FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 8142 - Berkley Accelerated Middle School
District: 53 - Polk
Principal: Jill Bolender
SAC Chair: Claire Rice- Chairman of the Board of Directors
Superintendent: Dr. Kathryn Leroy
School Board Approval Date: [pending]
Last Modified on: 11/03/2013

Address:	**Physical**	**Mailing**
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Phone Number:	863-984-2400	
Web Address:	http://schools.polk-fl.net/bams	
Email Address:	jill.bolender@polk-fl.net	

School Type:	Middle School			
Alternative:	No			
Charter:	Yes			
Title I:	No			
Free/Reduced Lunch:	38%			
Minority:	22%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	A	A	A	A

NOTE

Sections marked N/A in the online application have been excluded from this document.

For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status

School Information

School-Level Information

School Berkley Accelerated Middle School

Principal's name Jill Bolender

School Advisory Council chair's name Claire Rice- Chairman of the Board of Directors

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

Name	Title
Victoria Williams	Language Arts Teacher
Cathy Carver	Assistant Principal
Brian Sawyer	Math Lead Teacher/ Dean of Students
Amber Jones	ESE Facilitator
Patricia Widner	Science Lead Teacher

District-Level Information

District Polk

Superintendent's name Dr. Kathryn Leroy

Date of school board approval of SIP Pending

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
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
BAMS utilizes its Charter School Governing Board for SAC compliance.
The Governing Board will assist with monitoring and revising the School Improvement Plan. In the Fall, the Leadership Team will present on the present status of the School Improvement Plan goals and strategies and what is working or not working. Suggestions are made during the meetings on ways to improve. Budgets (Operating, Lottery, Recognition funds, etc.) are also shared, discussed, and approved by the Governing Board throughout the year.
The Berkley Accelerated Middle School Board of Directors is comprised of community business leaders, education specialists, and parents.
Chairman- Claire Rice (2011-2014)
Treasurer- Paul Ashcraft (2012-2015)
Secretary- Kevin Mulling (2013-2016)
Director- Tracy Esham (2011-2014)
Director- Bill Fienga (2012-2015)
Director- Edith Henderson (2013-2016)
Director- Kimberly Welch (2013-2016)
Director- Gregory Abaray (2013-2016)
Composition of the board:
13% Black, 87% White
50% male 50% Female
50% Community Member- 50% Parent

Describe the involvement of the SAC in the development of this school improvement plan

BAMS Governing Board approves the School Improvement Plan and approves a budget to support the objectives and goals.

Describe the activities of the SAC for the upcoming school year
Budget approval and goals review to ensure progress towards implementation of rigorous course work to ensure that all students are college and career ready.

Describe the projected use of school improvement funds and include the amount allocated to each project
School improvement funds continue to be spent primarily at the classroom level. An emphasis on technology and teacher support for the conversion to rigorous standards have been made a priority.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

If no, describe the measures being taken to comply with SAC requirements

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

Administrators

 # Administrators 2

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

Administrator Information:

Jill Bolender

Principal	Years as Administrator: 13	Years at Current School: 9
Credentials	B.S. in Elementary Education from the University of South Florida, M.S. in Educational Leadership K-12 from Nova University, Certified in Elementary K-6, Middle Grades Integrated Curriculum, Speech and Debate 6-12	
Performance Record	School Grades: 2012-13: A 2011-12: A 2010-11: A 2009-10: A 2008-09: A 2007-08: A 2006-07: A 2005-06: A 2004-05: A	

Cathy Carver		
Asst Principal	Years as Administrator: 7	Years at Current School: 8
Credentials	Educational Leadership, Business Education 6-12, Journalism K-12, Middle Grades Integrated Curriculum	
Performance Record	School Grades: 2012-13: A 2011-12: A 2010-11: A 2009-10: A 2008-09: A 2007-08: A 2006-07: A	

Classroom Teachers
# of classroom teachers 30
 # receiving effective rating or higher 29, 97%
 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 97%
 # certified in-field, pursuant to Section 1012.2315(2), F.S. 26, 87%
 # ESOL endorsed 10, 33%
 # reading endorsed 0, 0%
 # with advanced degrees 7, 23%
 # National Board Certified 1, 3%
 # first-year teachers 1, 3%
 # with 1-5 years of experience 5, 17%
 # with 6-14 years of experience 15, 50%
 # with 15 or more years of experience 9, 30%
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)
# of paraprofessionals 1
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 1, 100%
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 1
 # 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). 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.

1. Teachers will be well informed, part of the decision making, and treated as professionals at all times.
2. Use Marzano methods of evaluation along with I-Observation.
3. New teachers to BAMS will be assigned a mentor teacher that meets on a regular basis with the teacher to collaborate on units/lesson plans, discipline, organizational questions, etc.
4. Conduct regular meetings with all teachers within their teams and administration to discuss best teaching practices and resolutions to school issues, concerns, frustrations, dreams, and aspirations.
Responsible: Principal, Assistant Principal, Peer Teachers, Leadership Team

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
New Teacher Orientation – August 2013
Weekly meetings
Joint Curriculum Planning
Participate in Walk Throughs
Peer Coaching
Participate in Learning Sciences and other professional development
Participate in weekly PLC's.
PEC Program

Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
The school-based MTSS/RtI Leadership Team consist of the Principal, Assistant Principal, Guidance Counselor, ESE Facilitator and Select General Education Teachers.
Principal- provides common vision for the use of data-based decision-making; supervises the development of RtI program; ensures that the school based team is implementing RtI; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support RtI implementation; develops a culture of expectations with the school's staff for implementation of RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school based RtI plans and activities.
Assistant Principal: assists the Principal in all areas of the Principal's role in RtI
Select General Education Teachers: participate in data collection, delivers Tier 1 instruction/ intervention, and collaborates with other staff to implement Tier 2 interventions.
Exceptional Education Facilitator: participates in data collection and integrates core instruction into Tier 3 instruction.
Technology Specialist: The Technology Specialist provides technical support to teachers and staff regarding data retrieval and management; and provides assistance to staff through the installation and

management of educational software programs for Tiered instruction.
Guidance Counselor: provides expertise in assessment and intervention with individual students and linking community agencies to support the child's academic and emotional success; provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; and communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
All communications shared by MTSS/RtI members regarding student information will be confidential.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
Principal- provides common vision for the use of data-based decision-making; supervises the development of RtI program; ensures that the school based team is implementing RtI; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support RtI implementation; develops a culture of expectations with the school's staff for implementation of RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school based RtI plans and activities.
Assistant Principal: assists the Principal in all areas of the Principal's role in RtI
Select General Education Teachers: participate in data collection, delivers Tier 1 instruction/ intervention, and collaborates with other staff to implement Tier 2 interventions.
Exceptional Education Facilitator: participates in data collection and integrates core instruction into Tier 3 instruction.
Technology Specialist: The Technology Specialist provides technical support to teachers and staff regarding data retrieval and management; and provides assistance to staff through the installation and management of educational software programs for Tiered instruction.
Guidance Counselor: provides expertise in assessment and intervention with individual students and linking community agencies to support the child's academic and emotional success; provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; and communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
The Academic MTSS/RtI Leadership Team meets monthly, or more as needed on case-by-case situation, with a focus on using problem-solving system to optimize the success of our students. The MTSS/RtI Leadership team will focus meetings on how to improve school/teacher effectiveness and student achievement. The Team will review baseline data to make instructional decisions,
Analyze progress monitoring data at each grade level and classroom level to determine which students are at risk to meet benchmarks. Reviews will be done at least three times per year or more frequently if new data is available.
Specifically the team will:
* Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate to high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
* Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation and assist in making decisions for school, teacher and student improvement.
* Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
* Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.
* Intervention teams will foster a sense of collegiality and mutual support among educators, promote the use of evidence based interventions, and support teachers in carrying out intervention plans.

The Team will provide information on academic areas that need to be addressed especially pertaining to subgroups.

The administration and RtI team will develop a clear plan for building relationships, and providing rigor and relevance in classroom instruction, as well as the provision for ongoing assessment and goal setting.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

FCAT data will be used as baseline data to establish goals for all students. Using IDEAS, reports will be made available to facilitate specific learning goals with students. Baseline data will be gathered on targeted subgroups through September and October using DRA2, and the Progress Monitoring and Reporting Network (PMRN).

Progress Monitoring data will be gathered three times a year. Other Progress Monitoring data will be collected as needed for classroom and/or student progress. This information may be obtained by prompts, fluency checks, guided reading, etc. Diagnostic Assessment data will be gathered through the PMRN RC, Read 180, DRA2, and FCAT.

End of Year data will be gathered through PMRN, Read 180, and FCAT.

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

The overview will be provided to staff in August. Additional professional learning opportunities will be provided during weekly team meetings and monthly staff meetings. The trainings will focus on developing relationships, analyzing data, and developing goals for each student. The Leadership Team will evaluate additional staff Professional Learning needs and student learning needs throughout the year.

Increased Learning Time/Extended Learning Opportunities

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

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

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

Strategy: Before or After School Program

Minutes added to school year: 5,400

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Before school and after school tutoring.

How is data collected and analyzed to determine the effectiveness of this strategy?
On going grade monitoring of students attending before and after school tutoring by teachers.

Who is responsible for monitoring implementation of this strategy?
Classroom Teachers

Literacy Leadership Team (LLT)

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

Name	Title

Jill Bolender	Principal
Cathy Carver	Assistant Principal
Amber Jones	ESE Facilitator
Brian Sawyer	Math Teacher/Dean of Students
Victoria Williams	Language Arts Teacher
Patricia Widner	Science Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The Literacy Leadership Team will meet monthly with a focus on infusing a problem-solving system to optimize the success of our students. LLT meetings will focus on how to improve school/teacher effectiveness and student achievement using research-based teaching strategies. The Team will review baseline data to make instructional decisions, analyze progress monitoring data at the grade level and classroom level to determine which students are at risk to meet benchmarks. The Team will share effective strategies discovered through student progress.

The school-based Literacy Leadership Team will assist in the following ways:

Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify student students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

Helping teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation and assisting in making decisions for school, teacher, student improvement.

What will be the major initiatives of the LLT this year?

Major initiatives of the Literacy Leadership Team will include ensuring teachers:

• Focus on writing across the curriculum. Teachers and students will collaborate develop and reflect upon improvements in student writing.

• Build comprehension in students, with a focus on improving students' abilities in critical thinking, including, but not limited to, skills inherent in reference and research

• Improve students' content area acquisition through improving subject-area vocabulary

• Continue to focus on improving students' skills in drafting, revising and editing through the use of across the curriculum writing.

• Implement rigorous coursework throughout the curriculum to challenge all students.

Every Teacher Contributes to Reading Improvement

Describe how the school ensures every teacher contributes to the reading improvement of every student

The Principal will monitor all core and non-core area teachers to ensure instructors attend professional development trainings and implement research-based reading strategies within classroom instruction and implement

Evidence of implemented strategies will be evaluated through classroom walk-through visitations using I-Observation by administration and through teacher lesson plan documentation. The effectiveness of the strategies will be evident in student work and mastery of the Next Generation Sunshine State Standards and rigorous curriculum to ensure college and career ready students.

All students scoring a level 1 on the FCAT will be scheduled into ninety-minute Intensive Reading classes every day. Some Level 2 students may be served through critical thinking and/or 45 minute reading classes. The classes will be equipped with research-based reading materials that have been proven to yield high learning gains when properly implemented. The teachers will be held accountable for implementing the use of the state reading curriculum which is aligned with an ongoing progress monitoring tool to evaluate the student's progress as well as determine the instructor's need for professional development.

Expected Improvements

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

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	66%	No	75%
American Indian				
Asian				
Black/African American	53%	57%	Yes	58%
Hispanic	78%	66%	No	81%
White	73%	67%	No	75%
English language learners	36%	0%	No	42%
Students with disabilities	27%	18%	No	34%
Economically disadvantaged	66%	54%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	29%	32%
Students scoring at or above Achievement Level 4	174	39%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	322	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	79	69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	81	56%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	72%	No	83%
American Indian				
Asian				
Black/African American	78%	48%	No	81%
Hispanic	92%	77%	No	93%
White	79%	73%	No	81%
English language learners	73%	0%	No	75%
Students with disabilities	37%	17%	No	43%
Economically disadvantaged	75%	68%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	176	38%	41%
Students scoring at or above Achievement Level 4	149	32%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	336	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	86	75%	78%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	97	70%	73%
Middle school performance on high school EOC and industry certifications	94	97%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	94%	97%
Students scoring at or above Achievement Level 4	17	33%	36%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	100%	100%
Students scoring at or above Achievement Level 4	33	73%	76%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	61%	64%
Students scoring at or above Achievement Level 4	32	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		15
Participation in STEM-related experiences provided for students	420	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	23	5%	3%
Students who fail a mathematics course	2	1%	0%
Students who fail an English Language Arts course	2	1%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	9	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	21	5%	3%

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
Increasing parent outreach opportunities (Orientation, Open House, 8th grade Guidance Nights, Subject Area Nights, etc.)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
At least 80% of Level 1 and 2 students parents will attend support meetings.	110	75%	80%

Goals Summary

Goal #1:
Increase the number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.

Goal #2:
Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.

Goal #3:
At least 69 % of students will score a 3 or higher on the FCAT Reading assessment.

Goal #4:
Increase the percent of students scoring a 3 or higher on FCAT mathematics to at least 75%.

Goal #5:
Increase the percent of students scoring a 3 or higher on the FCAT Science assessment to at least 64%.

Goals Detail

Goal #1:	**Increase the number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains
Resources Available to Support the Goal	• PMRN reading comprehension assessments • Professional development using Learning Sciences effective strategies • I-Observation for evaluation and feedback
Targeted Barriers to Achieving the Goal	• Some students come to middle school lacking the critical thinking skills needed.

Plan to Monitor Progress Toward the Goal

Action:
Students in lowest 25% on reading FCAT assessment will take the PMRN Reading Comprehension portion in October for a baseline and mid-year to show predictors for success on Reading FCAT assessment.

Person or Persons Responsible:
Reading Teachers, Language Arts Teachers and Administration

Target Dates or Schedule:
October 2013 and January 2014

Evidence of Completion:
Progress Monitoring and Reporting Network (PMRN) data showing growth of lowest 25% from baseline to mid-year.

Goal #2:	**Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.**

Targets Supported	• Writing
Resources Available to Support the Goal	• Professional development using Learning Sciences effective strategies. • Professional development on rubric scoring. • I-Observation tool for classroom observation and feedback on effective strategies use. • BAMS writing rubric used across all classes with professional development on inter-rater reliability scoring.
Targeted Barriers to Achieving the Goal	• Some students lack the skills needed to write an accurate analysis using explicit and inferential evidence to support the analysis to show full comprehension of complex ideas. • Some teachers need extra professional development to accurately score student writing using the BAMS rubric.

Plan to Monitor Progress Toward the Goal

Action:
Percent of students scoring higher on BAMS writing rubric will increase from pre to mid year.

Person or Persons Responsible:
Administration and Literacy Leadership Team

Target Dates or Schedule:
August and January

Evidence of Completion:
Collection of student pre and mid year assessments with scoring.

Goal #3:	**At least 69 % of students will score a 3 or higher on the FCAT Reading assessment.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains • Reading - Postsecondary Readiness
Resources Available to Support the Goal	• Professional Development utilizing Learning Sciences effective strategies. • Professional Development utilizing I-Observation. • Administrator Walkthrough and observations with feedback. • Data from Progress Monitoring Pre/Mid/Post assessments.
Targeted Barriers to Achieving the Goal	• Teachers need professional development to align the assessments using more critical thinking questioning. • Students coming to middle school without the critical thinking skills developed to the rigor and readiness of their grade level.

Plan to Monitor Progress Toward the Goal

Action:
Using effective strategies learned on assessments and scoring in reading.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
On-Going

Evidence of Completion:
Progress Monitoring and Reporting Network data and I-Observation data collected.

Goal #4:	Increase the percent of students scoring a 3 or higher on FCAT mathematics to at least 75%.
Targets Supported	• Math • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• Math XL technology labs for students. • Learning Sciences effective strategies professional development. • I-Observation tool for classroom observation and feedback on effective use of strategies.
Targeted Barriers to Achieving the Goal	• Some students are not challenged & authentically engaged in activities that require students to reason & problem solve. • Some students have gaps in their background knowledge of essential concepts in math and need relevant learning opportunities in the classroom.

Plan to Monitor Progress Toward the Goal

Action:
Pre and mid year progress monitoring assessments.

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
August and January

Evidence of Completion:
Completed excel data sheets.

Goal #5:	Increase the percent of students scoring a 3 or higher on the FCAT Science assessment to at least 64%.
Targets Supported	• Science • Science - Middle School • STEM

Resources Available to Support the Goal	• Team teaching
	• Science Explorations Class
	• Applied Discovery Projects
Targeted Barriers to Achieving the Goal	• Students need practice with reading and writing strategies to increase learning from science text.

Plan to Monitor Progress Toward the Goal

Action:
Effective use of strategies across all classrooms.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
On-Going

Evidence of Completion:
Data from I-Observation showing increase in use of effective strategies

Action Plan for Improvement

Goal #1:	Increase the number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.
Barrier #1:	Some students come to middle school lacking the critical thinking skills needed.
Strategy #1 to Overcome the Barrier	Professional development to ensure effective reading and writing strategies are being implemented effectively in all classrooms.

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

Action:
Provide all teachers professional development opportunities on effective reading and writing strategies.

Person or Persons Responsible:
Administration and Literacy Leadership Team

Target Dates or Schedule:
Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

Evidence of Completion:
Professional Development agendas, sign-in sheets, classroom observation, lesson plans

Facilitator:
Various; Marzano Learning Sciences, PCG Consulting, Harcourt Miflin, and Administrators

Participants:
All classroom teachers and administration

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

Action:
Effective use of reading and writing strategies implemented in classrooms

Person or Persons Responsible:
Administration and Literacy Leadership Team

Target Dates or Schedule:
August 2013- June 2014

Evidence of Completion
Data from I-Observation, lesson plans

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

Action:
Effective use of effective reading and writing strategies implemented in all classrooms on a regular basis.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
August 2013-June 20144

Evidence of Completion:
Data from I-Observation classroom observations, Lesson Plans

Goal #2:	Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.
Barrier #1:	Some students lack the skills needed to write an accurate analysis using explicit and inferential evidence to support the analysis to show full comprehension of complex ideas.
Strategy #1 to Overcome the Barrier	Implement effective writing strategies using graphic organizers, modeling, and practice.

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

Action:
Professional Development using graphic organizers.

Person or Persons Responsible:
All Teachers

Target Dates or Schedule:
Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing using graphic organizers. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. The use of graphic organizers in these two areas will be key. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

Evidence of Completion:
Professional Development sign in sheets. I-Observation data showing implementation of effective strategies in the classroom.

Facilitator:
Jill Bolender

Participants:
All Classroom Teachers

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

Action:
Effective strategies being implemented in all classrooms.

Person or Persons Responsible:
Administration and Literacy Leadership Team

Target Dates or Schedule:
On-going

Evidence of Completion
Collection of writing samples and I-Observation data showing use of effective strategies in the classroom.

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

Action:
Effective strategies being implemented in the classroom by use of Pre and Mid year progress monitoring.

Person or Persons Responsible:
Administration and Literacy Leadership Team

Target Dates or Schedule:
August and January

Evidence of Completion:
Collection of student writing from pre and mid year progress monitoring.

Goal #3:	At least 69 % of students will score a 3 or higher on the FCAT Reading assessment.
Barrier #1:	Teachers need professional development to align the assessments using more critical thinking questioning.
Strategy #1 to Overcome the Barrier	Professional Development using Learning Sciences effective strategies in assessment and scoring.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Professional Development in assessments and scoring using Learning Sciences effective strategies.

Person or Persons Responsible:
All classroom teachers.

Target Dates or Schedule:
July 2013- May 2014 The Leadership Team goal of assessment and writing across all curriculum was made in the summer of 2013. Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in assessment and writing across the curriculum. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

Evidence of Completion:
Sign in sheets, classroom observations, in-service logs.

Facilitator:
Jill Bolender

Participants:
All classroom teachers

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

Action:
Professional Development using Learning Sciences for assessment and scoring.

Person or Persons Responsible:
Administrators and Literacy Leadership Team

Target Dates or Schedule:
On-going

Evidence of Completion
Professional Development sign-in sheets and classroom observation documentation.

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

Action:
Professional Development Strategies from Learning Sciences Implementation on assessments and scoring.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
On-Going

Evidence of Completion:
I-Observation effective ratings on classroom observations of strategies implementation.

Goal #4:	Increase the percent of students scoring a 3 or higher on FCAT mathematics to at least 75%.
Barrier #2:	Some students have gaps in their background knowledge of essential concepts in math and need relevant learning opportunities in the classroom.
Strategy #1 to Overcome the Barrier	Teachers will use highly effective strategies for critical thinking skills

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Implementation of highly effective strategies for critical thinking skills

Person or Persons Responsible:
Mathematics teachers

Target Dates or Schedule:
Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies for critical thinking skills. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference. Teachers will implement these critical thinking skills in classrooms. Administration and Leadership Team will provide coaching and feedback on an on-going basis through the 2013-2014 year on an informal and formal basis using I-observation.

Evidence of Completion:
Data from I-Observation showing increased level of critical thinking strategies being implemented in classrooms.

Facilitator:
Various Consultants (PCG, Marzano, Houghton-Mifflin, Jill Bolender)

Participants:
Mathematics Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #4

Action:
An increase in effective use of highly effective strategies for critical thinking in mathematics classrooms.

Person or Persons Responsible:
Mathematics Teachers

Target Dates or Schedule:
On-going 2013-2014 school year

Evidence of Completion
Data from I-Observation showing an increase in use of highly effective strategies.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #4

Action:
Increased use of highly effective strategies for critical thinking in mathematics.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
On-going 2013-2014 school year

Evidence of Completion:
I-Observation data

Goal #5:	Increase the percent of students scoring a 3 or higher on the FCAT Science assessment to at least 64%.
Barrier #1:	Students need practice with reading and writing strategies to increase learning from science text.
Strategy #1 to Overcome the Barrier	Increase the effective strategies used across all classrooms in writing and reading to increase critical thinking in science.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Increase the use of highly effective strategies used in all classrooms to increase critical thinking skills in science.

Person or Persons Responsible:
All classroom teachers

Target Dates or Schedule:
Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

Evidence of Completion:
Classroom observations using I-Observation, sign in sheets and agendas from professional development

Facilitator:
Various (PCG, Houghton Mifflin, Marzano, Jill Bolender)

Participants:
All classroom teachers

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

Action:
Increase the use of effective strategies used across all classrooms in writing and reading.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
On-Going

Evidence of Completion
I-Observation data showing use of the effective strategies.

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

Action:
Effective use of strategies across all classrooms

Person or Persons Responsible:
Administration

Target Dates or Schedule:
On-Going

Evidence of Completion:
I-Observation data showing use of effective strategies.

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).
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

Professional Development

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.
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 number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.

Barrier #1: Some students come to middle school lacking the critical thinking skills needed.

Strategy #1: Professional development to ensure effective reading and writing strategies are being implemented effectively in all classrooms.

Action Step #1: Provide all teachers professional development opportunities on effective reading and writing strategies.

Facilitator leader
Various; Marzano Learning Sciences, PCG Consulting, Harcourt Miflin, and Administrators

Participants
All classroom teachers and administration

Target dates or schedule
Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

Evidence of Completion and Person Responsible for Monitoring
Professional Development agendas, sign-in sheets, classroom observation, lesson plans
(Person Responsible: Administration and Literacy Leadership Team)

Goal #2: Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.

Barrier #1: Some students lack the skills needed to write an accurate analysis using explicit and inferential evidence to support the analysis to show full comprehension of complex ideas.

Strategy #1: Implement effective writing strategies using graphic organizers, modeling, and practice.

Action Step #1: Professional Development using graphic organizers.

Facilitator leader
Jill Bolender

Participants
All Classroom Teachers

Target dates or schedule
Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing using graphic organizers. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. The use of graphic organizers in these two areas will be key. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

Evidence of Completion and Person Responsible for Monitoring
Professional Development sign in sheets. I-Observation data showing implementation of effective strategies in the classroom.
(Person Responsible: All Teachers)

Goal #3: At least 69 % of students will score a 3 or higher on the FCAT Reading assessment.

Barrier #1: Teachers need professional development to align the assessments using more critical thinking questioning.

Strategy #1: Professional Development using Learning Sciences effective strategies in assessment and scoring.

Action Step #1: Professional Development in assessments and scoring using Learning Sciences effective strategies.

Facilitator leader
Jill Bolender

Participants
All classroom teachers

Target dates or schedule
July 2013- May 2014 The Leadership Team goal of assessment and writing across all curriculum was made in the summer of 2013. Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in assessment and writing across the curriculum. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

Evidence of Completion and Person Responsible for Monitoring
Sign in sheets, classroom observations, in-service logs.
(Person Responsible: All classroom teachers.)

Goal #4: Increase the percent of students scoring a 3 or higher on FCAT mathematics to at least 75%.

Barrier #2: Some students have gaps in their background knowledge of essential concepts in math and need relevant learning opportunities in the classroom.

Strategy #1: Teachers will use highly effective strategies for critical thinking skills

Action Step #1: Implementation of highly effective strategies for critical thinking skills

Facilitator leader
Various Consultants (PCG, Marzano, Houghton-Mifflin, Jill Bolender)

Participants
Mathematics Teachers

Target dates or schedule
Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies for critical thinking skills. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference. Teachers will implement these critical thinking skills in classrooms. Administration and Leadership Team will provide coaching and feedback on an on-going basis through the 2013-2014 year on an informal and formal basis using I-observation.

Evidence of Completion and Person Responsible for Monitoring
Data from I-Observation showing increased level of critical thinking strategies being implemented in classrooms.
(Person Responsible: Mathematics teachers)

Goal #5: Increase the percent of students scoring a 3 or higher on the FCAT Science assessment to at least 64%.

Barrier #1: Students need practice with reading and writing strategies to increase learning from science text.

Strategy #1: Increase the effective strategies used across all classrooms in writing and reading to increase critical thinking in science.

Action Step #1: Increase the use of highly effective strategies used in all classrooms to increase critical thinking skills in science.

Facilitator leader
Various (PCG, Houghton Mifflin, Marzano, Jill Bolender)

Participants
All classroom teachers

Target dates or schedule
Starting in the summer of 2013 and on-going through summer of 2014 all teachers will receive professional development in using highly effective strategies in reading and writing. Starting in spring of 2013 the Leadership Literacy Team will start attending 12 PCG professional development seminars that run through December 2014. The team chose two areas of concentration that will be used for the 2013-2014 year. These two areas are writing strategies and assessment using Learning Sciences research. All teachers will attend six different staff development trainings throughout the 203-2014 school year. Lead language arts and math teachers attend a Marzano three day training. Assistant Principal attend a inner rater-reliability conference and Principal attend a three day ASCD conference.

Evidence of Completion and Person Responsible for Monitoring
Classroom observations using I-Observation, sign in sheets and agendas from professional development
(Person Responsible: All classroom teachers)

Budget

Budget Summary by Goal

Goal	Description	Total
Goal #1	Increase the number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.	$2,000
Goal #2	Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.	$1,500
	Total	$3,500

Budget Summary by Resource Type and Funding Source

Resource Type	Professional Development	Total
Operating Budget	$1,500	$1,500
Operating	$2,000	$2,000
Total	$3,500	$3,500

Budget Detail

Goal #1: Increase the number of students in the lowest 25% making learning gains to at least 72% making learning gains of the FCAT reading assessment.

Barrier #1: Some students come to middle school lacking the critical thinking skills needed.

Strategy #1: Professional development to ensure effective reading and writing strategies are being implemented effectively in all classrooms.

Action Step #1: Provide all teachers professional development opportunities on effective reading and writing strategies.

Resource Type	Professional Development
Resource	Professional Development as described in Action Step
Funding Source	Operating
Amount Needed	$2,000

Goal #2: Increase the percent of students scoring a 4 or higher on the FCAT Writes assessment to at least 60%.

Barrier #1: Some students lack the skills needed to write an accurate analysis using explicit and inferential evidence to support the analysis to show full comprehension of complex ideas.

Strategy #1: Implement effective writing strategies using graphic organizers, modeling, and practice.

Action Step #1: Professional Development using graphic organizers.

Resource Type	Professional Development
Resource	Professional Development using graphic organizers.
Funding Source	Operating Budget
Amount Needed	$1,500