #2:** Increase the percentage of 8th grade students scoring a level 3 and above on the FCAT Science by 10%, from 54% to 64% on the 2014 Science FCAT.

**Barrier #1:** Science FCAT is only tested in grade 8.

**Strategy #1:** Transitioned to comprehensive science curriculum. Implementation of AVID/ WICOR and Common Core strategies for reading, vocabulary, writing, math and technology.

**Action Step #1:** 9 week district science assessments, 6 week report card grades, Gap assessments, 2014 Science FCAT

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</tr>
<tr>
<td><strong>Evidence of Completion and Person Responsible for Monitoring</strong></td>
<td>Data from &quot;what&quot; box.</td>
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</tr>
<tr>
<td><strong>Evidence of Completion and Person Responsible for Monitoring</strong></td>
<td>Teacher-generated report. (Person Responsible: 8th Grade Language Arts Teachers)</td>
</tr>
</tbody>
</table>

| **Goal #4:** | To increase learning gains by all students on the mathematics 2014 FCAT from 66% to 69%. |
| **Barrier #1:** | Student motivation |
| **Strategy #1:** | Positive reinforcement, engaging activities, teacher rewards, display positive student achievements, classroom incentives |
| **Action Step #1:** | Will continue to use positive incentives on a regular basis. |
| **Facilitator leader** | |
| **Participants** | |
| **Target dates or schedule** | throughout the year |
| **Evidence of Completion and Person Responsible for Monitoring** | Students will perform better on assessments. (Person Responsible: Teachers) |

| **Goal #5:** | Seventy percent of our students taking the Civics End of Course Exam in April 2014 will earn a passing score. |
| **Barrier #1:** | Instructional strategies, scheduling, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards |
| **Strategy #1:** | Increased professional development, scheduling adjustments, increased communication with parents, positive incentives for students to increase motivation, consistent discipline, following the Civics course outline, ESE support |
| **Action Step #1:** | Increased professional development through district wide training, positive strategies used in the classroom, red book for discipline, use of the course outline and common assessments. |
| **Facilitator leader** | |
| **Participants** | |
| **Target dates or schedule** | 8/19/13-6/11/13 (School year) |
| **Evidence of Completion and Person Responsible for Monitoring** | Data from common assessments, analyzing writing and knowledge from DBQ's/showing growth in writing and content knowledge. Lesson plans. Administration walkthroughs, and teacher appraisal. (Person Responsible: 7th Grade Civics teachers) |
### Goal #1: Increase the percentage of students' scoring at level 3 and above in Reading as measured by the FCAT (2014) from the current level of 62% to 70%. Increase the annual learning gains in Reading for the lowest 25% of students as measured by the FCAT.

#### Barrier #1:
Lack of appropriate examples of text complexity; Insufficient CCCS-based instruction; Lack of differentiated instruction; Lack of student engagement; Lower level cognitive ability and decoding skills for the lower 25% of students scoring at levels 1 and 2 on the FCAT.; Insufficient intervention supports that address the varying needs of students across academic areas.

#### Strategy #6:
Collect data to evaluate areas of weakness and build on reading skills mastered to increase higher order thinking skills.

#### Action Step #3:
Implement critical reading and writing strategies with the students.

### Resource Type
- Evidence-Based Program

### Funding Source
- Pinellas - 3931 - Seminole Middle School - FDOE SIP 2013-14

### Amount Needed
- $0

---

### Goal #2: Increase the percentage of 8th grade students scoring a level 3 and above on the FCAT Science by 10%, from 54% to 64% on the 2014 Science FCAT.

#### Barrier #1:
Science FCAT is only tested in grade 8.

#### Strategy #1:
Transitioned to comprehensive science curriculum. Implementation of AVID/WICOR and Common Core strategies for reading, vocabulary, writing, math and technology.

#### Action Step #1:
9 week district science assessments, 6 week report card grades, Gap assessments, 2014 Science FCAT.

### Resource Type
- Evidence-Based Program

### Funding Source
- Pinellas - 3931 - Seminole Middle School - FDOE SIP 2013-14

### Amount Needed
- $0
**Goal #5:** Seventy percent of our students taking the Civics End of Course Exam in April 2014 will earn a passing score.

**Barrier #1:** Instructional strategies, scheduling, teachers' knowledge and skills, parental involvement, student motivation, school culture, alignment of instruction with standards

**Strategy #1:** Increased professional development, scheduling adjustments, increased communication with parents, positive incentives for students to increase motivation, consistent discipline, following the Civics course outline, ESE support

**Action Step #1:** Increased professional development through district wide training, positive strategies used in the classroom, red book for discipline, use of the course outline and common assessments.

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**Goal #6:** To decrease the achievement gap for the African American students by twenty-five percent during the 2013-14 school year as determined by the FCAT tests given in April 2014.

**Barrier #1:** Lack of differentiated instruction; Lack of student engagement; Lower level cognitive abilities and decoding skills among levels one and two in reading.

**Strategy #1:** Build on skills mastered to increase higher-order thinking skills; Classroom teachers and SBLT utilize data to plan intervention curriculum; Interventions are integrated and aligned in core classes

**Action Step #1:** Intervention strategies and small groups

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