

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

**School:** 0012 - Riversprings Middle School  
**District:** 65 - Wakulla  
**Principal:** Michele Baggett  
**SAC Chair:** Janet Weber  
**Superintendent:** Mr. Robert Pearce  
**School Board Approval Date:** 10/21/2013  
**Last Modified on:** 10/28/2013

<b>Address:</b>	<u>Physical</u>	<u>Mailing</u>
	800 SPRING CREEK HWY Crawfordville, FL 32327	800 SPRING CREEK HWY Crawfordville, FL 32327
<b>Phone Number:</b>	850-926-2300	
<b>Web Address:</b>	<a href="http://www.wakullaschooldistrict.org/rms">http://www.wakullaschooldistrict.org/rms</a>	
<b>Email Address:</b>	william.walker@wcsb.us	

<b>School Type:</b>	Middle School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	No			
<b>Free/Reduced Lunch:</b>	49%			
<b>Minority:</b>	18%			
<b>School Grade History:</b>	<u>2012-13</u> A	<u>2011-12</u> B	<u>2010-11</u> A	<u>2009-10</u> A

### NOTE

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

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Riversprings Middle School	
<b>Principal's name</b> Michele Baggett	
<b>School Advisory Council chair's name</b> Janet Weber	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Susan Lassiter	Teacher
Adrienne Austin	Teacher
Scott Rossow	Teacher
Jonele Bird	Teacher
Frances Knight	Teacher
Tre' Thaxton	Teacher
Nicole Strickland	Parent
Susan Turner	Parent
Andrea Chandler	Parent
Tonya Carter	Parent
Debra Russell	Parent
Pam Posey	Community Member
Megan Curlee	Community Member
Jim Posey	Community Member
<b>District-Level Information</b>	
<b>District</b> Wakulla	
<b>Superintendent's name</b> Mr. Robert Pearce	
<b>Date of school board approval of SIP</b> 10/21/2013	
<b>School Advisory Council (SAC)</b> 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).	
<b>Describe the membership of the SAC including position titles</b> Membership includes the principal, seven (7) certified teachers, six (6) parents, and three (3) community members.	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b> All members of the SAC were involved and contributed to the development of the SIP.	
<b>Describe the activities of the SAC for the upcoming school year</b> The SAC will meet a minimum of two (2) times during the school year. It will consider and vote on distribution of any monies earned for school grade status; the committee will also discuss and vote on needed improvements for our school, including all purchases through the SAC account.	

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

The majority of funds allocated to the SAC will be used to improve and/or upgrade technology through the classrooms.

**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:**

**Michele Baggett**

Principal

Years as Administrator: 7

Years at Current School: 7

**Credentials**

MS - Educational Leadership  
BS - Physical Education

**Performance Record**

2006-07: Grade A; AYP: Did not achieve due to not meeting proficiency in math for students with disabilities.

2007-08: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students with disabilities.

2008-09: Grade A; AYP: Did not achieve due to not meeting proficiency in math for both students with disabilities and those who are economically disadvantaged, and in reading for students with disabilities.

2009-10: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students with disabilities.

2010-11: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students who are economically disadvantaged.

2011-12: Grade B; Did not meet Annual Measurable Objective (AMO) for reading in all subgroups. Did not meet AMO for math in all subgroups except for one.

2012-13: Grade A

<b>Louie Hernandez</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 6
<b>Credentials</b>	MS - Educational Leadership BA - Business Administration	
<b>Performance Record</b>		
<b>Instructional Coaches</b>		
<b># Instructional Coaches 2</b>		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		
<b>Part-time / District-based</b>		
	Years as Coach:	Years at Current School:
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>		
<b>Performance Record</b>		
<b>Jennifer Thaxton</b>		
<b>Part-time / School-based</b>		
	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	13 years teaching at Riversprings Middle School and 15 years teaching experience, altogether.	
<b>Performance Record</b>		
<b>Classroom Teachers</b>		
<b># of classroom teachers 33</b>		
<b># receiving effective rating or higher 33, 100%</b>		
<b># Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 97%</b>		
<b># certified in-field, pursuant to Section 1012.2315(2), F.S. 32, 97%</b>		
<b># ESOL endorsed 23, 70%</b>		
<b># reading endorsed 7, 21%</b>		
<b># with advanced degrees 10, 30%</b>		
<b># National Board Certified 4, 12%</b>		
<b># first-year teachers 2, 6%</b>		
<b># with 1-5 years of experience 5, 15%</b>		
<b># with 6-14 years of experience 17, 52%</b>		
<b># with 15 or more years of experience 10, 30%</b>		
<b>Education Paraprofessionals, pursuant to s. 1012.01(2)(e)</b>		

<b># of paraprofessionals</b> 8
<b># Highly Qualified, as defined in 20 U.S.C. § 6319(c) 8, 100%</b>
<b>Other Instructional Personnel</b>
<b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals</b> 1
<b># receiving effective rating or higher</b> (not entered because basis is < 10)
<p><b>Teacher Recruitment and Retention Strategies</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).  This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</b>  Principal Michele Baggett is responsible for all recruiting and retention. Her recruiting strategies include seeking potential applicants who possess advanced degrees and who also possess subject area experience. To retain highly qualified teachers Ms. Baggett works diligently to create and maintain a positive work environment through constant communication and feedback. Her philosophy also includes being visible throughout the school, and in classrooms, in order to give the most effective and efficient feedback possible. Ms. Baggett is also an advocate for and allows time for personal and professional growth by ensuring all in-service courses are accessible for all teachers to be able to attend.</p>
<p><b>Teacher Mentoring Program/Plan</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).  This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b>  We have an on-going mentoring program for all new teachers, regardless of whether it's their first year teaching, or it's their first year in our school. The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.  For 2013-14 school year we have the following involved in our mentoring program:  Mr. Darrin McGlamry is a first-year teacher and is being mentored by Mr. John Kane;  Mr. James Daniels is a first-year teacher and is being mentored by Mr. Tre' (James) Thaxton.</p>
<p><b>Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)</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).  This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><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</b></p>

<p>Michele Baggett, Catherine Small, Kelly Dykes, and Charlotte McCormick are the school-based MTSS Leadership Team. Team met weekly up to SIP getting WCSB approval. After approval RTI team meets with SAC members at all scheduled meetings, and the weekly faculty meetings to share information with all faculty.</p>
<p><b>What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?</b>                  Team members meet weekly up to SIP getting WCSB approval. After approval RTI team meets with SAC members at all scheduled meetings.</p>
<p><b>Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP</b>                  Beginning of year training for all staff by Catherine Small. Bi-monthly meetings conducted by Catherine Small with all staff depending upon current updates to Rti that need to be disseminated to staff. Grade level meetings among teachers to ensure everyone is recording required information and needed/dictated by student's plan</p>
<p><b>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)</b>                  FOCUS and Performance Matters is currently the data management system utilized.</p>
<p><b>Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents</b>                  RTI team meets with SAC members at all scheduled meetings, and the weekly faculty meetings to share information with all teachers.</p>
<p><b>Increased Learning Time/Extended Learning Opportunities</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).                  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).</p>
<p><b>Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:</b></p> <p><b>Strategy: Before or After School Program</b></p> <p><b>Minutes added to school year:</b> 2,100</p> <p><b>Strategy Purpose(s)</b>                  Instruction in core academic subjects</p> <p><b>Strategy Description</b>                  After-school additional instruction provided in all core subjects, as well as for advanced placement students eligible to take EOC exams.</p> <p><b>How is data collected and analyzed to determine the effectiveness of this strategy?</b>                  FCAT and EOC results</p> <p><b>Who is responsible for monitoring implementation of this strategy?</b>                  Michele Baggett</p>
<p><b>Literacy Leadership Team (LLT)</b></p>
<p><b>Names and position titles of the members of the school-based LLT</b></p>

Name	Title
Jennifer Thaxton	Librarian/Reading Teacher
Janet Weber	Reading Teacher-6th Grade
Jessica Wells	Language Arts Teacher-6th Grade
Marlene Adams	Reading Teacher-6th Grade
Amanda Butler	Language Arts Teacher-6th Grade
Jonele Bird	Reading Teacher-7th and 8th Grades
Shannon Glynn	Language Arts Teacher-7th Grade
Bill Taylor	Reading Teacher-7th & 8th Grades
Terri Brooks	Reading Teacher-8th Grade
Charlotte McCormick	Reading Teacher-Read 180
<p><b>Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)</b> Bi-weekly or monthly meeting (depending upon informative issues and/or updates based on urgency) lead by Jennifer Thaxton and Lori Sandgren.</p>	
<p><b>What will be the major initiatives of the LLT this year?</b> FAIR Administration and using assessments to achieve higher learning gains and keeping high performing students at or above current achievement level. School-wide vocabulary and involvement and implementation into all content areas. FCAT reading stamina. Close monitoring of lower quartile students.</p>	
<p><b>Every Teacher Contributes to Reading Improvement</b></p>	
<p><b>Describe how the school ensures every teacher contributes to the reading improvement of every student</b> Reading Literacy Team meets to ensure all subject-area teachers have language and reading standards, and models on a monthly basis in faculty meetings, how to facilitate increased reading strategies in all classes.</p>	
<p><b>College and Career Readiness</b> This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>	
<p><b>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</b> This is accomplished through parent liaisons, student involvement, and teachers who are trained and knowledgeable of the rigor of course requirements. All sources are communicated with throughout the students' middle school academic career.</p>	
<p><b>How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?</b> This is accomplished by both attention from our assistant principal and our guidance counselor.</p>	
<p><b>Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <a href="#">High School Feedback Report</a>, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C</b> Strategies include more in-house course offerings at our school, as well as helping to fulfill requirements of the mandatory Florida Virtual School course enrollment at the high school level.</p>	

**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	70%	64%	No	73%
American Indian				
Asian				
Black/African American	44%	44%	Yes	50%
Hispanic	73%	62%	No	75%
White	73%	66%	No	75%
English language learners				
Students with disabilities	44%	36%	No	50%
Economically disadvantaged	64%	56%	No	68%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	33%	35%
Students scoring at or above Achievement Level 4	159	29%	31%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		27%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		52%

**Learning Gains**

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

**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		65%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics**



<b>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</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	69%	62%	No	72%
American Indian				
Asian				
Black/African American	52%	46%	No	57%
Hispanic	52%	54%	Yes	57%
White	72%	65%	No	75%
English language learners				
Students with disabilities	43%	26%	No	48%
Economically disadvantaged	62%	53%	No	66%
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3		156	29%	31%
Students scoring at or above Achievement Level 4		164	30%	32%
<b>Florida Alternate Assessment (FAA)</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>		15%
<b>Learning Gains</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Learning Gains			62%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			62%	64%
<b>Middle School Acceleration</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Middle school participation in high school EOC and industry certifications		26	100%	100%
Middle school performance on high school EOC and industry certifications		26	100%	100%
<b>Algebra I End-of-Course (EOC) Assessment</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3		21	23%	25%
Students scoring at or above Achievement Level 4		68	76%	78%
<b>Geometry End-of-Course (EOC) Assessment</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>		12%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>		92%

<b>Area 4: Science</b>			
<b>Middle School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	60	34%	36%
Students scoring at or above Achievement Level 4	52	29%	31%
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
<b>Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			
<b>All Levels</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target</b>
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		
Participation in STEM-related experiences provided for students	400		
<b>Area 6: Career and Technical Education (CTE)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students enrolling in one or more CTE courses	26		10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	26	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	78	85%	86%
Passing rate (%) for students who take CTE industry certification exams		95%	97%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	100%	100%
<b>Area 8: Early Warning Systems</b>			
<b>Middle School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	51	9%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	19	37%	35%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe parental involvement targets for your school**

Increase parental involvement by 5%.

Increase parent newsletter issues by 20% by sending out monthly via email, and quarterly with report cards.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Volunteers for School Related Functions	50	10%	12%

**Area 10: Additional Targets**

**Description of additional targets**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Goals Summary**

**Goal #1:**

Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.

**Goal #2:**

Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.

**Goal #3:**

Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level.

**Goal #4:**

Increase targeting program aimed at mid-level students by increasing AVID program to include 7th graders, in addition to our 8th grade program.

**Goal #5:**

Increase, improve, and upgrade current technology.

**Goals Detail**

**Goal #1:**

**Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.**

**Targets Supported •**

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

**Resources  
Available to  
Support the Goal**

**Targeted Barriers to Achieving the Goal** • Funding for Special Speakers

**Plan to Monitor Progress Toward the Goal**

**Action:**

**Person or Persons Responsible:**  
SAC

**Target Dates or Schedule:**  
SAC Meetings

**Evidence of Completion:**  
Agenda and meeting minutes.

**Goal #2: Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.**

- Targets Supported**
- Reading
    - Reading - AMO's
    - Reading - FCAT2.0
    - Reading - FAA
    - Reading - Learning Gains
    - Reading - CELLA
    - Reading - Postsecondary Readiness
  - Math
    - Math - Elementary and Middle School
    - Math - Elementary and Middle AMO's
    - Math - Elementary and Middle FCAT 2.0
    - Math - Elementary and Middle FAA
    - Math - Elementary and Middle Learning Gains
    - Math - Middle School Acceleration
  - Algebra 1 EOC
  - Geometry EOC
  - Social Studies
    - U.S. History EOC
    - Civics EOC
  - Science
    - Science - Elementary School
    - Science - Middle School
    - Science - High School
    - Science - Biology 1 EOC

- Resources Available to Support the Goal**
- All teachers model and advocate reading; allowing in-class time to read periodically
  - Class novel accessibility at all grade levels
  - SSYRA
  - E-Books
- Targeted Barriers to Achieving the Goal**
- Budget
  - Parent participation and encouragement
  - Professional Development opportunities

**Plan to Monitor Progress Toward the Goal**

**Action:**

Classroom observations, lesson plans, AVID

**Person or Persons Responsible:**

Principal

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

AVID evidence, lesson plans, standardized tests at year's end.

**Goal #3: Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level.**

- Targets Supported**
- Math
    - Math - Elementary and Middle School
    - Math - Elementary and Middle AMO's
    - Math - Elementary and Middle FCAT 2.0
    - Math - Elementary and Middle FAA
    - Math - Elementary and Middle Learning Gains
    - Math - Middle School Acceleration
    - Math - High School
    - Math - High School AMO's
    - 
    - 
    - Math - High School Postsecondary Readiness

- Resources Available to Support the Goal**
- Math Teachers
  - Supplemental Text

- Targeted Barriers to Achieving the Goal**
- Budget

**Plan to Monitor Progress Toward the Goal**

**Action:**

Scheduling and teacher lesson plans.

**Person or Persons Responsible:**

Principal

**Target Dates or Schedule:**

During school hours and periodically offer after school hours.

**Evidence of Completion:**

Teacher lesson plans and classroom monitoring. Standardized tests at year's end.

**Goal #4:**

**Increase targeting program aimed at mid-level students by increasing AVID program to include 7th graders, in addition to our 8th grade program.**



**Targets Supported •**

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

**Resources Available to Support the Goal**

- AVID Classroom Teacher
- AVID strategies taught at all levels

**Targeted Barriers to Achieving the Goal** • Parent consent/participation.

**Plan to Monitor Progress Toward the Goal**

**Action:**

AVID Classroom visits Meetings with 6th Grade teachers

**Person or Persons Responsible:**

Principal

**Target Dates or Schedule:**

Bi-Weekly classroom visits Monthly meetings with teachers

**Evidence of Completion:**

Lesson plans Meeting attendance

**Goal #5: Increase, improve, and upgrade current technology.**

**Targets Supported •**

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

**Resources Available to Support the Goal**

- Technology teachers on campus.
- State agency contact who aides in supplying school with computers.

**Targeted Barriers to Achieving the Goal** • Funding

**Plan to Monitor Progress Toward the Goal**

**Action:**

**Person or Persons Responsible:**  
SAC

**Target Dates or Schedule:**

**Evidence of Completion:**

**Action Plan for Improvement**

- Goal #1:** Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.
- Barrier #2:** Funding for Special Speakers
- Strategy #1 to Overcome the Barrier** Increase school improvement funds.

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

**Action:**

**Person or Persons Responsible:**  
Principal

**Target Dates or Schedule:**  
Principal's Meetings

**Evidence of Completion:**  
Agenda and meeting minutes.

**Facilitator:**  
Subject area expert (teachers); special guest speakers

**Participants:**  
Faculty

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

**Action:**

**Person or Persons Responsible:**  
Principal

**Target Dates or Schedule:**  
Weekly meetings

**Evidence of Completion**  
Attendance and meeting minutes

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

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**Action:**

**Person or Persons Responsible:**

SAC

**Target Dates or Schedule:**

Bi-Monthly Meetings

**Evidence of Completion:**

Agenda and meeting minutes

<b>Goal #2:</b>	Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.
<b>Barrier #1:</b>	Budget
<b>Strategy #1 to Overcome the Barrier</b>	Purchase more library books, e-books, and class novels.

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

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**Action:**

**Person or Persons Responsible:**

Principal

**Target Dates or Schedule:**

**Evidence of Completion:**

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

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**Action:**

**Person or Persons Responsible:**

Principal

**Target Dates or Schedule:**

**Evidence of Completion**

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

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**Action:**

**Person or Persons Responsible:**

School Advisory Council and Principal

**Target Dates or Schedule:**

**Evidence of Completion:**

<b>Goal #2:</b>	Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.
<b>Barrier #2:</b>	Parent participation and encouragement
<b>Strategy #1 to Overcome the Barrier</b>	Increase communication with parents by monthly newsletter, teacher contact with parent in order to involve parents and make them aware of the avenues for success that are in place for their children.

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

**Action:**  
 Newsletter  
**Person or Persons Responsible:**  
 Jennifer Thaxton  
**Target Dates or Schedule:**  
 Monthly  
**Evidence of Completion:**  
 Newsletter

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

**Action:**  
**Person or Persons Responsible:**  
 Principal  
**Target Dates or Schedule:**  
**Evidence of Completion**

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

**Action:**  
**Person or Persons Responsible:**  
 Principal  
**Target Dates or Schedule:**  
**Evidence of Completion:**

Action Step(s) Missing for Goal #2, Barrier #3, Strategy #1  
 Complete one or more action steps for this Strategy or de-select it

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #2**

**Action:**  
**Person or Persons Responsible:**  
**Target Dates or Schedule:**  
**Evidence of Completion**

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #2**

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**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

<b>Goal #3:</b>	Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level.
<b>Barrier #2:</b>	Budget
<b>Strategy #1 to Overcome the Barrier</b>	Increase budget with school improvement monies.

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

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**Action:**

**Person or Persons Responsible:**

Federal, state, local and monies.

**Target Dates or Schedule:**

**Evidence of Completion:**

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #3**

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**Action:**

Needs assessment

**Person or Persons Responsible:**

Principal and SAC Chair

**Target Dates or Schedule:**

Teacher requests

**Evidence of Completion**

Additional courses offered; teachers paid to take-on additional classes.

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #3**

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**Action:**

**Person or Persons Responsible:**

Principal

**Target Dates or Schedule:**

**Evidence of Completion:**

**Goal #4:** Increase targeting program aimed at mid-level students by increasing AVID program to include 7th graders, in addition to our 8th grade program.

**Barrier #2:** Parent consent/participation.

**Strategy #1 to Overcome the Barrier** Individual parent contact

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

**Action:**  
**Person or Persons Responsible:**  
 Assistant Principal  
**Target Dates or Schedule:**  
**Evidence of Completion:**

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

**Action:**  
**Person or Persons Responsible:**  
 Principal  
**Target Dates or Schedule:**  
 Monthly  
**Evidence of Completion**

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

**Action:**  
**Person or Persons Responsible:**  
**Target Dates or Schedule:**  
**Evidence of Completion:**

**Goal #5:** Increase, improve, and upgrade current technology.

**Barrier #1:** Funding

**Strategy #1 to Overcome the Barrier** Additional school improvement funds needed at the federal and state level.

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

**Action:**  
**Person or Persons Responsible:**  
 Principal  
**Target Dates or Schedule:**  
 Principal Meetings  
**Evidence of Completion:**



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

**Action:**

**Person or Persons Responsible:**

Principal

**Target Dates or Schedule:**

**Evidence of Completion**

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

**Action:**

**Person or Persons Responsible:**

SAC

**Target Dates or Schedule:**

**Evidence of Completion:**

**Coordination and Integration**

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

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**

Local, state, and federal funds will be coordinated and used in the school in order to improve academic and social welfare of each student. These programs include Title X Homeless to identify students in need; Violence Prevention programs including bullying and cyber bullying.

CTE program, Computing for College and Career, promoted among students and parents. This enables students to earn high school credit while in the 8th grade.

Advanced level placement in classes where students can earn high school credit while still in 8th grade.

Nutrition program provides breakfast to students.

**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 professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.

**Barrier #2:** Funding for Special Speakers

**Strategy #1:** Increase school improvement funds.

**Action Step #1:**

**Facilitator leader**

Subject area expert (teachers); special guest speakers

**Participants**

Faculty

**Target dates or schedule**

Principal's Meetings

**Evidence of Completion and Person Responsible for Monitoring**

Agenda and meeting minutes.

(Person Responsible: Principal)

**Budget**

**Budget Summary by Goal**

Goal	Description	Total
Goal #1	Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.	\$2,000
Goal #2	Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.	\$8,000
Goal #3	Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level.	\$6,000
Goal #5	Increase, improve, and upgrade current technology.	\$8,000
	Total	\$24,000

**Budget Summary by Resource Type and Funding Source**

Resource Type	Evidence-Based Materials	Evidence-Based Program	Professional Development	Total
School Improvement	\$13,000	\$9,000	\$0	\$22,000
School Improvement	\$0	\$0	\$2,000	\$2,000
Total	\$13,000	\$9,000	\$2,000	\$24,000

**Budget Detail**

**Goal #1:** Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.

**Barrier #2:** Funding for Special Speakers

**Strategy #1:** Increase school improvement funds.

**Action Step #1:**

<b>Resource Type</b>	Professional Development
<b>Resource</b>	Curriculum guides and timely information from FLDOE
<b>Funding Source</b>	School Improvement
<b>Amount Needed</b>	\$2,000

**Goal #2:** Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.

**Barrier #1:** Budget

**Strategy #1:** Purchase more library books, e-books, and class novels.

**Action Step #1:**

<b>Resource Type</b>	Evidence-Based Materials
<b>Resource</b>	AVID strategies, e-books, SSYRA.
<b>Funding Source</b>	School Improvement
<b>Amount Needed</b>	\$7,000

**Barrier #2:** Parent participation and encouragement

**Strategy #1:** Increase communication with parents by monthly newsletter, teacher contact with parent in order to involve parents and make them aware of the avenues for success that are in place for their children.

**Action Step #1:** Newsletter

<b>Resource Type</b>	Evidence-Based Program
<b>Resource</b>	Computer for emailing, teacher volunteer.
<b>Funding Source</b>	School Improvement
<b>Amount Needed</b>	\$1,000

**Goal #3:** Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level.

**Barrier #2:** Budget

**Strategy #1:** Increase budget with school improvement monies.

**Action Step #1:**

<b>Resource Type</b>	Evidence-Based Materials
<b>Resource</b>	Teacher availability
<b>Funding Source</b>	School Improvement
<b>Amount Needed</b>	\$6,000

**Goal #5:** Increase, improve, and upgrade current technology.

**Barrier #1:** Funding

**Strategy #1:** Additional school improvement funds needed at the federal and state level.

**Action Step #1:**

<b>Resource Type</b>	Evidence-Based Program
<b>Resource</b>	Teachers, school area space
<b>Funding Source</b>	School Improvement
<b>Amount Needed</b>	\$8,000