

2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: Lawton Chiles Middle Academy
District Name: Polk County
Principal: Sharon Neuman
SAC Chair: Stephen Baggett
Superintendent: Dr. Gail McKinzie
Date of School Board Approval:

VISION and MISSION STATEMENTS

MISSION STATEMENT

Our mission is to guide each student to attain extraordinary achievement and a continuous desire to learn.

VISION DESCRIPTION

The Lawton Chiles Middle Academy family consisting of students, faculty, staff, parents, and the community are partners in guiding our students' education by developing a high interest in all academic areas with an emphasis on math, science, and technology;

- enabling students to maximize the development of their talents in music and the arts,
- providing a safe and orderly environment that is student centered;
- promoting high expectations academically, socially, and technologically;
- equipping students to work at their highest capability;
- stressing verbal and written communication;
- focusing on the development of critical thinking and problem solving skills;
- integrating real world situations into the classroom;
- encouraging an acceptance of cultural differences, ideas, feelings, and talents through cooperative learning and social skills development;
- linking technology to learning in the classroom and developing proficiency in computer usage; and
- demonstrating strong parent support and commitment for the education of their child.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Lawton Chiles Middle Academy (L.C.M.A.) is fortunate to be housed in a beautiful old building with valued local history. Originally, our school was built in 1927 and housed Lakeland High School. Our school is named after our former Governor Lawton Chiles, who graduated from Lakeland High School in 1948, when it was located at our current site. After Lakeland High School built a new campus, Lakeland Junior High School was housed in our building, and then Polk Opportunity School.

L.C.M.A., a math, science, and technology magnet school, was developed as a result of a desegregation court order during the summer of 1992. L.C.M.A. is accredited by the Southern Association of Colleges and Schools. High expectations are held by all. Our school has maintained Annual Yearly Progress each year and has made an A every year except for one year when we made a C (when gain scores were not used).

Unique School Strengths for Next Year

L.C.M.A. earned 642 accountability points on the 2009 FCAT and was able to once again make Annual Yearly Progress. Our students scored 88% at meeting high standards in reading, 87% in math (an increase of 1 point), 99% in writing and 78% in science (an increase of 6 points). During the 2009-2010 school year we will have the fewest number of reading classes we have ever had due to more students achieving a 3 on the FCAT reading (one intensive reading class per grade level).

We have a very strong parent support group and believe this is definitely a part of the success of our school. Parent volunteers are ready and available throughout the school year to assist us with exciting projects and activities, including science related field trips. Our student attendance exceeds the county average each year with 97.84% last school year.

L.C.M.A. is also currently getting training on the Middle Years Programme (Pre-IB) due to an initiative by the Lakeland Chamber of Commerce President, Anu Saxena, as approved by the Superintendent and School Board. Mr. Saxena is raising funds within the business community over the next three years to begin this new school within a school program.

Unique School Weaknesses for Next Year

Due to the 7 out of 8 master schedule, it is hard to have teachers meet to plan. We have had to go to a Junior High type schedule, after losing some units a year ago and the new master schedule that caused the elimination of common planning time. We also have lost our reading coach and will not be receiving an Academic Intervention Facilitator. Even with these necessary changes, we will work to maintain our high standards. When looking at student gains, we had the following areas that decreased: Reading from 75% to 70%, Math from 80% to 77% , the Lowest 25% in Reading from 81% to 72% and the Lowest 25% in Math from 73% to 71%. When looking at our Annual Yearly Progress, all subgroups met the expectations in order to achieve. However, if we maintain our current scores in all subgroups for next year when the percentages required elevates, we will not make the Black subgroup of Black math scores at 71%.

Student Demographics

Our current student population for the 2009-2010 school year reflect the following racial percentages: White – 59.5% Black – 23.1% Hispanic – 6.6% Asian – 8.3% Indian - .3% Multiracial – 2.2% Our current free/reduced lunch count is at 23%.

Student Attendance Rates

Lawton Chiles Middle Academy maintained the following attendance rates as compared to the county's attendance rates.

<p>2006-2007 – L.C.M.A. – 97.84%/Polk – 94.10% 2007-2008 – L.C.M.A. – 97.45%/Polk – 94.32% 2008-2009 – L.C.M.A. – 96.86%/Polk – 94.56%</p>
<p>Student Mobility</p> <p>L.C.M.A. shows a mobility rate of 6.59%. We have a very stable student population. This definitely allows us to progress monitor our students' growth more easily throughout the school year.</p>
<p>Student Suspension Rates</p> <p>2006-2007: In school - 142, Out-of-school - 127 2007-2008: In school - 128, Out-of-school - 79 2008-2009: In school - 204, Out-of-school - 68</p> <p>Over the last three years, the out of school suspensions have continued to decrease. However, for the first two years, the in school suspension decreased and then it increased during the 2008-2009 school year.</p>
<p>Student Retention Rates</p> <p>Our retention rates for the last three years are as follows: 2006-2007 – 1- 7th grade student was retained 2007-2008 – 1 - 6th grade student and 1 - 7th grade student were retained. 2008-2009 – Zero students were retained.</p>
<p>Class Size</p> <p>In 2006-2007, the school class size average was 21.04 while in 2008-2009 it was 21.24.</p>
<p>Academic Performance of Feeder Pattern</p> <p>Almost half of our student population comes from Lincoln Avenue Academy. Lincoln Avenue has a great track record and we are very fortunate to have their students directly feed into us. They consistently earn an A and Annual Yearly Progress each year. They have also earned multiple awards in technology use in their classrooms.</p> <p>We have 24 other elementary schools that can feed into our school each year. However, sometimes we might get as few as 1 or 2 students from one particular school. We have recorded their last three school grades (ending with the most recent school grade) and Annual Yearly Progress for the last three years, ending again with the most recent school year) below.</p> <p>Carlton Palmore Elementary – School Grades - A, A, A.....A.Y.P. - No, No, No Churchwell Elementary – School Grades - A,C,C.....A.Y.P. – Yes, No, No Cleveland Court Elementary - A, A, A.....A.Y.P. – Yes, No, Yes Combee Elementary – B,D,C.....A.Y.P – No, No, No Crystal Lake Elementary – B,C,C.....A.Y.P. – No, No, No Dixieland Elementary – A,B,A.....A.Y.P. – Yes, Yes, Yes Dr. N.E. Roberts Elementary – B,B,B.....A.Y.P. – No, No, No Griffin Elementary – B,A,A.....A.Y.P. – Yes, No, No Highlands Grove Elementary – A,A.....A.Y.P. – No, Yes(Only two years data due to being a new school) Jesse Keen Elementary – B,B,A.....A.Y.P. – No, No, No Kathleen Elementary - A,B,A.....A.Y.P. – Yes, No, No Medulla Elementary – C,C,C.....A.Y.P. – No, No, No N. Lakeland Elementary – A,A,A.....A.Y.P. – No, No, No Oscar J. Pope Elementary - B,B,F.....A.Y.P. – Yes, No, No Padgett Elementary – A,A,B.....A.Y.P. – Yes, No, No Philip O'Brien Elementary – A,C,A.....A.Y.P. - Yes, No, No R. Bruce Wagner Elementary – A,A,B.....A.Y.P. – Yes, Yes, No Scott Lake Elementary – A,B,A.....Yes, No, No</p>

Sleepy Hill Elementary – C,C.....A.Y.P. – No,No (Only two years data due to being a new school)
 Socrum Elementary – A,C,C.....A.Y.P. – No, No, No
 Southwest Elementary – A,A,B.....A.Y.P. – Yes, No, No
 Valleyview Elementary – A,A,A.....A.Y.P. – Yes, Yes, Yes
 Wendall Watson Elementary – A,A,A.....A.Y.P. – No, No, No
 Winston Elementary – B,A,C.....A.Y.P. – No, No, No

This means that of the 25 elementary schools that feed into us, during the Spring of 2009, 96% of them received a C or above on the state grade but only 20% made Annual Yearly Progress.

Partnerships and Grants

Last year we received a gifted grant from the Department of Education that enriched our gifted classes within the science/integrated lab areas. Extensive water testing and field trips were taken while working with local environmental agencies. We also worked closely with Work Force Education in developing our Robotics pre-academy last year and will continue these efforts. This year we will work closely with Work Force Education on the new NASA science grant that they received along with other Lakeland Area schools. Some teachers also individually write some grants for their classrooms.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

ADDITIONAL REQUIREMENTS

Response to Instruction/Intervention (Rtl)

School-based Rtl Team

Identify the school-based Rtl Leadership Team.

Principal – Provides a focused and common vision in making data-based decisions, sets up monthly meetings on Outlook as calendar items, ensures that all members are active participants on the team, participates as a member of the PSRTI, communicates concerns and assists with overseeing the implementation of PSRTI strategies, assists with evaluation of strategies used, supports the team as necessary, and appropriately communicates with all stakeholders regarding school-based PSRTI activities.

Assistant Principal (3rd year as A.P. so feel this is an appropriate experience at this point in preparation for new opportunities) – Supports the principal with providing a focused and common vision by leading the group as the facilitator, reminds the members of monthly meetings, leads the group with topics to be discussed, strategies to be implemented, and results to be evaluated, keeps minutes of all meetings for accountability, sending all minutes to members.

Subject Specific Classroom Teachers – Participates in student data collection, evaluation of needs, and suggests strategies for implementation. Provides information about core instruction, delivers Tier 1 instruction/intervention, collaborates with other teachers in order to integrate Tier 2 and 3 interventions within the classroom.

Technology Coordinator – Assists with providing needed data via technology, provides professional development, technical and instructional support to teachers and staff regarding data manipulation.

Guidance Counselor – Provides additional soft data needed to completely understand individual student needs, reports on work done individually with students on future goals, collaborates with community agencies that serve schools and families in need of academic, emotional, behavioral, and social assistance.

ESE teachers– Collaboratively works with team to collect, interpret and analyze data, supports instructional decisions made, provides needed individual student meetings to expedite student progress, assists and supports data-driven decisions made.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).
This team will focus all meetings around one question – What areas of our school's learning environment do we need to collaboratively problem solve together to make our school the best that it can be?

The team meets monthly in person and electronically as needed throughout the year to participate in the following activities:

Review and analyze data and together make data-based instructional decisions. Review progress monitoring data (FAIR, Compass Lab, State provided math and science progress monitoring tools, county-provided writing benchmark testing results). Based on areas of need decided on, develop professional development activities that directly correlate to the areas of need, suggest and implement various strategies that will increase student achievement, evaluate the effectiveness of the implementation, and continue to problem solve and evaluate throughout the year.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.

The leadership team meets on a monthly basis, collaboratively studying individual student data and student issues that may arise throughout the year. The RTI team will also work collaboratively with the School Advisory Council and the staff in developing, implementing, and revising the School Improvement Plan throughout the year.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Florida Assessment for Instruction in Reading (FAIR), County-provided writing assessments, State provided science and math benchmark tests (supposed to be coming), FCAT, Read 180 Reading Inventory, Compass Lab, Teacher made tests within the classrooms.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), County-provided writing assessment and state provided science and math benchmark tests (supposed to be coming), Teacher made tests within the classrooms

End of Year: Florida Assessment for Instruction in Reading (FAIR), County-provided writing assessments, FCAT, State provided math and science benchmark tests (supposed to be coming), and Teacher made tests

Describe the plan to train staff on RtI.

Administration will initially train the staff during the first week of school on information gained from county-provided administrative professional development. As new training in RTI is provided, additional professional development will occur throughout the school year.

School Wide Florida's Continuous Improvement Model

Describe the continuous school improvement model at your school. Please describe the following:

PLAN

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: 6th grade Reading showed 81.5% mastery of Main Idea, Plot, and Purpose/6th grade Math showed 99.7% mastery of measurement.
 7th grade Reading showed 84% mastery of Main Idea, Plot, and Purpose/7th grade Math showed 99% mastery of Measurement.
 8th grade Reading showed 79% mastery of Words and Phrases/8th grade Math showed 99.99% mastery of Measurement/8th grade Science showed 76.5% mastery of Earth and Space.

Weaknesses: 6th grade Reading showed 75% mastery of Words & Phrases/6th grade Math showed 68% mastery of Number Sense.
 7th grade Reading showed 79% mastery of Comparison & Cause & Effect/ 7th grade Math showed 58% mastery of Geometry and Spatial.
 8th grade Reading showed 73% mastery of Comparison & Cause & Effect/8th grade Math showed 70% mastery of Data Analysis and Probability/8th grade Science showed 69% mastery of Physical and Chemical.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?
 Lawton Chiles Middle Academy (L.C.M.A.) utilizes the county-wide curriculum maps school-wide, with some flexibility for the new Middle Years Programme that is being developed this school year. Several L.C.M.A. instructors were included in the process of constructing the curriculum maps for the county by participating on the district created committees. Administrators monitor the progress of the instructor by conducting Walk Throughs utilizing the LFS format forms. Monthly meetings of the PSRTI team also assist with monitoring and assisting with the implementation of the curriculum maps.

L.C.M.A. instructors will focus on the area of reading and will follow the Reading Comprehension Mini-Lessons that will be county generated. These mini-lessons will be monitored by the school leadership team and administration. Monthly PLC (subject area) meetings will be held to adjust the pacing of the mini-lessons according to the needs of our students.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Although we will be following the county-provided Reading Focus Lessons, we will also concentrate our efforts on the following instructional benchmarks:
 6th grade – Reading - Words & Phrases/Math – Number Sense
 7th grade – Reading – Comparison & Cause/Effect/Math – Geometry & Spatial
 8th grade – Reading – Comparison & Cause/Effect/Math – Data Analysis & Probability/Science – Physical & Chemical

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?
 Disaggregation of FCAT data and monthly subject area PLC's will use the data from FAIR and other progress monitoring tools to identify student needs and provide appropriate interventions.

Students are tested for placement in various Math classes. If change is needed based upon data accumulated throughout the semester the instructor adjusts the individual lesson focus of the students identified through the PSRTI committee. Students scoring a 1 or 2 on their 2009 Spring FCAT Reading test are placed in Intensive Reading. Bubble level 3 students are placed in Critical Thinking to create an environment that will allow the student to maintain and/or increase their FCAT reading score. The school also institutes the Buddy System that allows for a struggling student to be paired with a stronger student to provide assistance within the classroom setting. Blackboard postings by instructors provide online assignments for students and parents.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
 An Environmental Symposium class assists students in learning about engineering, environmental issues, and public speaking. Integrated Lab classes provide scientific experiences through projects and speakers on various environmental issues. The Robotics courses expose students to computer programming, engineering, problem

solving skills, and interpersonal skills. The Business Computers classes provide student instruction in the areas of resume writing, keyboarding, and business letters. Future Business Leaders of America (FBLA) allows the students to compete in public speaking arenas and work on business models. Digital Photography students are able to have presenters come in and explain the benefits of Photoshop and the career opportunities within the field. ITV courses provide students with experiences within the media field. Reporting, filming, editing, writing, and short films are produced within the classroom.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Aligned and prioritized curriculum maps are used in all subject areas. Core instructors also have a vertical planning day to align curriculum throughout the grade levels. Teachers implement the EATS model for planning and delivery of core curriculum which includes essential questions, activating strategies, high-yield teaching strategies, summarizing and then reteaching as necessary. The district-wide Monthly Reading Comprehension Focus will be used as the basis for the reading mini-lessons.

How are instructional focus lessons developed and delivered?

Model instructional focus lessons were developed by master teachers and are posted within the district curriculum maps for core instructors. Collaborative PLC's will use the EATS model for creating additional acquisition lessons. Best practices, coaching and support for using Learning focused Strategies will be provided by the principal, assistant principal, leadership team, and two L.F.S. coaches, Michelle DiGioia and Leon Williams. Each subject specific PLC will schedule the pacing of the mini lessons as well as the time of delivery during the monthly PLC's. The mini-lessons are organized by instructional day as well as strategy.

How will instructional focus lessons be revised and monitored?

Vertical teams and articulation centered on high quality student work and the results of mini-assessments will guide further revisions of the instructional focus lessons.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Read 180, FastForward, FAIR, Teacher assessments, County benchmark testing, and Compass Lab.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Achievement goals will be set for each grade level and subject area. Students not reading these goals will be targeted for additional support as well as monitoring. Formative benchmark assessment are consistently used: school-wide and in all core areas. Assessments throughout the year will be monitored for student progression as well as for planning and instruction.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Due to the lack of an Academic Intervention Facilitator, we will be following the county-provided Instructional Focus Calendar. Meeting with our PSRTI committee, we will progress monitor areas of concern and will plan instructional strategies that will assist with Benchmark mastery for all students. Additional learning opportunities will be offered to struggling students.

<p><i>Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.</i></p> <p>Subject area PLC's will meet monthly to review the most current progress monitoring data and in turn make instructional recommendations to include both interventions as well as enrichment strategies for subgroups of students, as well as individual students.</p>
Monitoring
<p><i>Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.</i></p> <p>The principal and leadership team ensure that the subject specific PLC's address data, student work, instructional practices, and curriculum. The administrators schedule regular classroom walk throughs and provide coaching as needed. The RTI team concentrates on a specific areas of concern through progress monitoring throughout the year. The School Advisory Council (SAC) focuses on school-wide improvements and will be involved in the school improvement process at their monthly meetings.</p>

ACT
Supplemental and Intensive Instruction/Interventions
<i>Identify the core, supplemental, and intensive instruction and interventions.</i>
<i>How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?</i>
State adopted textbooks that are designed for intensive instruction are used to reteach needed skills. Best practices discussed at monthly PLC's will be incorporated into the classroom setting. Students not demonstrating mastery will receive additional assistance.
<i>How does the school identify staff's professional development needs to improve their instructional strategies?</i>
The Learning Focused Implementation Tool was administered at the start of the 2009-2010 school year to identify areas of need for professional development. Teachers received a "review" of EATS during the first week of school. Three new targeted LFS components from PD360 will be a part of the PLC's throughout the year and practiced within the classroom.
<i>Which students will be targeted for supplemental and intensive instruction/interventions?</i>
All students that scored a 1 or 2 on the FCAT, a student with an ASP, students that have low 3's (Bubble students), and students that are struggling with the core instruction will be targeted for supplemental and intensive instruction/interventions.
<i>How will the effectiveness of the interventions be measured throughout the year?</i>
<i>Ongoing progress monitoring, teacher-made assessments, FAIR, student reflections, READ 180, Fast Forward, etc., will be used to determine the effectiveness of the interventions be used.</i>
Enrichment
<i>Describe alternative instructional delivery methods to support acceleration and enrichment activities.</i>
This year our school will begin the development of a new Middle Years Programme/Pre-IB. We will be practicing this endeavor with our cluster gifted and talented 6 th grade classes. We also cluster our gifted and talented students in 7 th and 8 th grade and through a support facilitation model offer a challenging curriculum for these students. Advanced courses are offered to students that are ready for the challenge, to include one section of Algebra in 7 th grade and one section of Honors Geometry in 8 th grade for our very brightest youngsters. L.C.M.A. received a DOE gifted grant last year and was able to do some very exciting lake studies in cooperation for local entities.
<i>Describe how students are identified for enrichment strategies.</i>
Students are identified for enrichment strategies either through the gifted classification or by demonstrating high performance in their classes.

Professional Learning Communities

Describe the school’s use of Professional Learning Communities as a vehicle for maintaining and improving the instructional focus. Include the following:

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Subject Specific PLC’s	Math -Donna Jones Social Studies -Debbie Tregler Language Arts -Susie Kallan Science – Sue LeRoy Elective – Regina Cobb	Monthly	Every PLC will meet after school for an hour once per month. The dates are as follows: 9/8/09 10/6/09 11/10/09 12/8/09 1/19/10 2/16/10 3/16/10 4/20/10 5/11/10	*IDEAS *FAIR *Book Study; <u>6 Secrets to Turning on the Tuned Out Child</u> by Richard Lavoie *Three new LFS components that are incorporated in PD360 *Subject-Specific Focus Lessons (i.e. School-wide science lab sheet development)

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

<p>In grades 6-8, 22% of economically disadvantaged students were below grade level in Reading.</p>	<p>By May 2010, 70% of the economically disadvantaged students will make learning gains in Reading as evidenced by the AYP report.</p>	<p>1. Obtain and analyze test data related to students' performance in reading.</p> <p>2. <i>(Tier 2 & 3)</i> Use high-interest reading materials formulated to help students determine the meaning of words and phrases in context, identify main ideas, and address the importance of reference and research in non-fiction reading passages.</p> <p>Purchase 32 copies of <u>Phenomenon</u> (8th) and <u>Rescued</u> (7th) Critical Reading books + teacher guides</p> <p>3. <i>(Tier 2 & 3)</i> Create an environment that will engage and motivate <u>students of Levels 1-3</u> through appropriate materials, accommodations, inclusion strategies, and proper supports from ESE.</p> <p>Purchase 30 copies each of the novels <u>Hoot</u> and <u>Flush</u>, 25 copies of <u>The Tale of Despereaux</u>, one</p>	<p>1. Sharon Neuman and Michael Sears</p> <p>2. Sharon Neuman, Michael Sears, and Reading Teachers</p> <p>3. Sharon Neuman, Michael Sears, and Reading Teachers</p>	<p>1. Analysis of data of economically disadvantaged students' data.</p> <p>2. Lesson Plans will be reviewed.</p> <p>3. Lesson Plans will be reviewed.</p>	<p>1. FCAT</p> <p>2. FCAT</p> <p>3. Student Reading fluency scores from FAIR.</p>
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		<p><u>Tale of Despereaux</u> Audio CD and 45 copies of the Read XL workbooks by Scholastic for classroom use.</p> <p>4. (Tier 3) Implement a supplemental reading magazine with a multi-cultural emphasis for reading classes.</p> <p>Purchase 50 Scholastic Action magazines for classroom use.</p> <p>5. (Tier 3) Plan a parent-conference day to promote parent involvement, readings lists, and tutoring resources to ensure progress of reading students.</p> <p>Purchase subs for 2 reading teachers.</p> <p>6. (Tier 3) Utilize Fast Forward with the 6th grade to improve reading skills.</p>	<p>4. Reading Department and Michael Sears</p> <p>5. Reading Department</p> <p>6. Michael Sears, Sue Harwell</p>	<p>4. Lesson Plans will be reviewed.</p> <p>5. Time allowed for uninterrupted conference time between parents and instructors to share FCAT data and other pertinent information.</p> <p>6. Lesson plans will be reviewed.</p>	<p>4. Student exercises being completed weekly in class.</p> <p>5. Student grades and FCAT Scores in the area of Reading.</p> <p>6. Reviewing FCAT scores, and Classroom Walk Through.</p>
<p>Areas of Weakness: 6th grade Reading showed 75% mastery of Words & Phrases; 7th grade Reading showed 79% mastery of Comparison & Cause & Effect; and 8th grade Reading</p>	<p>By May 2010, 75% of all students will make learning gains in Reading as evidenced by the AYP report.</p>	<p>1. Incorporate interactive technology in order to more effectively teach words and phrases skills in 6th grade and comparison, cause and effect</p>	<p>1. Sharon Neuman and Michael Sears</p>	<p>1. Lesson Plans will be reviewed.</p>	<p>1. Odyssey Lab scores.</p>

<p>showed 73% mastery of Comparison & Cause & Effect.</p>		<p>skills in 7th and 8th grade.</p> <p>Purchase 2 Senteo Student Response Systems with Receivers.</p> <p>2. Use novels & written materials that appeal to our multi-cultural and diverse population to motivate readers and increase comprehension.</p> <p>Purchase class set of 30 novels each of <u>Yankee Doodle Boy</u> -8th, <u>Esperanza</u> -7th, <u>Breadwinner</u> – 6th for classroom use.</p> <p>3. Implement a reading-skills focus calendar.</p>	<p>2. Sharon Neuman, Michael Sears, and Classroom Teachers</p> <p>3. Sharon Neuman, Michael Sears, and classroom teachers</p>	<p>2. Lesson Plans will be reviewed.</p> <p>3. Polk County School Board will provide the Reading Skills Focus Calendar and lesson plans will be reviewed for inclusion of skills.</p>	<p>2. Teacher made assessments.</p> <p>3. Classroom walk-throughs and lesson plan documentation.</p>
<p>In Grade 6, .05% of the 44 MYP students scored a 3 on the FCAT; 26% of the 44 students scored a 4 on the FCAT and 67% of the 44 students scored a 5 on the FCAT.</p>	<p>By May 2010, 80% of the 6th grade MYP cluster students will maintain or improve their current levels of academic achievement as evidenced by the school grade report.</p>	<p>1. Incorporate key elements of the International Baccalaureate Middle Years Program throughout the school.</p> <p>2. Provide sessions related to brain research with Dr. Richard Marshall of USF Polytechnic for 6th grade students.</p>	<p>1. Sharon Neuman and Susie Kallan, MYP Coordinator Designee</p> <p>2. Sharon Neuman</p>	<p>1. Lesson plans will be reviewed.</p> <p>2. Incorporation of brain base research activities utilized in instructor lesson plans</p>	<p>1. Classroom walk through, TARGET documentation forms, and observations</p> <p>2. Classroom walk through, lesson plan checks bi-weekly, and observations</p>

		3. Incorporate hands-on projects into the practice MYP class curriculum in order to help students apply, synthesize and evaluate.	3. 6 th Grade MYP Language Arts instructors, Susie Kallan, MYP Coordinator Designee	3. Completion of major Language Arts assignment for each semester.	3. 85% percent completion and passing score on the assignment from the students' within the course.
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Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 65% of the economically disadvantaged students will make learning gains in Reading as evidenced by the AYP report.	1. Identify and explore strategies that positively affect student achievement through a book study incorporating learning communities: <u>The Motivation Breakthrough – 6 Secrets to Turning on the Tuned-Out Child</u> by Richard Lavoie	Subject Area Chairs	Nov. 2009	Professional Learning Community Discussions	Sharon Neuman and Michael Sears
	2. Strengthen professional learning communities by providing vertical planning to refine curriculum and infuse appropriate lessons and technology training related to reading. Purchase subs for 2 reading teachers, 5 Language Arts teachers and 5 Social Studies teachers for vertical planning.	2. Subject Area Chairs	2. Ongoing	2. Professional Learning Community Discussions	2. Sharon Neuman and Michael Sears
	3. Learn new				

	<p>teaching techniques related to research and critical thinking skills through the use of primary and secondary sources of information and technology-based lessons across the curriculum by attending F.E.T.C.</p> <p>Purchase FETC Registration, subs, and travel for specified teachers.</p>	3. Subject Area Chairs	3. Spring 2010	3. Attendees will share gained knowledge with staff during Professional Learning Community Discussions; Lesson plans and Classroom Walk-throughs	3. Sharon Neuman and Michael Sears
By May 2010, 75% of all students will make learning gains in Reading as evidenced by the AYP report.	1. Train teachers to implement Learning Focused strategies, <i>Reviewing Assignments and Rubrics</i> across the curriculum.	1. Sharon Neuman, Leon Williams and Michelle Digioia	1. Ongoing	1. Lesson plans, classroom walk-throughs, LFS training module attendance and follow-up and Professional Learning Communities documentation form	1. Sharon Neuman and Michael Sears
	2. Train teachers to implement Learning Focused strategies, <i>Extending and Refining Lessons (Higher Level Thinking)</i> across the curriculum.	2. Sharon Neuman, Leon Williams and Michelle Digioia	2. Ongoing	2. Lesson plans, classroom walk-throughs, LFS training module attendance and follow-up and Professional Learning Communities documentation form	2. Sharon Neuman and Michael Sears
	3. Train teachers to implement Learning Focused strategies, <i>Culminating Activities</i> across the curriculum.	3. Sharon Neuman, Leon Williams and Michelle Digioia	3. Ongoing	3. Lesson plans, classroom walk-throughs, LFS training module attendance and follow-up and Professional Learning Communities documentation form	3. Sharon Neuman and Michael Sears

By May 2010, 80% of the 6 th grade MYP cluster students will maintain or improve their current levels of academic achievement as evidenced by the school grade report.	1. Use professional learning communities to practice International Baccalaureate Middle Years Programme (MYP) curriculum and teaching strategies in select 6 th grade classes.	1. Subject Area Chairs	1. Ongoing	1. Professional Learning Community Discussions; Lesson plans and Classroom Walk-throughs	1. Sharon Neuman and Michael Sears
	2. Send selected teachers to Level 1 & 2 IB training in various locations. Purchase subs for MYP teachers.	2. Susie, Kallan, MYP Coordinator Designee and Sharon Neuman	2. Ongoing	2. Professional Learning Community Discussions; Lesson plans and Classroom Walk-throughs	2. Sharon Neuman

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

All teachers across the curriculum will be held responsible to incorporate reading strategies within their content area. The county-provided Reading Focus Calendar will be shared with all staff members. Walk Throughs, observations, teacher talks, lesson plans, vertical planning days, and PLC's will all be used to ensure that reading skills are taught in all subject areas. Professional Development will also include new Learning Focus components. Working collaboratively together, reading will be emphasized in many ways.

Budget				
Evidence-based Program(s)/Materials(s)				
By May 2010, 65% of the economically disadvantaged students will make learning gains in Reading as evidenced by the AYP report.	Description of Resources	Funding Source	Available Amount	
	1. <i>Phenomenon</i> (8 th) and <i>Rescued</i> (7 th) Critical Reading books + teacher guides	PTSA	\$770.00	
	2. 50 <i>Scholastic Action</i> magazines	FLEX	\$410.00	
	3. 30 copies of the novel <i>Hoot</i>	FLEX	\$410.00	
	4. 30 copies of the novel <i>Flush</i>	FLEX	\$360.00	
	5. 25 Copies of <i>The Tale of Despereaux</i>	FLEX	\$350.00	
	5. <i>Tale of Despereaux</i> Audio CD	FLEX	\$20.00	
	6. Class set of 30 Novels	TEXT to FLEX	\$900.00	

	for <i>Yankee Doodle Boy</i> -8 th , <i>Esperanza</i> -7 th , <i>Breadwinner</i> – 6th		
	7. <i>Read XL</i> workbooks by Scholastic	TEXTBOOK	\$1,800.00
	8. Substitutes Reading Conferences	OPERATING	\$200.00
Total: 5,220.00			
Technology			
Objective	Description of Resources	Funding Source	Available Amount
By May 2010, 65% of the economically disadvantaged students will make learning gains in Reading as evidenced by the AYP report.	FETC Registration, subs, and travel	TECHNOLOGY	\$1,200.00
By May 2010, 65% of the economically disadvantaged students will make learning gains in Reading as evidenced by the AYP report.	2 Senteo Student Response Systems with Receivers	MAGAZINE TECHNOLOGY	\$1,000.00 \$2,200.00
Total: 4,400.00			
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
By May 2010, 65% of the economically disadvantaged students will make learning gains in Reading as evidenced by the AYP report.	Vertical Planning - 2 reading teachers	REC09	\$200.00
	Vertical Planning - 5 Language Arts teachers	REC09	\$500.00
	Vertical Planning - 5 Social Studies teachers	REC09	\$500.00
By May 2010, 80% of the 6 th grade MYP cluster students will maintain or improve their current levels of academic achievement as evidenced by the school grade report.	MYP Training	Middle Years Programme/Pre-IB Account held at the Polk Education Foundation	\$30,000 (Depending on how donations come in)
Total: \$31,200			
Other			
Objective	Description of Resources	Funding Source	Available Amount
Total:			

End of Reading Goal

Mathematics Goal

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Based on 2009 FCAT Mathematics data, 71% of Black students achieved level three and above.	Given instruction based on state standards, 74% of eighth grade Black students will score at level three or above on the 2010 FCAT Mathematics Test.	1. Implement Learning Focused strategies across the curriculum.	1. Sharon Neuman, Leon Williams, Michelle Digioia,	1. District- wide implementation of the program to increase efficiency in instruction.	1. Lesson plan checks, Classroom Walk Through observations, LFS training module attendance
		2. Instruct students on math skills using technology resources such as the online textbook resources- video tutorials, practice tests and quizzes.	2. Mathematics Department, Michael Sears	2. Development of Technology driven curriculum to maintain rigorous and relevant curriculum in Mathematics.	2. Classroom Walk Through Observations, Lesson plan checks
Based on 2009 FCAT Mathematics data, 71% of the bottom quartile made AYP on the 2009 administration of the FCAT Mathematics Test.	Given instruction based on state standards, 74% of the lower 25% of students will make AYP on the 2010 Mathematics FCAT.	1. Tier 3- Use appropriate technology resources for instruction; calculators, interactive websites, virtual manipulatives, online textbook resources or	1. Mathematics teachers, Donna Jones Alpha Math Resource Teacher and Michael Sears	1. Meet the Mathematics and Technological goals of Magnet Schools through use of technology.	1. FCAT Math scores, Lesson plan checks

		videos to improve FCAT math scores.			
		2. Tier 3- Utilize <i>Directed Implementation Plan (DIP)</i> to improve math scores on FCAT for students in Intensive Math.	2. Intensive Math Instructors and Teresa Urban Network Manager	2. Analyze testing data to determine the problematic areas of the student in order to meet high standards in Mathematics.	2. Odyssey Lab Scores, FCAT Math scores
		3. Tier 3- Teachers will differentiate instruction using student performance data.	3. Instructional staff and ESE facilitator.	3. Compare the test data of the students from the previous year focusing on the lowest 25% in each of the classes.	3. FCAT Scores
		4. Tier 3- Participate in a pilot study of the <i>Understanding Math</i> software program and develop lessons which help students learn math skills by moving from concrete examples to the more abstract.	4. Intensive Math Instructors, Sharon Neuman, Michael Sears	4. District Pilot program for increasing mathematic achievement for students providing differentiated instruction tools.	4. Classroom walk through, observations, and Lesson plan checks
		5. Tier 3- Incorporate the use of daily warm-ups using FCAT released items.	5. Intensive Math teachers, Sharon Neuman, Michael Sears	5. Incorporation of FCAT released test items in instructor lesson plans.	5. Lesson plan checks, Classroom walk through observations
		6. Tier 3- Professional Learning Community monthly meetings to articulate/share best practices and increase effectiveness in instruction with target students.	6. Donna Jones	6. Analyze testing data to determine areas of concern.	6. FCAT Mathematics scores

Based on 2009 FCAT Mathematics data, 87% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test.	Given instruction based on state standards, 90% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	1. Tier 1- Incorporate reading strategies within the math content area. (Resources: Purchase Scholastic Math Magazines for classroom use.)	1. Mathematics Department, Donna Jones Alpha Math Resource Teacher, Sharon Neuman, Michael Sears	1. Teachers will have students use Learning Focused strategies in Mathematics.	1. Lesson plan checks, Classroom walk through observations
		2. Tier 1-Use appropriate technology; calculators, computers, Smartboards, Senteo Response System, graphing calculators and Navigator software in the classroom in order to increase FCAT math scores.	2. Mathematics teachers, Donna Jones Alpha Math Resource Teacher, Sharon Neuman, Michael Sears	2. Meet the Mathematics and Technological goals of Magnet Schools through use of technology.	2. Lesson plan checks, Classroom walk through observations, FCAT Math scores
		3. Tier 1- Develop differentiated curriculum for gifted and high ability students incorporating key elements of the International Baccalaureate Middle Years program in select 6 th grade Mathematics and Integrated Lab classes.	3., Cluster, Integrated Lab teachers and Donna Jones Alpha Math Teacher	3. Meet the criterion of a practicing MYP (Middle Years Program) Middle School.	3. Lesson Plans, Classroom walk through observations

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on state standards, 74% of the lower 25% of students will make AYP on the 2010 Mathematics FCAT.	Provide time and resources for teachers to study current trends in education, review student data, revise Math Goal, receive technology training and develop curriculum through Professional Learning Communities.	Donna Jones, Math Chair	Monthly	Professional Learning Communities (PLC) Documentation Form	Sharon Neuman Michael Sears
Given instruction based on state standards, 74% of eighth grade Black students will score at level three or above on the 2010 FCAT Mathematics Test.	Train teachers to implement Learning Focused strategies Reviewing Assignments and Rubrics in Mathematics and Integrated Lab	Sharon Neuman Leon Williams, Michelle Digioia,	2009-2010 School Year	Lesson Plans, Classroom walk Through observations, Learning Focused Strategies Training Module Attendance and Follow-up.	Sharon Neuman Michael Sears
Given instruction based on state standards, 74% of eighth grade Black students will score at level three or above on the 2010 FCAT Mathematics Test.	Train teachers to implement Learning Focused strategies Extending and Refining Lessons (higher level thinking) in Mathematics and Integrated Lab.	Leon Williams, Michelle Digioia,	2009-2010 School Year	Lesson Plans	Sharon Neuman Michael Sears
Given instruction based on state standards, 74% of eighth grade Black students will	Train teachers to implement Learning Focused strategies Culminating Activity in Mathematics and	Leon Williams, Michelle Digioia,	2009-2010 School Year	Lesson Plans	Sharon Neuman Michael Sears

score at level three or above on the 2010 FCAT Mathematics Test.	Integrated Lab.				
Given instruction based on state standards, 74% of the lower 25% of students will make AYP on the 2010 Mathematics FCAT.	Identify and explore strategies that positively affect student achievement through a book study incorporating learning communities: <u>The Motivation Breakthrough – 6 Secrets to Turning on the Tuned-Out Child</u> by Richard Lavoie	Sharon Neuman Michael Sears	2009-2010 School Year	Lesson plans, Target Documentation Forms	Michael Sears
Given instruction based on state standards, 90% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Strengthen professional learning communities by providing vertical planning to refine curriculum and infuse appropriate lessons and technology training related to mathematics.	Sharon Neuman Michael Sears	2009-2010 School Year	Lesson plans	Michael Sears
Given instruction based on state standards, 90% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Use professional learning communities to practice International Baccalaureate Middle Years Programme (MYP) curriculum and teaching strategies in select 6 th grade Mathematics classes.	Susie Kallan	2009-2010 School Year	Lesson plans	Susie Kallan Sharon Neuman

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction based on state standards, 90% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Scholastic Math Magazines	PTSA	\$272.25
			Total: \$272.25
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction based on state standards, 74% of the lower 25% of students will make AYP on the 2010 Mathematics FCAT.	Calculators	OPERATION	\$250.00
			Total: \$250.00
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction based on state standards, 90% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Vertical Planning – 5 Substitutes	REC09	\$500.00
			Total: \$500.00
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Mathematics Goal

Science Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Based on 2009, FCAT Science data, 78% of eighth grade students achieved level three and above.	Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	1. Implement Learning Focused strategies across the curriculum.	1. Sharon Neuman, Leon Williams, Michelle DiGioia	1. Countywide program implementation to increase efficiency in instruction	1. Lesson plans; Classroom Walk Throughs; LFS training module attendance
		2. Enhance instruction in science, I-lab and video production classrooms by providing more powerful presentation tools and technology for teachers and students.	2. Science and Integrated Lab instructors	2. Development of technology driven curriculum to maintain rigorous and relevant learning enhanced by the purchase of 5 SmartBoards, a document reader, 1 iMac computer, Final Cut Studio software, 1 wireless keyboard, 1 scientific calculator, 12 desktop microphones, 1 webcam, 16 Labtec Elite 825 headphones	2. Teacher assessed electronic portfolios that are reviewed by parents at yearly portfolio night; Lesson plans
		3. Encourage reading in I-lab by providing high interest reading materials addressing a wide range of topics and interests as part of a classroom library.	3. Integrated Lab instructors	3. Teachers will have students use LFS reading strategies when reading articles in Science Odyssey magazines and National Geographic Explorer magazines	3. Reading scores on the FAIR Test

Based on 2009, FCAT Science data, 78% of eighth grade students achieved level three and above.	Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	1. Eighth grade I-lab teachers will focus on technology education and identify students to represent LCMA at the TSA conference.	1. Dawn Stancil, Debbie Viertel and Susan LeRoy	1. Student TSA projects will be enhanced to meet the science and technology goals of Magnet schools by the purchase of 1 iMac laptop, Final Cut Software, funding for lab materials and equipment, the TSA conference and a 250 MG or larger external hard drive	1. Competition Ranking from TSA Conference
		2. Develop a standard lab write up sheet to be used by students in all grade levels when completing laboratory investigations and experiments.	2. Science department and Integrated Lab department	2. Teachers evaluate the effectiveness of laboratory worksheets and provide a consistent tool to monitor student progress	2. Classroom Walk Throughs and Observations; FCAT Science scores
		3. Provide differentiated instruction in science classes by developing long-term student science projects.	3. Gifted department and Science department	3. Teachers will provide instruction in scientific investigation and provide support of student projects	3. Project review by Science Department; Participation in school and county Science Fair
Based on 2009, FCAT Science data, 78% of eighth grade students achieved level three and above.	Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	1. Promote student decision-making and active community involvement through participation in annual Environmental Symposium.	1. Debbie Viertel, Teresa Urban and Susan LeRoy	1. Collaboration with business partner (Wheelabrator Technologies) on local environmental issue and receive funding from Wheelabrator Technologies	1. Presentation evaluation at Environmental Symposium. Judged by various environmental engineers and experts in the field on environmental issues.
		2. Increase the use of technology tools/probe ware in science and I-lab	2. Science teachers, Integrated Lab teachers, and Susan Leroy.	2. Development of technology driven curriculum to maintain rigorous and relevant learning facilitated	2. FCAT Science scores

		classrooms to enhance science investigations and electronic portfolios.		by the purchase of probe ware Manuals	
		3. Enhance recently developed 7 th grade electronic podcasting elective class for students by providing video equipment and voice recorders.	3. Teresa Urban and Susan MacDonald	3. Meet the technology goals of Magnet schools facilitated by the purchase of 4 Sony voice recorders; 5 Panasonic Digital Camcorders; (5) 4 GB memory cards	3. Critiquing student created webcasts and podcasts; The overall achievement level of the class
Based on 2009, FCAT Science data, 78% of eighth grade students achieved level three and above.	Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	1. Students will design, build and program robots; test, evaluate, rebuild, and test again until they find success in performing given tasks. Students will be engaged in an open-ended, inquiry and theme based challenge.	1. Dawn Stancil	1. Meet the science and technology goals of Magnet schools in the Robotics classroom using equipment purchased by the District Office Division of Workforce Education	1. All students will attain a grade of 80% or higher; Competition Ranking from TSA Conference and FIRST LEGO League
		2. Sixth and Seventh Grade level teachers switch between classes to share and review grade level specific FCAT benchmarks/ knowledge with eighth grade students.	2. Science Department	2. Student science scores on the 2009 FCAT increased 6% in meeting high standards in Science; Teachers analyze testing	2. FCAT Science scores; Lesson plans
		3. Tier 1- Provide differentiated instruction in select sixth grade Science and Integrated lab classes by practicing incorporating	3. Lois Dyer, Emily Huestis and Susan LeRoy	3. Practicing MYP program requirement of three years prior to becoming official MYP school	3. Lesson plans showing elements of MYP

		International Baccalaureate Middle Years Programme (MYP) curriculum and teaching strategies.			
Based on 2009, FCAT Science data, 78% of eighth grade students achieved level three and above.	Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	1. Monthly meeting of Professional Learning Communities (PLC) to articulate/share best practices and increase effectiveness in instruction with target students.	1. Susan LeRoy	1. Analyze testing data to determine areas of concern	1. FCAT Science scores
		2. Integrate the use of Glencoe online textbook and United Streaming to supplement Science and Integrated-lab curriculum.	2. Science and Integrated Lab instructors	2. Utilize technology in the daily lesson plans to increase achievement in Science	2. Teacher observations as documented in lesson plans; FCAT Science scores

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	Provide time each school year for science teachers and integrated lab teachers to develop professional learning communities, science-related curriculum, articulate/share best practices and develop a	Susan LeRoy, Science Chair	Monthly	Professional Learning Communities Documentation (PLC) form	Sharon Neuman Michael Sears

	progression plan throughout the grade levels.				
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	Strengthen professional learning communities by providing vertical planning to refine curriculum and infuse appropriate lessons and technology related to science.	Susan LeRoy, Science Chair and Teresa Urban	Nov 2009	Lesson Plans	Sharon Neuman Michael Sears
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	Train teachers to use new technology (digiscope) to enhance student lab activities.	Shannon Butler	Nov 2009	Lesson Plans	Sharon Neuman Michael Sears
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	Train teachers to implement Learning Focused strategies, <i>Reviewing Assignments</i> and <i>Rubrics</i> in Science and Integrated lab classes.	Sharon Neuman, Leon Williams, Michelle DiGioia	2009-10 School Year	Lesson plans; Classroom Walk Throughs; LFS training module attendance and follow-up; PLC Documentation form	Sharon Neuman Michael Sears
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	Train teachers to implement Learning Focused strategies, <i>Extending and Refining Lessons (Higher Level Thinking)</i> in Science and Integrated lab classes.	Sharon Neuman, Leon Williams, Michelle DiGioia	2009-10 School Year	Lesson plans; Classroom Walk Throughs; LFS training module attendance and follow-up; PLC Documentation form	Sharon Neuman Michael Sears
Given instruction based on state standards, 80% of eighth	Train teachers to implement Learning Focused strategies, <i>Culminating</i>	Sharon Neuman, Leon Williams, Michelle	2009-10 School Year	Lesson plans; Classroom Walk Throughs; LFS training module attendance and	Sharon Neuman Michael Sears

grade students will score at level three or above on the 2010 FCAT Science Assessment.	<i>Activities</i> in Science and Integrated lab classes.	DiGioia		follow-up; PLC Documentation form	
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	Identify and explore strategies that positively affect student achievement through a book study incorporating learning communities: <u>The Motivation Breakthrough—6</u> <u>Secrets to Turning on the Tuned-Out Child</u> by Richard Lavoie.	Sharon Neuman, Michael Sears	2009-10 School Year	TARGET Documentation form	Michael Sears
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	Use professional learning communities to practice International Baccalaureate Middle Years Programme (MYP) curriculum and teaching strategies in select 6 th grade classes.	Susie Kallan	2009-10 School Year	Lesson Plans; Walk Throughs	Susie Kallan Sharon Neuman

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	National Geographic Explorer Extreme Magazines (2 class sets of 25 each)	OPERATING	\$250.00

Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	Materials for hands on labs - Consumables	OPERATING	\$1,000.00
			Total: \$1,250.00
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	250MG external hard drive	WORKFORCE	\$75.00
	1 iMac Computer	WORKFORCE	\$1,239.00
	1 Final Cut Studio Software	WORKFORCE	\$499.00
	1 iMac protection plan for computer	WORKFORCE	\$124.00
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	Document Reader	MAGAZINE	\$339.00
	2 iMac Computers	MAGAZINE	\$2,478.00
	2 iMac protection plans for computers	MAGAZINE	\$248.00
	2 Final Cut Studio Software	MAGAZINE	\$998.00
	2 SmartBoards	MAGAZINE	\$2,400.00
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	3 SmartBoards	NJHS	\$3,600.00
	1 Scientific calculator	OPERATING	\$25.94
	8 Desktop microphones	OPERATING	\$200.00
	1 Wireless keyboard	PTSA	\$29.00
	5 Panasonic digital camcorders	MAGAZINE	\$900.00
	5 Sony digital voice recorders	MAGAZINE	\$240.00
	5 4GB digital memory cards	MAGAZINE	\$125.00
			Total: \$13,519.94
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount

Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	Vertical Planning 10 substitute teachers	DONATION REC09	\$800.00 \$200.00
			Total: \$1,000.00
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Science Goal

Writing Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or decrease? What is the percent change?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Using a teacher made assessment, a base-line writing score will determine every 6 th grade MYP cluster child's writing level.	By May 2010, 80% of 6 th grade MYP cluster students will achieve a writing score of 4 or higher as evidenced by teacher made assessment.	1. Practice incorporating International Baccalaureate Middle Years Programme (MYP) curriculum and teaching strategies in select sixth grade classes	1. Dawn Kenney and Amy Hardee	1. Lesson plans showing elements of MYP. Practicing MYP program requirement of three years prior to becoming official MYP school.	1. Writing portfolios and teacher made assessments.
99% of the 8 th grade students scored at AL3 or above in writing.	By Spring 2010, 100% of 8 th grade students will be at AL3 or above in writing as evidenced by the FCAT writing report.	1. Analyze 8 th grade students' writing samples in depth before the FCAT Writes so that students' individual needs can be identified and addressed via individual student conferences before the assessment Purchase substitutes for 3 days of writing analysis for 8 th grade teachers	1. 8 th Grade Language Arts instructors.	1. Analyzing writing portfolios of each student.	1. FCAT Writes scores.

		<p>2. Infuse ElaborWrite curriculum into 7th and 8th grade classes and share opinions regarding its effectiveness.</p> <p>3. Implement Learning Focused strategies across the curriculum.</p> <p>4. Implement school-wide writing benchmark assessments by creating individual student portfolios.</p>	<p>2. 7th and 8th grade cluster Language Arts instructors</p> <p>3. Sharon Neuman, LFS Coaches Michelle Digoia and Leon Williams and Michael Sears.</p> <p>4. Language Arts teachers, Sharon Neuman and Amy Hardee</p>	<p>2. Teacher documentation in lesson plans.</p> <p>3. Lesson Plans will be reviewed.</p> <p>4. On predetermined dates Sharon Neuman and Amy Hardee, Senior Coordinator , will evaluate student work.</p>	<p>2. Writing Portfolios and FCAT Writes scores.</p> <p>3. Samples of Learning Focus inservice evaluation forms.</p> <p>4. County provided assessment forms.</p>
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Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By Spring 2010, 100% of 8 th grade students will be at AL3 or above in writing as evidenced by the FCAT writing report.	1. Meet in professional learning communities to engage in vertical planning to develop and share updated lessons related to writing for each grade level	Subject Area Chairs	1. Ongoing	1. Professional Learning Community Documentation Forms	1. Sharon Neuman and Michael Sears
	2. Participate in trainings related to technology with applications for language arts classes during the professional learning	2. Subject Area Chairs	2. Ongoing	2. Lesson Plans will be reviewed.	2. Sharon Neuman and Michael Sears

	community discussions.				
	3. Train teachers to implement Learning Focused strategies, <i>Reviewing Assignments and Rubrics</i> in Language Arts Classes.	3. Sharon Neuman, Leon Williams and Michelle Digioia	3. Ongoing	3. Lesson plans, classroom walk-throughs, LFS training module attendance and follow-up and Professional Learning Communities documentation form	3. Sharon Neuman and Michael Sears
	4. Train teachers to implement Learning Focused strategies, <i>Extending and Refining Lessons (Higher Level Thinking)</i> in Language Arts Classes.	4. Sharon Neuman, Leon Williams and Michelle Digioia	4. Ongoing	4. Lesson plans, classroom walk-throughs, LFS training module attendance and follow-up and Professional Learning Communities documentation form	4. Sharon Neuman and Michael Sears
	5. Train teachers to implement Learning Focused strategies, <i>Culminating Activities</i> in Language Arts Classes.	5. Sharon Neuman, Leon Williams and Michelle Digioia	5. Ongoing	5. Lesson plans, classroom walk-throughs, LFS training module attendance and follow-up and Professional Learning Communities documentation form	5. Sharon Neuman and Michael Sears
By May 2010, 80% of 6 th grade MYP cluster students will achieve a writing score of 4 or higher as evidenced by teacher made assessment.	The Middle Years Programme faculty will participate in specific MYP training.	Middle Years Programme Designee	Ongoing	Lesson Plans will be reviewed.	Sharon Neuman and Michael Sears

Budget			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
By Spring 2010, 80% of 8 th grade students will be at AL3 or above in writing as evidenced by the FCAT writing report.	Substitute for 3 days of writing analysis for 8 th grade teachers	OPERATING	\$300.00
			Total:\$300.00
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Writing Goal

FINAL BUDGET (Insert Rows as Needed)

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Goal	Description of Resources	Funding Source	Available Amount
By May 2010, 65% of the economically disadvantaged students will make learning gains in Reading as evidenced by the AYP report.	Description of Resources 1. <i>Phenomenon</i> (8 th) and <i>Rescued</i> (7 th) Critical Reading books + teacher guides	Funding Source PTSA	Available Amount \$770.00
	2. 50 <i>Scholastic Action</i> magazines	FLEX	\$410.00
	3. 30 copies of the novel <i>Hoot</i>	FLEX	\$410.00
	4. 30 copies of the novel <i>Flush</i>	FLEX	\$360.00
	5. 25 Copies of <i>The Tale of Despereaux</i>	FLEX	\$350.00
	6. <i>Tale of Despereaux</i> Audio CD	FLEX	\$20.00
	7. Class set of 30 Novels for <i>Yankee Doodle Boy</i> -8 th , <i>Esperanza</i> -7 th , <i>Breadwinner</i> – 6 th	TEXT to FLEX	\$900.00
	8. <i>Read XL</i> workbooks by Scholastic	TEXTBOOK	\$1,800.00
	9. Substitutes Reading Conferences	OPERATING	\$200.00
Given instruction based on state standards. 90% of students will achieve mastery on the 2010 administration of FCAT Mathematics Test.	<i>Scholastic Math</i> Magazines	PTSA	\$272.25
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 administration of the FCAT Science Assessment.	National Geographic <i>Explorer Extreme</i> Magazines (2 class sets of 25 each)	OPERATING	\$250.00

Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 administration of the FCAT Science Assessment.	Materials for hands on – Consumables	OPERATING	\$1,000.00
By Spring 2010, 80% of the 8 th grade students will be at AL3 or above in writing as evidenced by the FCAT report.	Substitute for 3 days of writing analysis for 8 th grade teachers	OPERATING	\$300.00
			Total: \$7042.25
Technology			
Goal	Description of Resources	Funding Source	Available Amount
By May 2010, 65% of the economically disadvantaged students will make learning gains in Reading as evidenced by the AYP report.	FETC Registration, subs, and travel	TECHNOLOGY	\$1,200.00
By May 2010, 65% of the economically disadvantaged students will make learning gains in Reading as evidenced by the AYP report.	2 Senteo Student Response Systems with Receivers	MAGAZINE TECHNOLOGY	\$1,000.00 \$2,200.00
Given instruction based on state standards. 74% of the lower 25% of students will make AYP on the 2010 Mathematics FCAT.	Calculators	OPERATION	\$250.00
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 administration of the FCAT Science Assessment.	250MG external hard drive	WORKFORCE	\$75.00
	1iMac Computer	WORKFORCE	\$1,239.00
	1 Final Cut Studio Software	WORKFORCE	\$499.00
	1 iMac protection plan for computer	WORKFORCE	\$124.00
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 administration of the FCAT Science Assessment.	Document Reader	MAGAZINE	\$339.00
	2 iMac Computers	MAGAZINE	\$2,478.00
	2iMac protection plans for computers	MAGAZINE	\$248.00

	2 Final Cut Studio Software	MAGAZINE	\$998.00
	2 SmartBoards	MAGAZINE	\$2,400.00
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 administration of the FCAT Science Assessment	3 SmartBoards	NJHS	\$3,600.00
	1 Scientific calculator	OPERATING	\$25.94
	8 Desktop microphones	OPERATING	\$200.00
	1 Wireless keyboard	PTSA	\$29.00
	5 Panasonic digital camcorders	MAGAZINE	\$900.00
	5 Sony digital voice recorders	MAGAZINE	\$240.00
	5 4GB digital memory cards	MAGAZINE	\$125.00
			Total\$18,169.94
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
By May 2010, 65% of economically disadvantaged students will make learning gains in Reading as evidenced by the AYP report.	Vertical Planning – 2 Reading teachers	REC09	\$200.00
	Vertical Planning – 5 Language Arts teachers	REC09	\$500.00
	Vertical Planning – 5 Social Studies teachers	REC09	\$500.00
By May 2010, 80% of the 6 TH grade MYP students will maintain or improve their current levels of academic achievement as evidenced by the school grade report.	MYP Training – Selected teachers	Middle Years Programme/Pre-IB Account held at the Polk Education Foundation	\$30,000 (Depending on the donations that come in)
Given instruction based on state standards, 90% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Vertical Planning – 5 Substitutes	REC09	\$500.00
Given instruction based on state standards, 80% of eighth grade students will score at level three or above on the 2010 administration of the FCAT Science Assessment	Vertical Planning – 10 Substitutes	DONATION REC09	\$800.00 \$200.00

By Spring 2010, 100% of 8 th grade students will be at Level 3 or above in writing as evidenced by the FCAT Writing Report	Substitutes for 3 days of writing analysis for 8 th grade teachers	OPERATING	\$300
			Total: \$33,000

Differentiated Accountability

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status				
Intervene <input type="checkbox"/>	Correct II <input type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I <input type="checkbox"/>	Prevent I <input type="checkbox"/>

Attach school's Differentiated Accountability Checklist of Compliance

+++Our school is not listed on the Differentiated Accountability Matrix.

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes

No

If No, Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Technology Funds – Please see use of funds in strategies noted above.	\$3,537.58
Lottery	N/A – No funding

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council works collaboratively with the principal and staff to develop, revise, and monitor the School Improvement Plan throughout the year. The SAC analyzes relevant data to determine the goals in the plan and how progress toward the goals will be measured. In the fall, subject area leaders present to the staff on where we are with our plan. In the spring, they present again, however, this time working on what we need to change as a group and what has been effective. We collaboratively decide what new strategies we want to consider that will bring about improved student outcomes. The School Improvement Plan is a work in progress throughout the school year as we meet with our School Advisory Council.

SAC Membership Roster
List of Members

Member Name	Role Represented (SAC Chair, Principal, Parent, Student, Business Member, Community Member, Teacher, or School Support Staff)
Stephen Baggett	Chair
Sharon Neuman	Principal
Michael Sears	Assistant Principal
Susie Kallan	Reading & Writing Teacher Representative
Donna Jones	Math Teacher Representative
Sue LeRoy	Science Teacher Representative
Teresa Urban	Technology Representative
Georgia Hault	School Support
Eileen Davidson	Business Partner/Community Member
Dr. Richard Marshall	Community Member
Holly Joyner	Community Member
Nathaly Arrendondo	6 th Grade Parent – African American
Gay Lee Hollon	6 th Grade Parent - White
Felicia Parham	7 th Grade Parent – African American
Renee Bucker	7 th Grade Parent - White
Annette Earby	8 th Grade Parent – African American
Barbara Edmondson	8 th Grade Parent - White
Sandra Vargas	6 th – 8 th Grade Parent - Hispanic
Anu Saxena	6 th – 8 th Grade Parent - Asian
Kavita Mulaney	PTSA President
Open Student Position – Student Election needed	National Junior Honor Society
Open Student Position – Student Election needed	Student Council