

School Improvement Plan

2015-2016

Carwise Middle

Michael A. Grego, Ed.D.
Superintendent



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2014-2015

School Improvement Plan

| PART I | | CURRENT SCHOOL STATUS |
|--|---|---------------------------------|
| Section A | | School Information |
| School Name Carwise Middle | Principal's First Name Robert | Principal's Last Name Vicari |
| School Advisory Council Chair's First Name Matt | School Advisory Council Chair's Last Name Little | |

SCHOOL VISION - What is your school's vision statement?

100 Percent Student Success!

SCHOOL MISSION - What is your school's mission statement?

The mission of Carwise Middle School is to provide opportunities, through effective and efficient operations, for the success of ALL students in a safe environment which promotes highest achievements.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Positive relationships between teachers and students are promoted through school wide community building activities, frequent meetings to check on, and offer support and tutoring to students and other enrichment programs offered to all students. Relationships and increased cultural awareness are also promoted through SAC, PTSA, AVID and mentoring programs. All students are invited to join a school sponsored multi-cultural club. This club builds awareness of the diverse cultures in our school by communicating cultural events on a periodic basis.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Incoming students are invited to attend a "Shark Camp" during the summer where they get acclimated to the school, receive organizational tips, and meet the staff in a small group environment; School wide expectations are posted in every classroom; A positive rewards system in place where students receive "Shark Bites" for following school wide expectations; Students that go beyond expectations can receive "KIDDOS" rewards, which recognize their superior involvement in our school community; School wide expectation and community building lesson plans are conducted weekly; Students vote on "Teacher of the Month". Teachers of the month have their pictures posted on one of the school's bulletin boards for all to see ; Teachers vote on "Students of the Month". Students of the month have their pictures posted on the "shark" at each grade level office for their peers to see; There is an active anti-bullying campaign in place with Anti-bullying assemblies and a SWAT team that meets monthly and plans anti-bullying activities; There is an "Open door policy" for guidance counselors; Before and after school clubs including STEM, FISH, Science Olympiad, Odyssey of the Mind, Builders Club, ELP, CCN and Battle of the Books, Garden Club and Course Recovery.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

School-wide discipline guidelines; School wide expectations are posted in every classroom; Safety and Behavioral (discipline) assemblies are held to ensure that all students understand the expectations; CPI training, Expectations for "Kiddos" rewards communicated to instructional personnel, students and parents (including "Shark Bites" and "Students of the Month").

Positive Behavior Systems and rewards selected on a weekly, monthly and annual basis for students; School wide expectations and community building lesson plans are conducted weekly.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Social workers, school psychologist meet with students to counsel and mentor students; Small group classroom guidance lessons; individual and group counseling for peer conflicts. Guidance provides counseling, mentoring, work study groups, and teacher tutoring for students on an as-needed basis.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

| SAC Member First Name | SAC Member Last Name | SAC Member Stakeholder Group |
|-----------------------|----------------------|------------------------------|
| Robert | Vicari | Administration |
| Rebecca | Eden | Teacher |
| Sue | Eley | Teacher |
| Annette | Tesmer | Teacher |
| Amie | Crosby | Teacher |
| Yolanda | Dzierczk | Teacher |
| Teresa | Bynum | Support |
| Michael | Pate | Business |
| Sandra | Winters | Business |
| Benita | Jackson | Parent |
| Joanne | Brunner | Parent |
| Nicole | See | Parent |
| Patricia | Lee | Parent |
| Joan | Spies | Parent |
| Geneve | Williams | Parent |
| Chris | Crowell | Business |
| Vanessa | Wooding | Business |
| Crystal | Rosenberg | Business |
| Matt | Little | SAC Chair |

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Overall, the school adhered to the school improvement plan from last year. We made learning gains and exceeded our goals in Writing, Algebra 2 and Geometry; in addition, the FAA test goals were exceeded, except in Math. The budgeted funds were used to purchase technology to support instruction.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Substitutes - \$1,700
Planners - \$1,400
Equipment – Elmo \$526
Warranty on Elmo - \$99
Whiteboards - \$298
Science supplies - \$100
Repair microscopes - \$750
iPad - \$646
Headsets - \$660
Dry Erase Easels - \$205
Stickies - \$200
Math Calculators - \$2,250
Total - \$8,834

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC is asked for input and approves the School Improvement Plan at the beginning of the year. SAC periodically reviews the SIP for possible updates throughout the school year.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The SAC will review, discuss and approve the SIP taking into account information shared from the Superintendent meetings.

In addition to the review of the SIP, SAC members get updates on the Superintendent meetings and provide a voice for the parents of all students in our school. These members provide a positive bridge to our community and a sounding board for issues presented by the School Board or Carwise Faculty.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

TDEs; Recognition programs; “Shark Bites” program; materials for formative assessments for instructional staff; headsets and workbooks for Carnegie Math program and for ELA district assessments; Science lab materials.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

N/A

PART I**CURRENT SCHOOL STATUS****Section C****Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

| | | | |
|---|--|--------------------------------------|-----------------------------------|
| First Name Robert | Last Name Vicari | Email Address vicarir@pcsb.org | |
| Highest Academic Degree Other: Ed Specialist | Field of Study Administration and Supervision | # of Years as an Administrator 18 | # of Years at Current School 0 |
| Certifications (if applicable) Social Studies 5-12, Science 5-12, Ed. Leadership | | | |

ASSISTANT PRINCIPAL #1

| | | | |
|---|--|--------------------------------------|-----------------------------------|
| First Name Nancy | Last Name Verigan | Email Address Verigann@pcsb.org | |
| Highest Academic Degree Master of Education | Field of Study Educational Leadership and Supervision | # of Years as an Administrator 17 | # of Years at Current School 9 |
| Certifications (if applicable) Ed. Leadership; Math 5-9; MGIC 5-9; Middle Grade endorsement; Bus Ed. 6-12; Voc Office Ed.; School Principal all levels | | | |

ASSISTANT PRINCIPAL #2

| | | | |
|---|--|--------------------------------------|------------------------------------|
| First Name Judith | Last Name Allen | Email Address allenju@pcsb.org | |
| Highest Academic Degree Master of Science | Field of Study Educational Leadership and Supervision | # of Years as an Administrator 11 | # of Years at Current School 11 |
| Certifications (if applicable) Ed. Leadership; Health 7-12; P.E. 6-12; P.E. K-8; Middle Grades Endorsement | | | |

ASSISTANT PRINCIPAL #3

| | | | |
|--|--|-------------------------------------|-----------------------------------|
| First Name Asimina | Last Name Patton | Email Address pattona@pcsb.org | |
| Highest Academic Degree Master of Education | Field of Study Educational Leadership | # of Years as an Administrator 2 | # of Years at Current School 2 |
| Certifications (if applicable) S.S. 6-12 and Ed. Leadership | | | |

ASSISTANT PRINCIPAL #4

| | | | |
|--------------------------------|----------------|--------------------------------|------------------------------|
| First Name N/A | Last Name | Email Address | |
| Highest Academic Degree | Field of Study | # of Years as an Administrator | # of Years at Current School |
| Certifications (if applicable) | | | |

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

of instructional employees: 72

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

% certified infield, pursuant to Section 1012.2315(2), F.S.: _____

% ESOL endorsed: 27.8

% reading endorsed: 12.5

% with advanced degrees: 38.9

% National Board Certified: 2.8

% first-year teachers: 1.4

% with 1-5 years of experience: 13.9

% with 6-14 years of experience: 37.5

% with 15 or more years of experience: 47.2

PARAPROFESSIONALS

of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): N/A

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

We recruit highly effective teachers and gather data to determine that needs are fulfilled in high-need academic areas. We retain excellent teachers by our implementation of a new teacher orientation, and recognition programs (i.e. "Teacher of the Week" parking, Selection of "Teacher of the Month", chocolate, hand soap, Kudo awards, breakfast, lunch, FCAT cake, birthday cards, etc.) and ensure that all teachers receive the support they need to be highly effective.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We are working on common planning by subject, grade level and content area. We are implementing a collaborative lesson study in our monthly faculty and Best Practices meetings. Whenever possible, staff share ideas through discussion, video lessons and staff trainings. The Morale Booster Committee is coordinating food for our monthly faculty meetings. AVID Site Team will provide after hours training for component points.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Each new teacher receives a mentor in the same department. The mentor is responsible for observation of mentee's instruction and provides feedback; The mentor assists in planning lessons; Ensures that the new teacher is connecting lesson activities to content standards; Discusses student progress and analyzing student work; and provides modeling or co-teaching lessons if possible.

PART I**CURRENT SCHOOL STATUS****Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The MTSS SBLT meets the first Wednesday of every month where a facilitator generates agenda and leads team discussions. Department Chairpersons, Data Manager(s)/Data Coach(es) assist team in accessing and interpreting (aggregating/disaggregating) the data. A Data Chairperson manages and displays data. The Recorder/Note Taker documents meeting content and disseminates information to team members in a timely manner storing a hard copy in a binder for all teachers to access. The Time Keeper helps team begin on time and ensures adherence to agreed-upon agenda.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member

Delete Member

| MTSS Team Member First Name | MTSS Team Member Last Name | Position |
|-----------------------------|----------------------------|----------------------|
| Robert | Vicari | Principal |
| Sandra | Babcock | Guidance Counselor |
| Sharon | Headley | School Psychologist |
| Joanne | Mercier | School Social Worker |
| Jason | Obara | General Education |
| Jesse | Schroeder | General Education |
| Amie | Crosby | ESE |
| Brandi | Alahouzos | Department Head |
| JoAnn | Niles | Department Head |
| Adam | Tedora | Department Head |
| Jacob | Merkel | Department Head |
| Pam | Fergusson | Department Head |
| Christine | Vehar | Department Head |
| Lori | Manning | Department Head |
| Nancy | Verigan | Assistant Principal |
| Judy | Allen | Assistant Principal |
| Asimina | Patton | Assistant Principal |
| Jennifer | McGinnis | SBLT Facilitator |
| Margaret | Laird | Guidance Counselor |
| | | |

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The MTSS SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing data and reviewing, monitoring and revising the School Improvement Plan.

DATA SOURCES AND MANAGEMENT SYSTEMS - 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).

The RtI Team meets the 3rd Wednesdays of every month from 8:45 a.m. to 10:00 a.m. and SBLT meets monthly. The team collaborates with other schools to share best practices at district meetings, etc. Baseline data used: FCAT, FSA, PMRN, disciplinary actions, Focus and Decision Ed warehouse. Mid-year data used: SRI, DAR, disciplinary infractions and common area assessments. End of year data used: SRI, State and County assessments, disciplinary infractions, final grades, Focus, End of Course exams.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The department heads, which are part of the School Based Leadership Team, will communicate and assist with training the staff through faculty and department meetings; MTSS liaison attends monthly meetings and shares with staff at SBLT and faculty meetings; Train and provide staff with intervention resources such as notebooks of intervention strategies in grade level offices. Provide staff with information on struggling students - teachers provide work for students to do at "lunch bunch" and referrals to ELP. Level 1 students photos are posted in staff room for faculty to be aware and build relationships. A program will be initiated in which each student has 1 adult mentor.

PART I

CURRENT SCHOOL STATUS

Section F

Ambitious Instruction and Learning

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

All instructional staff must attend required district wide training which communicates Florida Standards. Weekly lesson plans or collaborative unit lesson plans, which are aligned to Florida Standards, are submitted to grade level administration. Instructional staff follow the pacing guides supplied by the county. Administrators perform random walkthroughs to ensure that Florida Standards are being communicated to students via instructional staff.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Instructional staff use the data provided by formative assessments (SRI, Performance Matters, Think Through Math) to remediate with students. Differentiated instruction is incorporated into weekly lesson plans and administered in small group environments.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Teachers utilize data to differentiate and scaffold instruction to increase student performance.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

Differentiation and scaffolded instruction ensures that all students' needs are met.

Provide a description of the strategy below.

Teachers meet in PLCs at least once per month to review student data including responses to tasks and plan text-dependent questions, close reading and skill/strategy based groups to implement with students to support their success with complex text. Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.

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

Student data samples are brought and differing scaffolding ideas are shared.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Instructional staff is responsible for monitoring implementation.

INSTRUCTIONAL STRATEGY #2

Strategy Type

ELA and Reading teachers implement instruction to support student success with LAFS.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

Monitoring and focus on LAFS.

Provide a description of the strategy below.

Teachers will follow a common pacing calendar for focusing on the same LAFS. ELA and Reading teachers will implement grade-specific exemplar lessons aligned to the LAFS and including tasks designed using the Florida Standards Assessment (FSA) test item specification and additional on-line resources. ELA and Reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data.

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

Teachers plan and collaborate using student data for common LAFS based tasks.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration, teachers

INSTRUCTIONAL STRATEGY #3

Strategy Type

Student Self-Assessment - Goals/Scales

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

Provide opportunities for students to measure achievement toward mastery of standards.

Provide a description of the strategy below.

Student evidence of ongoing, formative assessment during instruction.

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

Student participation, formative assessment, scales, student assessment, next steps.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers (all subject areas)

INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers provide students with ambitious reading and writing opportunities.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

To increase literacy strategies in all content areas.

Provide a description of the strategy below.

Teachers receive professional development around close reading, instructional shifts, standards, assessment and instructional methods. Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading.

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

Student presentations, formative assessment, connections to lessons, teacher feedback, discussions related to relevance, readiness and requirements.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

School leadership (monitoring lesson plans, walk throughs)
Department Chairs (walk throughs)
Peer walk throughs

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

6th grade Guidance Counselor participates in 5th grade articulation meetings; and incoming 6th grader orientation in March.
Shark Camps are held for incoming 6th graders before the school year.
New student orientation is held before the school year.
6th grade Open House held on Thursday evening before school starts on Monday.
7th grade Guidance Counselor visits 6th and 7th grade classrooms to teach transitional and organizational strategies to students.
Guidance Counselors visit each 8th grade classroom to help with schedules and transition to High School.
High School Counselors provide opportunities to visit and help with schedules and registration.
8th grade Counselor participates in High School articulation meetings.
AVID and adult volunteers provide mentoring and tutoring opportunities.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

School guidance counselors visit classrooms to promote academic and career planning in order to reach all students. The counselors visit feeder schools to discuss curriculum and electives that are available in middle school. In 6th grade, the counselors visit classrooms to introduce the Career Cruising program; In 7th grade, counselors further explore the Career Cruising program with students; In 8th grade all students create a four year plan on the Career Cruising program. In addition, counselors work with students and families to assist and advise on course selection, elective choices, magnet/academy admissions in High School and even course recovery and graduation requirements. In 8th grade, Career study and Finance Park will teach students about career/life choices and finances.

Describe how the school integrates vocational and technical education programs.

Journalism, CCN, office and LIC assistants, Musical Theater, Computing for College and Careers, Social Studies – Finance Park in 8th grade and other elective classes.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

Students are exposed to AVID elective courses to increase success and college preparation. Students and parents are required to select courses for 9th grade based on their school choice. In addition, students are encouraged to explore career choices during the Great American Teach-In. Struggling students receive additional academic support through the Extended Learning Program, so they can meet graduation requirements.

PART I**CURRENT SCHOOL STATUS****Section G****Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

| LLT Member First Name | LLT Member Last Name | Title | Email |
|-----------------------|----------------------|---------------------|---------------------|
| Robert | Vicari | Principal | vicarir@pcsb.org |
| Judy | Allen | Assistant Principal | allenju@pcsb.org |
| Nancy | Verigan | Assistant Principal | verigann@pcsb.org |
| Asimina | Patton | Assistant Principal | pattona@pcsb.org |
| Christine | Vehar | Teacher | veharc@pcsb.org |
| JoAnn | Niles | Teacher | nilesjo@pcsb.org |
| Colleen | Ryburn | Teacher | ryburnc@pcsb.org |
| Nathan | Noble | Teacher | noblen@pcsb.org |
| Cindy | Bowen | Teacher | bowency@pcsb.org |
| Tracie | Russo | Teacher | russot@pcsb.org |
| Jacob | Merkel | Teacher | merkelj@pcsb.org |
| Jesse | Schroeder | Teacher | schroederj@pcsb.org |
| Toyann | Quirk | Teacher | quirkt@pcsb.org |
| Sara | Simmons | Teacher | simmonss@pcsb.org |

| LLT Member First Name | LLT Member Last Name | Title | Email |
|-----------------------|----------------------|-----------|----------------------|
| Barb | Alexander | Teacher | alexanderb@pcsb.org |
| Sue | Elsey | Teacher | elseys@pcsb.org |
| Jennifer | Georgianni | Teacher | georgiannij@pcsb.org |
| Bronwyn | Main | Librarian | Mainb@pcsb.org |
| AJ | Zahra | Teacher | zahraa@pcsb.org |

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - Ensuring that 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 (claims and evidence)
- Support for implementation of Language Arts Florida Standards for Literacy in all subject areas (a focus on text, task, and instruction.)

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

The LLT will provide:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
- Support for implementation of Language Arts Florida Standards for Literacy in all subjects

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section A Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) Area 1: English Language Arts (Reading)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 358 | 31.4 | 30 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 472 | 41.4 | 42 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 12 | 38.7 | 39 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 13 | 41.9 | 42 |

LEARNING GAINS

Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 831 | 73 | 74 |

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 289 | 74 | 75 |

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 12 | 63.2 | 64 |

Students Scoring Proficient in Reading

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 8 | 42.1 | 43 |

Students Scoring Proficient in Writing

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 8 | 42.1 | 43 |

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|-----------------------------------|--------------------|--------------------|--------------------|
| White | 75.3 | | 84 |
| Black/African American | 61.7 | | 65 |
| Hispanic | 65.2 | | 77 |
| Asian | 63.6 | | 91 |
| American Indian | 0 | | 0 |
| English Language Learners (ELLs) | 5.3 | | 55 |
| Students with Disabilities (SWDs) | 45.9 | | 53 |
| Economically Disadvantaged | 62.4 | | 76 |

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 5%.

Provide possible data sources to measure your reading goal.

Decision Ed, SRI testing, Performance Assessments, Achieve 3000 data, FSA, SRI data.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|--|
| Teachers receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods. | Teachers receive professional development opportunities provided in house by the staff; for example, the AVID Site Team. |
| Action 2 | Plan to Implement Action 2 |
| Science teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations and use the language of science as they work through each lab. | Science teachers follow curriculum guides and provide rigorous challenges during lab exercises. |
| Action 3 | Plan to Implement Action 3 |
| Principal works with SBLT to plan agendas for PLCs to ensure the process is consistent. | Principal attends LLT and SBLT meetings and reviews minutes to ensure consistency. |
| Action 4 | Plan to Implement Action 4 |
| Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading. | Teachers use supplemental, challenging texts which provide rigorous opportunities for reading and re-reading. Teachers will share texts across subject area and grade level. |

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section B **Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 336 | 77.4 | 78 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 2: English Language Arts (Writing)

Students Scoring at or Above Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 9 | 81.8 | 82 |

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 5%.

Provide possible data sources to measure your writing goal.

Common short and extended writing rubrics; school-wide writing assessments.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|---|---|
| Teachers use common short and extended writing rubrics. | Teachers will use common short and extended writing rubrics. |
| Action 2 | Plan to Implement Action 2 |
| Science teachers provide students with opportunities to write lab reports during inquiry-based science projects. | Science teachers will write lab reports during inquiry-based science projects. |
| Action 3 | Plan to Implement Action 3 |
| Social Studies teachers will integrate the Language Arts Florida Standards for Literacy into the social studies content via the DBQ projects. | Social Studies teachers will integrate the Language Arts Florida Standards for Literacy into the social studies content via the DBQ projects. |
| Action 4 | Plan to Implement Action 4 |
| ELA teachers regularly provide daily opportunities for written assignments. | ELA teachers conduct periodic data chats with students to support and monitor student writing progress. |

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section C Area 3: Mathematics

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 379 | 33.4 | 32 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 393 | 34.6 | 36 |

FLORIDA ALTERNATE ASSESSMENT (FAA) Area 3: Mathematics

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 16 | 51.6 | 49 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 5 | 16.1 | 18 |

LEARNING GAINS**Area 3: Mathematics**

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 817 | 72 | 73 |

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 199 | 70 | 71 |

ANNUAL MEASURABLE OBJECTIVES (AMOs)**Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|-----------------------------------|--------------------|--------------------|--------------------|
| White | 70.6 | | 83 |
| Black/African American | 61.7 | | 66 |
| Hispanic | 55.9 | | 76 |
| Asian | 65.1 | | 91 |
| American Indian | 0 | | 0 |
| English Language Learners (ELLs) | 42.1 | | 54 |
| Students with Disabilities (SWDs) | 44 | | 54 |
| Economically Disadvantaged | 56.3 | | 72 |

MIDDLE SCHOOL ACCLERATION**Area 3: Mathematics**

Middle School Participation in High School EOC

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 289 | 25.3 | 25 |

Middle School Performance on High School EOC

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 279 | 96.5 | 96 |

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)**Area 3: Mathematics**

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 96 | 39.7 | 39 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 136 | 56.2 | 57 |

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)**Area 3: Mathematics**

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 3 | 6.4 | 6 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 44 | 93.6 | 94 |

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 5%.

Provide possible data sources to measure your mathematics goal.

Decision Ed; formative assessment data from Think Through Math program; performance assessment data.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|---|--|
| Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using appropriate strategies. | Teachers will allow students to struggle and work through vocabulary and comprehension using appropriate strategies. |
| Action 2 | Plan to Implement Action 2 |
| Administrators monitor and support the implementation of math programs - including the intensive classes, typically during small group instruction. | Mathematics teachers utilize data to differentiate and scaffold instruction to increase student performance. |
| Action 3 | Plan to Implement Action 3 |
| Teachers engage in instructional activities that incorporate the Standards for Mathematical Practice and performance tasks aligned to MAFS. | Mathematics teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards. |
| Action 4 | Plan to Implement Action 4 |
| Principal works with Math Team to plan agendas for PLCs to ensure the process is consistent. | Principal will attend Math Team meetings to ensure consistency with the school based plan. |

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section D

Area 4: Science

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 132 | 29.9 | 29 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 152 | 34.5 | 35 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 4: Science

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 36.4 | 77 | 78 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 36.4 | 15 | 16 |

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

Area 4: Science

What is your school's science goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 5%.

Provide possible data sources to measure your science goal.

Decision Ed; Performance assessment data.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|---|---|
| Teachers regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use the data to gauge student mastery of the content. | Teachers will attend professional development on strategies for formative assessments during the school year. |
| Action 2 | Plan to Implement Action 2 |
| Increase rigor in content area reading by adding current event articles to each unit of study. | Compile current event articles by grade level. |
| Action 3 | Plan to Implement Action 3 |
| Increase the usage of hands on instruction (labs) to allow for discovery and tie instruction to real world situations. | Determine equipment necessary for labs so resources can be shared. |
| Action 4 | Plan to Implement Action 4 |
| Using supplemental texts, teachers will regularly include shorter, challenging, and technical passages that elicit close reading and re-reading. | Compile and share technical passages by grade level. |

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section E

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

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

| 2014-15 Status (#) | 2015-16 Target (#) |
|--------------------|--------------------|
| 4 | 4 |

Participation in STEM-related Experiences Provided for Students

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 45 | 3.8 | 5 |

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

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

What is your school's STEM goal? Provide a description of the goal below.

Provide opportunities for students to participate in STEM-related experiences.

Provide possible data sources to measure your STEM goal.

Meeting attendance data, trophies, medals.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|---|
| Encourage participation of students in all grade levels to participate in STEM activities. | We will announce STEM opportunities through CCN, parent newsletters and classroom announcements. |
| Action 2 | Plan to Implement Action 2 |
| We will advertise STEM opportunities. | We will announce STEM opportunities through CCN and classroom announcements. |
| Action 3 | Plan to Implement Action 3 |
| Incorporate STEM activities in Science lesson plans where applicable. | Where possible, teachers will incorporate STEM activities in Science lesson plans to encourage STEM interest. |
| Action 4 | Plan to Implement Action 4 |
| Continue to participate in STEM expos and competitions. | School sponsors will encourage STEM participants to attend various STEM events. |

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section F Area 6: Career and Technical Education (CTE)

Students Enrolling in One or More CTE Courses

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 9 |

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 74 |

Completion Rate for CTE Students Enrolled in Accelerated Courses

| 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|
| 0 | 74 |

Students Taking CTE Industry Certification Exams

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 100 |

Passing Rate for Students Who Take CTE Industry Certification Exams

| 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|
| 0 | 74 |

CTE Program Concentrators

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

CTE Teachers Holding Appropriate Industry Certifications

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 100 |

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

Provide an opportunity for students to participate in an industry certification program: "Introduction to Information Technology".

Provide possible data sources to measure your CTE goal.

Completion of MOS certification.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|---|
| Provide students in 8th grade the opportunity to participate in the "Introduction to Information Technology" course. | Enroll 8th grade students to earn high school credit in the elective course to work on 2013 Microsoft Office Software (MOS) Certification in Word, PowerPoint and/or Excel. |
| Action 2 | Plan to Implement Action 2 |
| Coach and encourage students to obtain MOS certification. | Ensure that students are taught by MOS certified business teacher. |
| Action 3 | Plan to Implement Action 3 |
| Provide exposure to and information about different careers which require MOS certification. | Enable students to explore careers via career training (guidance) Plan to Implement Action |
| Action 4 | Plan to Implement Action 4 |
| Advertise the "Introduction to Information Technology" opportunity for students to enroll for next year. | We will announce the certification program through SAC, PTSA, CCN and classroom announcements. |

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section G****Area 7: Social Studies****CIVICS END-OF-COURSE ASSESSMENT (EOC)**

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 23 | 24 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 61 | 61 |

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | 0 | 0 |

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL**Area 7: Social Studies**

What is your school's social studies goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 5%.

Provide possible data sources to measure your social studies goal.

Decision Ed, DBQ data, formative assessments, data chats.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|---|
| Use AVID strategies daily to support students at all levels. | Teachers will attend professional development trainings to learn AVID strategies to support students. |
| Action 2 | Plan to Implement Action 2 |
| Teachers will develop systems for data collection (that include students tracking their own data) and having regular data chats with students. | Social Studies departments will utilize scales for student self-assessment. |
| Action 3 | Plan to Implement Action 3 |
| Teachers will provide students with exposure to a variety of primary source documents at varying complexities throughout the year. | Teachers will continue to use materials provided by the DBQ project. |
| Action 4 | Plan to Implement Action 4 |

| | |
|--|---|
| Teachers will develop systems for data collection (that include students tracking their own data) and having regular data chats with students. | Walkthroughs by administration looking for students collecting their own progress data. |
|--|---|

| | |
|-------------------|---|
| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
| Section H | Area 8: Early Warning Systems |
| ATTENDANCE | |

Students Tardy 10% or More, as Defined by District Attendance Policy

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 0 | 1.5 | 1 |
| Grade 7 | 0 | 1.1 | 1 |
| Grade 8 | 0 | 1.6 | 1 |

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 3.4 | 13.1 | 10 |
| Grade 7 | 4.3 | 13.2 | 10 |
| Grade 8 | 5 | 16.6 | 10 |

| | |
|--------------------|--------------------------------------|
| SUSPENSIONS | Area 8: Early Warning Systems |
|--------------------|--------------------------------------|

Students with One or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 11.4 | 24.2 | 19 |
| Grade 7 | 10.27 | 20.6 | 19 |
| Grade 8 | 7.86 | 20 | 19 |

Students with Five or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 3.2 | 3.8 | 3 |
| Grade 7 | 3.78 | 3.2 | 3 |
| Grade 8 | 3.1 | 4.2 | 3 |

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 16.1 | 15.2 | 14 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 7 | 11.35 | 12 | 10 |
| Grade 8 | 8.76 | 11.7 | 19 |

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 2.3 | 2.3 | 1 |
| Grade 7 | 1.08 | 1.1 | 1 |
| Grade 8 | 1.3 | 2.3 | 1 |

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 1.1 | 2.9 | 2 |
| Grade 7 | 4.3 | 2.9 | 2 |
| Grade 8 | 5.8 | 4.9 | 4 |

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 0 | 0 | 0 |
| Grade 7 | .27 | 0 | 0 |
| Grade 8 | .67 | .2 | 0 |

Students Referred for Alternative School Placement

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 0 | 0 | 0 |
| Grade 7 | 0 | 0 | 0 |
| Grade 8 | .2 | 0 | 0 |

Students Expelled

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 0 | 0 | 0 |
| Grade 7 | 0 | 0 | 0 |
| Grade 8 | 0 | 0 | 0 |

RETENTIONS**Area 8: Early Warning Systems**

Students Retained

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | .58 | .5 | 0 |
| Grade 7 | 1.1 | .8 | 0 |
| Grade 8 | 1.1 | .2 | 0 |

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 10.9 | 3.2 | 3 |
| Grade 7 | 14.7 | 4.3 | 4 |
| Grade 8 | 11.5 | 4.2 | 4 |

Students with One or More Course Failures in English Language Arts or Mathematics

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 5 | .1 | 0 |
| Grade 7 | 3 | 2.9 | 2 |
| Grade 8 | 3 | 2.1 | 2 |

Students in 6th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 18 | 5 | 4 |

MULTIPLE EARLY WARNING INDICATORS**Area 8: Early Warning Systems**

Students Exhibiting Two or More Early Warning Indicators

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---------|--------------------|--------------------|--------------------|
| Grade 6 | 23.4 | 17.8 | 15 |
| Grade 7 | 25.1 | 15.8 | 13 |
| Grade 8 | 19.4 | 14.8 | 12 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

All teachers are encouraged to use the ZAP program (Zeroes Aren't Permitted), whereby students are given incomplete classroom assignments to work on in during their lunch periods; Teachers create their own schedule of before school or after school tutoring of students who may need additional assistance; The National Junior Honor Society tutors students weekly; The Extended Learning Program (ELP) is facilitated by teachers who provide before and after school academic assistance; Mentors are assigned to students who

are in need of additional support; AVID strategies are incorporated into each classroom, including providing tutors to AVID students; The RtI and MTSS teams, including guidance counselors, teachers, and administrators meet to track learning goals; Periodic progress reports are sent home at least once during each grading period; The Behavior Specialists and ESE/TSA liaison collects and analyzes data for FBAs and PBIPs and meets with teachers, parents, and students to problem solve; The Child Study Team meets twice a month to discuss students with chronic attendance issues; The attendance specialist and school social worker meet with parents to help find solutions to difficult family situations to improve attendance. Enrichment programs are offered before and after school to increase student participation and interest. Course recovery classes are available as necessary when students show poor academic progress; Guidance counselors monitor academic progress after each grading period, meets with individuals to track learning goals, and meets with teachers to evaluate whether class changes are necessary; Data from MTSS/SBLT is analyzed to help close the achievement gap.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section I **Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

| | | Add Target | Delete Target |
|---|--------------------|--|---|
| Description of Goals, Targets, and Actions for Black Student Achievement | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
| African-American students will increase learning gains in reading by 9% or more from forty-one percent to fifty percent. To do this, teachers will differentiate instruction for African-American students (see instructional strategy #1). Positive behavior supports are in place in the form of an effective school wide behavior plan. Administration and teachers will provide and encourage African-American students to attend a variety of enrichment activities such as the CCN crew, Multi-cultural club and STEM club and others. Administration and teachers will monitor attendance in enrichment activities and recruit African-American students during SAC and PTSA meetings. | 43 | 41 | 50 |
| AVID teachers, Guidance counselors and Administrators continuously monitor the percentage of Black students in AVID and advanced level rigorous courses. AVID teachers will provide African American role models and all teachers will provide outreach for struggling African American students to monitor their success. Administrators will monitor progress of African American students and encourage enrollment in ELP for struggling students. | 2 | 1.9 | 8.2 |

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Volunteers participate in roles including mentoring, volunteer orientation training meetings, chaperoning field trips, guest speaking for the Great American Teach-In, judging competitions such as Debate and National History Day as well as assisting in the library, offices and book fairs. Last year, parental volunteers logged a total of 7,000 hours. Carwise Middle School has earned the Five Star School award as a result of our outstanding volunteers.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Weekly NTI messages are sent out to all families to communicate school based events and activities. All families are encouraged to attend school events including parent nights, chorus and band concerts, monthly PTSA and SAC meetings, performances, competitions and sporting events. PTSA and school newsletters are sent out to parents periodically. Progress reports and Report cards are sent home each grading period.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

The Family and Community Liaison at our school contacts local community members to obtain mentors and tutors for struggling students. The Liaison also places High School and College students in shadowing and internship opportunities. In addition, the after school enrichment "Builders' Club" works with the Top of the Bay Kiwanis Club and sponsor: Dave Lindeman to reach out to the local community in the following ways: F.E.A.S.T. Food Drive 1,020 items collected school wide; Ronald McDonald House can tabs 36,000 collected school wide in addition to wish list items donated in December by Builders' club members; Goodwill BookWorks Early Readers Book Drive: 1,000 books collected; Shoes for Kenya (international project) - collected and delivered 105 pairs of shoes.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

| Description of Additional Targets | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|-----------------------------------|--------------------|--------------------|--------------------|
|-----------------------------------|--------------------|--------------------|--------------------|

| Description of Additional Targets | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--|--------------------|--------------------|----------------------|
| <p>School goal: Work toward Bronze Level recognition with the Alliance for a Healthier Generation.</p> <p>Data sources: Healthy School Program Inventory</p> <p>Action step 1: Meet with the school's Health and Wellness committee members to build support for achieving the student wellness goal. Person(s) responsible: Nancy Verigan Timeline: August 2015</p> <p>Action step 2: Meet monthly - Health and Wellness Committee from August to May to evaluate Healthy School Program Pre-Assessments and Action Plans. (www.schools.healthiergeneration.org) Person(s) responsible: Nancy Verigan Timeline: November 2015</p> <p>Action step 3: Create an action plan to improve one or more items not yet met on the inventory. Person(s) responsible: Health and Wellness Committee members Timeline: September 2015</p> <p>Action step 4: Take action to meet the missing/inadequate inventory item(s). Person(s) responsible: Health and Wellness Committee members Timeline: November 2015</p> <p>Action step 5: Update Healthy School Program Inventory on-line. (www.schools.healthiergeneration.org) Person(s) responsible: Nancy Verigan Timeline: April 2016 Wellness Committee members Timeline: April 2016</p> <p>Action step 6: Celebrate successes! Person(s) responsible: Health and Wellness Committee members Timeline: April 2016</p> | Bronze Level in 3 | Bronze in 50% of | Bronze in 4 out of 6 |
| | + | + | + |

PART III **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

| Professional Development Identified | |
|--|--|
| Related Goal(s) | LLC, AVID strategies |
| Topic, Focus, and Content | "WICOR Teach Me Tuesdays", Formative assessments |
| Facilitator or Leader | Brandi Alahouzos, Tracie Russo |
| Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i> | School wide |

| | |
|---|--|
| <p>Target Dates or Schedule <i>(e.g., professional development day, once a month)</i></p> | <p>1st Mondays at 10:30 – Administrative Team Meeting 2nd Mondays at 4:00 – AVID Site Team Meeting</p> <p>1st Tuesdays at 8:45 – Faculty Meeting 2nd Tuesdays at 8:45 – Department Meeting/Focused Collaboration (PLC) 3rd Tuesdays at 8:45 - Grade Level Meeting/Focused Collaboration (PLC) 4th Tuesdays at 8:45 – Best Practices with Tracie Russo</p> <p>1st Wednesdays at 8:30 – School Based Leadership Team (SBLT) MTSS Data Review Meeting 2nd Wednesdays at 8:45 – Technology Meeting 2nd Wednesdays at 8:45 – Health and Wellness Meeting 2nd and 4th Wednesdays at 9:45 – CST Meetings 3rd Wednesdays at 9:45 - MTSS Student Review Meeting</p> <p>School Trainings: Florida Standards, Goals/Scales, Marzano Framework, AVID, Literacy, Bullying Prevention, and Classroom Management Trainings will be incorporated into Faculty, Department, Grade Level and Focused Collaboration (PLC) meetings. Site Based Trainings on our School-based Professional Development Days: August 14th – Marzano Model for Teacher appraisal system; August 18th – Goals/Scales; August 21st - Discipline Data; Remind101.com; October 19th – CPI; March 14th – Marzano follow up.</p> |
| <p>Strategies for Follow-Up and Monitoring</p> | <p>Meeting Minutes, follow up lessons and reflective response of trainings observed.</p> |
| <p>Person Responsible for Monitoring</p> | <p>Administration</p> |

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, 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.

Free breakfast; Free and reduced lunch (34%); free and reduced lunch forms are provided in the first day packets that are sent home.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School Board Information presented to SAC, Department Heads and Staff at regular meetings: ELP, enrichment, ordering of textbooks, and new computer programs are facilitated by the SBLT. Instructional and Support personnel procure materials to ensure 100% student success.

PART V **BUDGET**

Create a budget for each school-funded activity.

| | |
|----------|-------------|
| Add Item | Delete Item |
|----------|-------------|

| | |
|--|---|
| Budget Item Description | |
| Related Goal(s) | Reading, Writing, Math, Science, and Social Studies goals. |
| Actions/Plans | Provide opportunities for students to extend their school day and participate in enrichment activities. |
| Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i> | Evidence-based programs/materials, TDE for teachers. |
| Description of Resources | ELP: Fall + Winter + Winter + Spring = \$8,378.56* SAT: \$678.00* EOC: \$1,037.72* Total budget for Remediation: \$10,094.28* Total budget for Recovery: Semester 1 = \$7,167.68* Mighty Mu: \$640.30; Battle of the Books: \$287.80; Multicultural Club: \$288.10; Spanish Club: \$666.60; Musical Theater: \$1223.00; Science Olympiad: \$1333.20; Odyssey of the Mind: \$1333.20; Quiz Bowl Club: \$290.10; Special Olympics Club: \$143.90; Builders Club/ Garden Club: \$1242.20 Total budget for Enrichment: \$7,648.40* Supplies \$250. |
| Funding Source | ELP funds from District |
| Amount Needed | \$25,160.36 |
| Budget Item Description | |
| Related Goal(s) | Reading, Writing, Math, Science, and Social Studies goals. |
| Actions/Plans | Tutor/mentor struggling students |
| Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i> | TDE for teachers. |
| Description of Resources | Teacher stipend |
| Funding Source | ELP funds from District |
| Amount Needed | \$4,547.52 |
| Budget Item Description | |
| Related Goal(s) | Before and After school enrichment. |
| Actions/Plans | Provide signage on campus to make it easier for students and parents to find classroom, offices, etc. |

| | |
|--|---|
| Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i> | Campus signage |
| Description of Resources | Physical signage |
| Funding Source | SIP or SAC |
| Amount Needed | \$600.00 |
| Budget Item Description | |
| Related Goal(s) | Reading, Writing, Math, Science, and Social Studies goals. |
| Actions/Plans | Evidence-based programs/materials: Math – 100 workbooks for \$8 each and 25 headsets for Think through Math at \$11 each. Science differentiated labs license : \$358; frog labs are \$1,050; AVID supplies for training teachers: markers, sticky notes, chart paper \$500; TDEs for required AVID field trips \$150; Scholastic Reading magazines \$206.77; books to use in literacy circles \$209.25; 12 mini iPads + 12 Apple Care= \$4536.00 |
| Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i> | Licenses; textbooks; lab materials |
| Description of Resources | Materials for classroom use. |
| Funding Source | SIP or SAC |
| Amount Needed | \$7,995.02 |

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|----------------|----------------------------|
| PART VI | MID-YEAR REFLECTION |
|----------------|----------------------------|

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

| | |
|----------|-------------|
| Add Goal | Delete Goal |
|----------|-------------|

| Goal Area | |
|---|--|
| Has the goal been achieved? | |
| If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? | |
| If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? | |
| If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? | |
| If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | |

8-Step Planning and Problem-Solving Process

