

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Piedmont Lakes Middle  
2601 LAKEVILLE RD  
Apopka, FL 32703  
407-884-2265

### School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 78%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 70%

### School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> B	<b>2009-10</b> A
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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Piedmont Lakes Middle

##### Principal

Edward Thompson

##### School Advisory Council chair

Rebekka Senzee

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

Name	Title
Edward Thompson	Principal
Emily Jones	Asst. Principal of Instruction
Jeffrey Bartfield	Asst. Principal
Mark Perry	Administrative Dean
Jeffrey Whitaker	Administrative Dean
Joyce Kell	Curriculum Resource Teacher
Sherie Parker	Behavior Specialist/ESE dean
Milagros Gonzalez	CCT
Francella Lewis	Rtl Coach
Ginger Carter	Media Specialist

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### 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).

#### Membership of the SAC

Our team is comprised of approximately 12 - 15 parents along with business leaders, faculty and staff. The make-up of the group is representative of our student population.

#### Involvement of the SAC in the development of the SIP

The SAC provided input and recommendations during the development of the SIP. The team was asked to provide feedback from the previous years plan. Their focus was on increasing student achievement and looking for ways to help support teachers in providing additional professional development.

**Activities of the SAC for the upcoming school year**

SAC is in charge of having a school wide survey. They have discussions with teachers and talk about the curriculum. They help drive the curriculum within the school.

**Projected use of school improvement funds, including the amount allocated to each project**

These funds are going to used for teacher training. We will be purchasing the Marzano books and additional educational resources.

\$3000.00 allocated for books

\$1000.00 allocated for professional development oppourtunies

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Edward Thompson**

Principal

Years as Administrator: 12

Years at Current School: 0

**Credentials**

Master's Degree in Educational Leadership  
School Principal

**Performance Record**

2012 - 2013 B Piedmont Lakes Middle School  
 55% of students Reading at or above grade level  
 65% of students made Reading gains  
 61% of students made Reading gains for low 25%  
 52% of students at or above grade level in Math  
 67% of students made learning gains in Math  
 64% of students made math gains for low 25%  
 51% of students are meeting state standards in Writing  
 43% of students are meeting state standards in Science.  
 2011-2012 B Ridgewood Park Elementary  
 42% of students reading at or above grade level  
 82% of students made reading gains for low 25%  
 46% of students at or above grade level in math  
 79% of students made math gains for low 25%  
 78% of students are meeting state standards in writing.  
 31% of students at or above grade level in science.  
 2010-2011 D Ridgewood Park Elementary  
 52% of students reading at or above grade level  
 54% of students making a year's worth of progress in reading  
 64% of struggling students making a year's worth of progress in reading  
 57% of students at or above grade level in math  
 50% of students making a year's worth of progress in math  
 53% of struggling students making a year's worth of progress in math  
 66% of students are meeting state standards in writing.  
 33% of students at or above grade level in science.

**Jeffrey Bartfield**

Asst Principal

Years as Administrator: 9

Years at Current School: 8

**Credentials**

Ed Leadership All Levels  
 Mathematics Grades 5-9  
 School Principal / All Levels  
 Social Science / Grades 6-12  
 Middle Grades / Endorsement

**Performance Record**

2012 - 2013 B Piedmont Lakes Middle School  
 55% of students Reading at or above grade level  
 65% of students made Reading gains  
 61% of students made Reading gains for low 25%  
 52% of students at or above grade level in Math  
 67% of students made learning gains in Math  
 64% of students made math gains for low 25%  
 51% of students are meeting state standards in Writing  
 43% of students are meeting state standards in Science.  
 2011- 2012 - A Piedmont Lakes Middle School  
 56% of students Reading at or above grade level  
 76% of students made Reading gains  
 69% of students made Reading gains for low 25%  
 51% of students at or above grade level in Math  
 75% of students made learning gains in Math  
 69% of students made math gains for low 25%  
 80% of students are meeting state standards in Writing  
 44% of students are meeting state standards in Science.  
 2010- 2011 B Piedmont Lakes Middle School  
 66% of students Reading at or above grade level  
 62% of students made Reading gains  
 69% of students made Reading gains for low 25%  
 57% of students at or above grade level in Math  
 65% of students made learning gains in Math  
 72% of students made math gains for low 25%  
 90% of students are meeting state standards in Writing  
 42% of students are meeting state standards in Science.



**Emily Bonnie Jones**

Asst Principal

Years as Administrator: 4

Years at Current School: 0

**Credentials**

Bachelors of Science - Elementary Education  
 Masters in Educational Leadership  
 Masters of Counseling and Psychology  
 Reading Endorsed  
 Middle School Endorsement  
 ESOL  
 School Principal

**Performance Record**

2012 - 2013 Lockhart Middle School School grade  
 C  
 45% Meeting High Standards in Reading  
 42% Meeting High Standards in Math  
 51% Meeting High Standards in Writing  
 33% Meeting High Standards in Science  
 61% Making Learning Gains in Reading  
 64% Making Learning Gains in Math  
 66% of Lowest 25% Making Learning Gains  
 in Reading  
 68% of Lowest 25% Making Learning Gains  
 in Math  
 2011 Lockhart Middle School School Grade  
 C  
 55% Meeting High Standards in Reading  
 53% Meeting High Standards in Math  
 84% Meeting High Standards in Writing  
 33% Meeting High Standards in Science  
 60% Making Learning Gains in Reading  
 65% Making Learning Gains in Math  
 71% of Lowest 25% Making Learning Gains  
 in Reading  
 72% of Lowest 25% Making Learning Gains  
 in Math  
 AYP Percent of Criteria Met: 69%  
 2010 Lockhart Middle School School Grade  
 C  
 56% Meeting High Standards in Reading  
 49% Meeting High Standards in Math  
 90% Meeting High Standards in Writing  
 29% Meeting High Standards in Science  
 62% Making Learning Gains in Reading  
 65% Making Learning Gains in Math  
 71% of Lowest 25% Making Learning Gains  
 in Reading  
 68% of Lowest 25% Making Learning Gains  
 in Math  
 AYP Percent of Criteria Met: 69%

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Joyce Kell**

Full-time / School-based

Years as Coach: 8

Years at Current School: 21

**Areas**

Other

**Credentials**

Masters of Elementary Education

**Performance Record**

2012 - 2013 B Piedmont Lakes Middle School  
 55% of students Reading at or above grade level  
 65% of students made Reading gains  
 61% of students made Reading gains for low 25%  
 52% of students at or above grade level in Math  
 67% of students made learning gains in Math  
 64% of students made math gains for low 25%  
 51% of students are meeting state standards in Writing  
 43% of students are meeting state standards in Science.  
 2011- 2012 - A Piedmont Lakes Middle School  
 56% of students Reading at or above grade level  
 76% of students made Reading gains  
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 51% of students at or above grade level in Math  
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 66% of students Reading at or above grade level  
 62% of students made Reading gains  
 69% of students made Reading gains for low 25%  
 57% of students at or above grade level in Math  
 65% of students made learning gains in Math  
 72% of students made math gains for low 25%  
 90% of students are meeting state standards in Writing  
 42% of students are meeting state standards in Science.

<b>Amber Zaremskas</b>		
<b>Part-time / School-based</b>	<b>Years as Coach: 1</b>	<b>Years at Current School: 2</b>
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BS - Elementary Education MS - Elementary Education Reading Endorsement ESOL Certified	
<b>Performance Record</b>	2012 - 2013 B Piedmont Lakes Middle School 55% of students Reading at or above grade level 65% of students made Reading gains 61% of students made Reading gains for low 25% 52% of students at or above grade level in Math 67% of students made learning gains in Math 64% of students made math gains for low 25% 51% of students are meeting state standards in Writing 43% of students are meeting state standards in Science. 2011- 2012 - A Piedmont Lakes Middle School 56% of students Reading at or above grade level 76% of students made Reading gains 69% of students made Reading gains for low 25% 51% of students at or above grade level in Math 75% of students made learning gains in Math 68% of students made math gains for low 25% 80% of students are meeting state standards in Writing 44% of students are meeting state standards in Science. 2010- 2011 A Lakeville Elementary School 77% of students Reading at or above grade level 64% of students made Reading gains 57% of students made Reading gains for low 25% 76% of students at or above grade level in Math 69% of students made learning gains in Math 84% of students made math gains for low 25% 88% of students are meeting state standards in Writing 39% of students are meeting state standards in Science.	

Francella Lewis		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Rtl/MTSS	
<b>Credentials</b>	Bachelors in MicroBiology and Cell Science Masters in Science Education Certified In Physical Education Certified in Biology K-12 Middle Grades Integrated Curriculum	
<b>Performance Record</b>	2012 - 2013 Conway Middle School 55% of students Reading at or above grade level 65% of students made Reading gains 61% of students made Reading gains for low 25% 52% of students at or above grade level in Math 67% of students made learning gains in Math 64% of students made math gains for low 25% 51% of students are meeting state standards in Writing 43% of students are meeting state standards in Science. 2011 Lockhart Middle School School Grade C 55% Meeting High Standards in Reading 53% Meeting High Standards in Math 84% Meeting High Standards in Writing 33% Meeting High Standards in Science 60% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 72% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69% 2010 Lockhart Middle School School Grade C 56% Meeting High Standards in Reading 49% Meeting High Standards in Math 90% Meeting High Standards in Writing 29% Meeting High Standards in Science 62% Making Learning Gains in Reading 65% Making Learning Gains in Math 71% of Lowest 25% Making Learning Gains in Reading 68% of Lowest 25% Making Learning Gains in Math AYP Percent of Criteria Met: 69%	

**Classroom Teachers**

**# of classroom teachers**  
71

**# receiving effective rating or higher**

63, 89%

**# Highly Qualified Teachers**

100%

**# certified in-field**

62, 87%

**# ESOL endorsed**

9, 13%

**# reading endorsed**

10, 14%

**# with advanced degrees**

22, 31%

**# National Board Certified**

4, 6%

**# first-year teachers**

1, 1%

**# with 1-5 years of experience**

17, 24%

**# with 6-14 years of experience**

30, 42%

**# with 15 or more years of experience**

23, 32%

**Education Paraprofessionals**

**# of paraprofessionals**

19

**# Highly Qualified**

19, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

8

**# 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).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

New teachers are meeting with the principal regularly to discuss any new challenges they may be experiencing as new teachers in a different school setting. On going professional development is

provided to teachers by Joyce Kell the Curriculum Resource teacher. Teachers have been matched with mentors in their subject area who meet with them regularly to provide support as needed. As a school we contact nearby universities to recruit new candidates. Our principal attends various job fairs around the state.

### **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).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

During the summer, new teachers are invited to the school for a meet and greet and orientation. They become familiarized with the school's physical plant, programs, school culture, rules and procedures and the like. Once school begins, mentor teachers are assigned, a meeting schedule is established, utilizing mentoring guidelines provided in the Mentoring Guidelines Handbook. The rationale for this program is to pair new teachers with master teachers who can help new teachers plan, discuss and model good teaching as well as to provide the new teacher with a confidant with which to discuss ideas, challenges and ways to improve their practice.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

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

#### **Data-based problem-solving processes for the implementation and monitoring of 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**

Grade level teams meet weekly to collaborate on students' academic performance. Student data is shared and student data sheets are completed prior to the weekly collaboration. Teachers focus on academic performance data, behavior needs, etc. During this collaboration, it is determined what will need to be progress monitored and what initial supports need to be in place for the student to begin to show success. The RtI team meets monthly to follow up on student academic performance. Student data sheets are reviewed, as well as progress monitoring data. The RtI Leadership Team provides the grade level teams with additional support services for the students needing additional services outside the core curriculum, i.e. – Staff Mentor/Mentee Programs; Morning/Afternoon Tutoring Services; ADDitions Tutoring; changes in daily schedule (intensive reading, intensive math), Home/School Connection. Each leadership team member is assigned to follow up and track student progress for those students brought to the table. The RtI team periodically reviews progress monitoring data to determine if rate of progress is adequate. If rate of progress is not adequate the RtI team meets again to determine if the problem/concern was identified correctly and interventions were appropriately matched. If needed, changes are made and progress monitoring continues until the student's rate of progress is adequate or student has met grade level expectations.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The RtI team plays an integral role within the School Improvement Plan process. The RtI team meets to review and analyze school data. After analyzing and disaggregating the data, the RtI team begins to brainstorm and put into place a plan of action. All stakeholders have a voice in this process including: faculty, staff, parents, students, community and School Advisory Members. Each of the ideas is taken into consideration and a plan is developed. Our School Improvement Plan is shared with the School Advisory Council and continues to be a work in progress throughout the year as new data is received and reviewed. Our School Improvement Plan is a statement of our work and changes and evolves

through the school year.

Through MTSS team collaboration our school psychologist, Aprill Allen, attends educational planning team meetings and consults with teachers and staff to identify appropriate evidence-based academic interventions, social-emotional behavioral strategies, review progress monitoring data and other methods of assessment utilized to maximize student achievement. Additionally, the School Psychologist provides data through psychoeducational evaluations and diagnostic assessments to help develop interventions and educational goals that may lead to eligibility for ESE services.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Monthly meetings are held with the Rtl Leadership team to support the MTSS. Agenda is set by the AP and minutes are kept by the Staffing Coordinator. Through these meetings, issues are addressed and plans are developed to support students.

### **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**

Benchmark data (reading/math/science) is reviewed after students are assessed in reading, mathematics and science two times each year. Reports are generated to track student progress in subgroups, as well as strengths and weaknesses within benchmark strands. Teachers use the Benchmark baseline assessment data and mid-point benchmark data to focus instruction. After re-teaching benchmarks within the identified weak areas, teachers then use the Mini Assessments to progress monitor students' increased knowledge on those particular benchmark strands. The Science Department develops mini formative assessments to progress monitor. The FAIR assessment is also used to determine growth in reading. Teachers use the components of this assessment to direct instruction within the reading components of vocabulary, reading comprehension and fluency. Reading teachers also progress monitor students' fluency and comprehension monthly. Fluency assessments take place twice per month using probes from Easycbm and comprehension checks are completed once a month using probes from Easycbm, as well. Reading Plus, a technology based reading curriculum which gives prescriptive lessons in literacy based on each students' needs. Administrative and teacher reports are generated weekly to track student progress with this online component. My Access is a computerized writing program which grades student writing and assigns a holistic score. Teachers use My Access to determine focus lessons in writing. The Rtl team can generate reports to determine specific areas of need within each classroom and/or specific areas of the writing process. Teachers also track data for instructional decision making in each content area through their formative and summative assessments. A log of the number of students assigned to In-School Suspension is reviewed each nine weeks. Additionally, Grade Level Administrators review behavior data (EDW) monthly and share results with the Rtl Leadership Team. Behavior interventions are put into place as needed.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Our plan to support begins with the identification of our Tier 2 and Tier 3 students. Once identified, the RTI team will assist the classroom teacher by developing target interventions in addition to their core levels of instruction. Classroom teachers will drive these intervention with the support of the RTI team. Parents are kept informed and have the opportunity to assist in the development of the intervention process. Similarly, Tier 3 students will receive support through core teachers, but will also receive individualized instruction in the form of pull out and push in facilitation.

**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).

**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

We will be having an After School Program twice a week. This is an offering for all of our Level 1 and Level 2 students in Reading and Math. We will provide tutoring twice a week for 1 1/2 hours each day. Students will be provided support in the area in which they are below grade level.

**Strategy Purpose(s)**

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

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

We have narrowed our search down two specific curriculums. One prerequisite for selection of curriculum is that there is a pre and post assessment. Students progress will be monitored on the selected curriculum as well as progress reports and quarterly report cards.

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

Anne Slee will serve as the overseer for this program. She will work with supporting teachers and assigning students to the various sessions. She will also support teachers with the monitoring of each students within each group. Progress will be reported to parents quarterly. We want this to run for the entire length of the school year.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Emily Jones	Asst. Principal of Instruction
Joyce Kell	CRT
Amber Zaremskas	Reading Coach
Ginger Carter	Media Specialist
Tracey Fields	Reading Teacher
Sheila Adams	Language Arts Teachers
Krista Kelly	Gifted Advanced LA
Wendy Wing	Intensive Reading Teachers

**How the school-based LLT functions**



The Literacy Leadership Team meets monthly (more often when events are upcoming). the team works together to support the Reading goal for our school. Agendas are set for each meeting by Emily Jones (API). Notes are kept during the meeting. The team functions to create a school wide culture promoting Reading as a critical and fundamental aspect of school life and life outside of school.

### **Major initiatives of the LLT**

Schoolwide reading - using AR as a viable tool to monitor student reading. AR goals have been set for all students for the school year. Students will be monitored quarterly as to their progress towards AR goals. The LA teachers will be monitoring this progress.

Morning Book Club - the focus will on 8th grade FCAT Level 2 and 3 students. We will target reluctant readers. We will use Nook e-readers and downloadable books.

Family Literacy Night - families will be invited to come to school for families to learn about books and to learn additional strategies that will support students in reading comprehension.

Celebrate Literacy Week - during this week the team will increase awareness throughout the campus and help support teachers inform the community. Teachers will share their favorite book with classes. We will have book talks televised during morning announcements. We have created an outdoor classroom in which teachers will be invited to bring their classes to hear various local authors.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

It is the expectation that all teachers will incorporate reading/literacy strategies across all content areas. The following schedule is utilized to incorporate reading/literacy weekly into these courses: Monday and Thursday – Electives; Wednesday – PE. Elective teachers are supporting students in reading their weekly AR books and helping them with reading comprehension.

Teachers are expected to teach vocabulary in each content area. Word Walls are displayed in each classroom so students have visual representations of vocabulary in each content area. All teachers have been trained in Thinking Maps and incorporate this strategy throughout all content areas.

Professional Learning Communities are working together weekly and student progress is monitored weekly.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

The school has incorporated AVID school-wide this year. AVID provides students with strategies designed to get students to see the correlation between their academic course of study and the connection to their college preparedness. AVID provides students with the strategies and support they need to achieve academic success in secondary education that will foster a desire for students to continue their studies in a post secondary setting.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Academic career planning is promoted through our guidance department through the our guidance director. Beginning in 6th grade, counselors meet with students both collectively and individually to plan out their middle school coursework. By 7th grade, counselors are beginning to work with students and

parents to begin the planning of the high school path. This occurs through looking at the curricula to give students ideas of available options and what they would like to pursue. By 8th grade, our counselor as well as high school counselors are meeting with 8th grade students individually in a group setting to map out their high school experience.

In terms of career planning, much information on this topic is disseminated to our students to help to get them thinking about their future career path. Career counseling is provided via lessons taught to 8th graders by counselors within the classroom setting. The "Career Cruiser" curriculum is utilized to achieve this function. It provides a series of discussion points as well as activities designed to guide students into finding their own career path.

### **Strategies for improving student readiness for the public postsecondary level**

The strategies employed at our school designed to improve student readiness revolve around our school-wide AVID implementation. All classrooms are required to implement proven researched based strategies such as Cornell Notes and specific organizational strategies such as school-wide binders with specific organizational requirements for all students. Our school has also targeted specific students who require extra support in order to improve their readiness for post secondary education probability. For these students, specific AVID elective classes have been established at all grade levels. In these classes, students are indoctrinated into the AVID philosophies, strategies and activities that will give them the tools for post-secondary studies. These students are closely monitored within their AVID elective as well as their core curriculum by the AVID facilitators.

## 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).

### 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	61%	55%	No	65%
American Indian				
Asian	76%	69%	No	78%
Black/African American	54%	46%	No	59%
Hispanic	54%	49%	No	59%
White	73%	67%	No	75%
English language learners	33%	26%	No	39%
Students with disabilities	45%	35%	No	51%
Economically disadvantaged	54%	50%	No	59%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	314	26%	29%
Students scoring at or above Achievement Level 4	191	16%	19%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	28	45%	48%
Students scoring at or above Level 7	18	29%	32%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	653	65%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	152	61%	64%

**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)	50	55%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	29%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	24%	27%

**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	190	50%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	13	59%	62%

**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	55%	52%	No	60%
American Indian				
Asian	70%	75%	Yes	73%
Black/African American	47%	40%	No	52%
Hispanic	50%	47%	No	55%
White	64%	66%	Yes	68%
English language learners	33%	27%	No	39%
Students with disabilities	38%	31%	No	45%
Economically disadvantaged	48%	46%	No	54%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	299	25%	28%
Students scoring at or above Achievement Level 4	157	13%	16%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	35	56%	59%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		9%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	679	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	156	64%	67%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	178	21%	24%
Middle school performance on high school EOC and industry certifications	171	96%	99%

**High School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	96%	Yes	60%
American Indian				
Asian	70%	0%	No	73%
Black/African American	47%	85%	Yes	52%
Hispanic	50%	99%	Yes	55%
White	64%	98%	Yes	68%
English language learners	33%	98%	Yes	39%
Students with disabilities	38%		No	45%
Economically disadvantaged	48%	95%	Yes	54%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	53%	56%
Students scoring at or above Achievement Level 4	77	43%	46%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	38%	41%
Students scoring at or above Achievement Level 4	22	57%	60%

**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	93	25%	28%
Students scoring at or above Achievement Level 4	52	14%	17%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	64%	67%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		8%

**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)	6		10
Participation in STEM-related experiences provided for students	200	16%	25%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	200	17%	20%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**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	178	15%	12%
Students who fail a mathematics course	38	3%	1%
Students who fail an English Language Arts course	27	2%	1%
Students who fail two or more courses in any subject	37	3%	1%
Students who receive two or more behavior referrals	39	3%	
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	159	13%	

**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).

**Parental involvement targets for the school**

This is our first year as a Title 1 school. We are uploading a Title 1 Parent Involvement Plan.

**Specific Parental Involvement Targets**

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

- G1.** During the school year 2013-2014 our students will increase their Math proficiency.
- G2.** During the school year 2013-2014 our students will increase their Reading proficiency.

## Goals Detail

**G1.** During the school year 2013-2014 our students will increase their Math proficiency.

### Targets Supported

- All Areas
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- Personnel
- Common planning time
- Professional learning communities that collaborate weekly.
- Teachers are using texting to contact parents and students concerning all assignments.
- Tutoring is available before school and after school.
- Departments have planning days each semester to reflect and refine practices and instructional goals.
- Bi-weekly data meeting to review common assessments and compare with benchmark results.

### Targeted Barriers to Achieving the Goal

- Students will need more individualized support and time to reach achievement level 3.
- Students lack mathematical fluency with basic math skills.



## Plan to Monitor Progress Toward the Goal

We will be using Benchmark Tests, course grades, common assessments, formative progress monitoring.

**Person or Persons Responsible**

Principal, API, CRT, AP

**Target Dates or Schedule:**

Throughout the school year

**Evidence of Completion:**

Increased student proficiency on benchmarks and common assessments

**G2.** During the school year 2013-2014 our students will increase their Reading proficiency.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, 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**

- We are now using Read180 in all of our reading classes to support our 6th, 7th and 8th graders.
- We are also using Systems 44 to target our lowest readers in 6th, 7th and 8th grade.
- We are using Achieve 3000 to target 7th and 8th graders.
- We are offering before and after school tutoring to help support learning.

- We have increased the number of hours for the Media Center to be opened in which students can go and check out books and take AR tests.
- Electives courses are allowing one class period per week devoted to allowing students to read and discuss their AR books.

#### **Targeted Barriers to Achieving the Goal**

- There is not enough time for students to read during the school day.
- Developing strategic lessons that target weak areas.
- We will need to purchase Read180 and Achieve 3000 to support Level 1's and 2's.
- We will need to purchase IPADs in order to help support teachers in increasing the usage of technology within the classrooms.

#### **Plan to Monitor Progress Toward the Goal**

Monitor AR data for proficiency and frequency. We will also be using Benchmark tests, common assessments, formative assessments along with course grades to monitor reading proficiency.

#### **Person or Persons Responsible**

All teachers

#### **Target Dates or Schedule:**

Monthly

#### **Evidence of Completion:**

Student data reports for AR.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** During the school year 2013-2014 our students will increase their Math proficiency.

**G1.B1** Students will need more individualized support and time to reach achievement level 3.

**G1.B1.S1** Offer a Math lab to give targeted students an additional period to receive support with needed foundational and fluency skills.

#### **Action Step 1**

Providing students with extra support by providing an additional math class to support core instruction.

#### **Person or Persons Responsible**

API, CRT

#### **Target Dates or Schedule**

Beginning of the year

#### **Evidence of Completion**

Master Schedule and Student Schedules

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Providing additional time for students

#### **Person or Persons Responsible**

Principal, API, AP, CRT

#### **Target Dates or Schedule**

Throughout the school year

#### **Evidence of Completion**

Master Schedule - students are blocked in Core and Math classes

## Plan to Monitor Effectiveness of G1.B1.S1

Students having additional time for instruction

### Person or Persons Responsible

Principal API, AP and teachers

### Target Dates or Schedule

Throughout the school year

### Evidence of Completion

Student proficiency on benchmarks and common assessments

## G1.B4 Students lack mathematical fluency with basic math skills.

**G1.B4.S1** Providing before and after school tutoring focused on increasing math skills for Level 1's and 2's.

### Action Step 1

Establish additional tutoring opportunities for students before and after school

#### Person or Persons Responsible

API, AP and Slee

#### Target Dates or Schedule

Beginning September 1

#### Evidence of Completion

A plan established with teachers, classrooms, students and curriculum prepared for implementation of the program.

#### Facilitator:

Slee, TBD

#### Participants:

Teachers hired for tutoring services

### Plan to Monitor Fidelity of Implementation of G1.B4.S1

Implementation of the tutorial program

**Person or Persons Responsible**

API, AP, Slee

**Target Dates or Schedule**

Ongoing through FCAT

**Evidence of Completion**

Students are participating in tutorial with documentation. Reports will be generated monthly to monitor progress.

### Plan to Monitor Effectiveness of G1.B4.S1

Tutorial programs

**Person or Persons Responsible**

API, AP, Slee

**Target Dates or Schedule**

Ongoing, Monthly progress reports

**Evidence of Completion**

Students growth measured evidenced by program data, benchmarks and common assessments

**G1.B4.S4** Tutors will be hired to support students during the day through AVID classes.

**Action Step 1**

Hire tutors to work within the AVID classrooms.

**Person or Persons Responsible**

Principal, API, AP, Brennan, Moser

**Target Dates or Schedule**

September - October

**Evidence of Completion**

Tutors hired and working on campus with targeted students

### **Plan to Monitor Fidelity of Implementation of G1.B4.S4**

Hiring tutors to work during the school day through Avid classes

#### **Person or Persons Responsible**

Principal, API, AP, Brennan and Moser

#### **Target Dates or Schedule**

September - October

#### **Evidence of Completion**

Tutors have been hired and working with students

### **Plan to Monitor Effectiveness of G1.B4.S4**

Tutors serving in AVID

#### **Person or Persons Responsible**

AVID teachers, API, AP

#### **Target Dates or Schedule**

Ongoing throughout the year

#### **Evidence of Completion**

Student progress as evidenced through benchmark testing and common assessments

**G2.** During the school year 2013-2014 our students will increase their Reading proficiency.

**G2.B1** There is not enough time for students to read during the school day.

**G2.B1.S1** Students will be reading one period each week during their Electives. Teachers will check reading comprehension.

**Action Step 1**

Teachers were informed during preplanning of the expectation for students reading during their Elective classes. Language Arts teachers had all students take the STAR test and students are now aware of their AR goals and expectations for each quarter.

**Person or Persons Responsible**

All teachers

**Target Dates or Schedule**

Weekly throughout the school year.

**Evidence of Completion**

AR log for students to be submitted to the Language Arts teachers.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Monitor lesson plans for Elective teachers to show the day of implementation

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Teacher Observations



## Plan to Monitor Effectiveness of G2.B1.S1

Monitor AR data.

### Person or Persons Responsible

All teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Completed AR reports and monthly printed reports

## G2.B3 Developing strategic lessons that target weak areas.

### G2.B3.S1 Provide semester planning days for all departments in order to meet and plan collaboratively.

#### Action Step 1

Teachers will select planning days for each semester.

#### Person or Persons Responsible

Department chairs

#### Target Dates or Schedule

Each semester

#### Evidence of Completion

Agenda's and finished products ie. lesson plans, focus calendar etc.

#### Facilitator:

Joyce Kell

#### Participants:

All teachers

### Plan to Monitor Fidelity of Implementation of G2.B3.S1

Planning days for teachers

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Each Semester

**Evidence of Completion**

Agenda's, lesson plans, unit plans

### Plan to Monitor Effectiveness of G2.B3.S1

Planning days for teachers

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Each Semester

**Evidence of Completion**

Teacher lesson plans, pre and post conference for evaluations, observations

**G2.B3.S2** Professional Learning Communities will meet bi-weekly in order to discuss the needs of specific students and differentiate their individual needs.

**Action Step 1**

Professional Learning communities will meet bi-weekly.

**Person or Persons Responsible**

All teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Agendas and minutes of each meeting will be submitted to Joyce Kell

### **Plan to Monitor Fidelity of Implementation of G2.B3.S2**

The work of Professional Learning Communities.

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

bi-weekly meeting

#### **Evidence of Completion**

Increased rigor within Lesson planning; teacher observation by administrators; increased scores on benchmarks and common assessments.

### **Plan to Monitor Effectiveness of G2.B3.S2**

Professional Learning Communities will meet bi-weekly

#### **Person or Persons Responsible**

All teachers

#### **Target Dates or Schedule**

During their planning times

#### **Evidence of Completion**

Administrators will attend at least one PLC meeting per quarter to monitor activities and teacher input.

**G2.B5** We will need to purchase Read180 and Achieve 3000 to support Level 1's and 2's.

**G2.B5.S1** Use Title 1 funds to purchase Read180 and Achieve 3000 along with professional development

**Action Step 1**

Purchase Read180 and Achieve 3000 with Title 1 funds

**Person or Persons Responsible**

CRT

**Target Dates or Schedule**

September, 2013

**Evidence of Completion**

Purchased of equipment, invoices

**Facilitator:**

Amber Zaremskas

**Participants:**

All reading teachers

**Plan to Monitor Fidelity of Implementation of G2.B5.S1**

Purchase of Reading Materials

**Person or Persons Responsible**

CRT

**Target Dates or Schedule**

September, 2013

**Evidence of Completion**

Materials received

## Plan to Monitor Effectiveness of G2.B5.S1

Usage of Read 180 materials and Achieve 3000

### Person or Persons Responsible

Amber Zaremskas, Reading Coach and Reading teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Progress monitoring - monthly

**G2.B6** We will need to purchase IPADs in order to help support teachers in increasing the usage of technology within the classrooms.

**G2.B6.S1** Teachers will begin to increase their usage of technology in the classroom by using IPADS. IPADS can be used along with the set-up we currently have in our classrooms for student learning.

### Action Step 1

Purchase Ipads

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

September 1, 2013

#### Evidence of Completion

Teachers will have Ipads for usage in classroom

#### Facilitator:

Clint Moles and others TBD

#### Participants:

All teachers

### Plan to Monitor Fidelity of Implementation of G2.B6.S1

Usage of IPADS by teachers in the classrooms

**Person or Persons Responsible**

All teachers

**Target Dates or Schedule**

Ongoing throughout the school year

**Evidence of Completion**

Evaluators will see increased usage of technology in the classrooms.

### Plan to Monitor Effectiveness of G2.B6.S1

Usage of IPADS in classrooms.

**Person or Persons Responsible**

Evaluators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Increased proficiency on benchmark testing, mini assessments along with increased proficiency on common assessments within subject areas.

## 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).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Piedmont Lake Middle School is a pillar within the community. There has been great transition since the beginning. This is the first year that Piedmont Lakes MS has been identified as a Title 1 School.

We will be using Title 1 funds to purchase the following:

Read180 program

Achieve 3000.

Academic Tutoring Services

Personnel for tutoring

Transportation for Students

Increased hours for Media Center

Parent Nights for Math, Science, Social Students, Reading

Professional Development for teachers including consultants and books.

Purchase IPADS for all teachers

We will be using Title 2 funds to purchase the following:

Substitutes for planning days for teachers

Professional Development opportunities for teachers within the county

We will be using SAI funds to purchase the following:

Personnel for tutoring, before - during and afterschool

Curriculum for tutoring

Transportation for students for after school tutoring

Part-time Reading teacher

1 allocation for 7th period

Our School improvement plan is guiding our choices for usage of the various funds. As needs arise for our students, we will strive to meet those needs. This plan supports the goals for our School Improvement plan. It will support student learning in Reading and Math and will help move many of our students to proficiency as well as support them making significant learning gains.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** During the school year 2013-2014 our students will increase their Math proficiency.

**G1.B4** Students lack mathematical fluency with basic math skills.

**G1.B4.S1** Providing before and after school tutoring focused on increasing math skills for Level 1's and 2's.

### PD Opportunity 1

Establish additional tutoring opportunities for students before and after school

#### Facilitator

Slee, TBD

#### Participants

Teachers hired for tutoring services

#### Target Dates or Schedule

Beginning September 1

#### Evidence of Completion

A plan established with teachers, classrooms, students and curriculum prepared for implementation of the program.



**G2.** During the school year 2013-2014 our students will increase their Reading proficiency.

**G2.B3** Developing strategic lessons that target weak areas.

**G2.B3.S1** Provide semester planning days for all departments in order to meet and plan collaboratively.

**PD Opportunity 1**

Teachers will select planning days for each semester.

**Facilitator**

Joyce Kell

**Participants**

All teachers

**Target Dates or Schedule**

Each semester

**Evidence of Completion**

Agenda's and finished products ie. lesson plans, focus calendar etc.

**G2.B5** We will need to purchase Read180 and Achieve 3000 to support Level 1's and 2's.

**G2.B5.S1** Use Title 1 funds to purchase Read180 and Achieve 3000 along with professional development

**PD Opportunity 1**

Purchase Read180 and Achieve 3000 with Title 1 funds

**Facilitator**

Amber Zaremskas

**Participants**

All reading teachers

**Target Dates or Schedule**

September, 2013

**Evidence of Completion**

Purchased of equipment, invoices

**G2.B6** We will need to purchase IPADs in order to help support teachers in increasing the usage of technology within the classrooms.

**G2.B6.S1** Teachers will begin to increase their usage of technology in the classroom by using IPADS. IPADS can be used along with the set-up we currently have in our classrooms for student learning.

**PD Opportunity 1**

Purchase Ipads

**Facilitator**

Clint Moles and others TBD

**Participants**

All teachers

**Target Dates or Schedule**

September 1, 2013

**Evidence of Completion**

Teachers will have Ipads for usage in classroom

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	During the school year 2013-2014 our students will increase their Math proficiency.	\$7,510
G2.	During the school year 2013-2014 our students will increase their Reading proficiency.	\$180,973
Total		\$188,483

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Evidence-Based Program	Evidence-Based Materials	Total
Budget	\$16,000	\$0	\$0	\$0	\$16,000
SAI	\$0	\$7,510	\$0	\$0	\$7,510
Title 1	\$0	\$0	\$120,325	\$44,648	\$164,973
<b>Total</b>	<b>\$16,000</b>	<b>\$7,510</b>	<b>\$120,325</b>	<b>\$44,648</b>	<b>\$188,483</b>

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** During the school year 2013-2014 our students will increase their Math proficiency.

**G1.B4** Students lack mathematical fluency with basic math skills.

**G1.B4.S1** Providing before and after school tutoring focused on increasing math skills for Level 1's and 2's.

#### Action Step 1

Establish additional tutoring opportunities for students before and after school

#### Resource Type

Personnel

#### Resource

Tutors to support

#### Funding Source

SAI

#### Amount Needed

\$10

**G1.B4.S4** Tutors will be hired to support students during the day through AVID classes.

**Action Step 1**

Hire tutors to work within the AVID classrooms.

**Resource Type**

Personnel

**Resource**

Tutors needed during the day to support Avid classrooms.

**Funding Source**

SAI

**Amount Needed**

\$7,500

**G2.** During the school year 2013-2014 our students will increase their Reading proficiency.

**G2.B3** Developing strategic lessons that target weak areas.

**G2.B3.S1** Provide semester planning days for all departments in order to meet and plan collaboratively.

**Action Step 1**

Teachers will select planning days for each semester.

**Resource Type**

Professional Development

**Resource**

Teachers,

**Funding Source**

Budget

**Amount Needed**

\$16,000

**G2.B5** We will need to purchase Read180 and Achieve 3000 to support Level 1's and 2's.

**G2.B5.S1** Use Title 1 funds to purchase Read180 and Achieve 3000 along with professional development

**Action Step 1**

Purchase Read180 and Achieve 3000 with Title 1 funds

**Resource Type**

Evidence-Based Program

**Resource**

Materials purchased for Level 1 and Level 2 readers and reading classes.

**Funding Source**

Title 1

**Amount Needed**

\$120,325

**G2.B6** We will need to purchase IPADs in order to help support teachers in increasing the usage of technology within the classrooms.

**G2.B6.S1** Teachers will begin to increase their usage of technology in the classroom by using IPADS. IPADS can be used along with the set-up we currently have in our classrooms for student learning.

**Action Step 1**

Purchase Ipads

**Resource Type**

Evidence-Based Materials

**Resource**

Teachers using more technology in their classrooms and supporting students

**Funding Source**

Title 1

**Amount Needed**

\$44,648