

SCHOOL IMPROVEMENT PLAN

District: Polk

Principal Name: Sharon Neuman

SAC Chair: Doug Ray

Superintendent: Dr. Gail McKinzie

Date of School Board Approval: 11/18/08



School at a Glance - 2008

AYP: Yes X

No _____

Percentage 100%

School Grade: A

"The mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students."

LAWTON CHILES MIDDLE ACADEMY – 2008-2009

In order to identify school needs as related to state priorities, our staff was heavily involved in a day-long Data Day on September 10, 2008. In subject-area groups, we familiarized ourselves with our FCAT test results and three-year trend data. Comparisons were made and trends were noted in reference to racial disaggregated scores, socio-economic levels, and ESOL results. Our teachers discussed and planned strategies as to how to work with our level 1 and 2 students as well as how they planned to achieve gain scores with their level 3 and above students. All teachers on our staff will be using the KAPLAN Achievement Planner data for their reading section of the IPGP and will use data sources of their choice for the content-area-focused section of the IPGP. Testing our students using the Achievement Planner will give us three sources of data throughout the year, so we can continue to monitor where our students are in relation to the state standards. Individualized and small-group plans will be made to address the students' needs throughout the year.

Our Data Team (Principal, Assistant Principal, the Math Gifted teacher, the reading coach, network manager and administrative hopefuls) will work throughout the year mentoring and assisting our teachers with manipulating and understanding our students' test score results and progress monitoring. This team, besides acting as our data experts, will also share instructional strategies and best practices in addressing the needs of our students.

According to the "Florida School Grades" trend data below, school years 2005-06 to 2007-08, LCMA has earned an A for meeting high standards in reading, math, writing, and science.

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**AYP
THREE-YEAR TREND**

READING at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	84	84		88	4
White	89	86	-3	92	6
Black	72	77	5	80	3
Hispanic					0
Asian	94				0
Am. Indian					0
Econ. Disadv.	68	72	4	80	8
ELL					0
SWD					0

MATH at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	81	84	3	85	1
White	87	90	3	92	2
Black	65	67	2	69	2
Hispanic					0
Asian	94				0
Am. Indian					0
Econ. Disadv.	64	72	8	75	3
ELL					0
SWD					0

WRITING (Essay score of 3.0 and higher)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	95+	95+	0	95+	0
White					
Black					
Hispanic					
Asian					
Am. Indian					
Econ. Disadv.					
ELL					
SWD					

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%.

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**SCHOOL GRADES
THREE-YEAR TREND**

READING

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	85	85	0	88	3
% Making Learning Gains*	68	67	-1	75	8
Learning Gains of Lowest 25%*	75	67	-8	81	14

MATH

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	82	84	2	86	2
% Making Learning Gains*	77	79	2	80	1
Learning Gains of Lowest 25%*		72		73	1

WRITING (Essay score of 3.5 and higher)

2006	2007	Change 06 to 07	2008	Change 07 to 08	
% Meeting High Standards	99	99	0	99	0

SCIENCE

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL 3 and above)		75		72	-3

Secondary School Redesign Schools Primarily Grades 6 through 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign

1. Different Innovative Approaches to Instruction
 - a. Teachers write specific notes within a special column in their electronic lesson plans, specifying special needs of various students and what will be accomplished.
 - b. KAPLAN lessons are used to differentiate instruction.
 - c. READ 180 provides different lessons for reading students at various levels.
 - d. Individual classroom project choices are provided to students in some classrooms.
 - e. Reading Goal – Strategy numbers – 8,9,10,11,12
 - f. Math Goal – Strategy numbers – 4,5,6,7
 - g. Writing Goal – Strategy numbers – 3, 4
 - h. Science Goal – Strategy numbers – 6, 7, 8, 9, 10

2. Responsibility of Teaching Reading for Every Teacher
 - a. Individual- and small-group reading workshops and modeling of reading strategies are available for instructional staff.
 - b. Teachers document reading strategies, highlighted in their lesson plans.
 - c. Reading Goal – Strategy numbers – 2, 3, 6
 - d. Math Goal – Strategy number – 1
 - e. Science Goal – Strategy numbers - 5

3. Quality Professional Development for Teachers and Leaders
 - a. Quality Professional Development is planned by the subject-area teachers, reading coach, network manager, and administration within each specific academic School Improvement Plan goal.
 - b. Budgets are coordinated according to the School Improvement Plan goals.
 - c. Principal, selected subject area chairs, and reading coach presented a workshop on our year-long school improvement process at a county-level meeting. This workshop presented again to the District Advisory Council and at the State SACS CASI Conference in June of 2008.
 - d. Reading Goal – Strategy numbers – 3, 7, 8, 9, 10, 11, 15, 17
 - e. Math Goal – Strategy number – 5
 - f. Writing Goal – Strategy numbers – 1, 3
 - g. Science Goal – Strategy numbers - 5

4. Small Learning Communities
 - a. Subject area teachers hold Vertical Planning Days during the school year to develop curriculum and discuss what our students need to learn as they progress through the grade levels. Agendas are sent to administration for the Vertical Planning Days.
 - b. As a school-wide endeavor, this year our instructional staff will be reading *Ignite*. In the past we have read such books as: *Classroom Instruction that Works* and *Understanding Poverty*.
 - c. Reading Goal – Strategy number 9

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5. Intensive Intervention in Reading and Mathematics
 - a. All of our level 1 and 2 students are placed in an Intensive Reading and/or Intensive Math class for remediation. Specific instructional strategies are in place as well as computer-based programs that assist with differentiating instruction.

6. Parental Access and Support
 - a. Parent Internet Viewer – Parents are able to access their child’s grades at any time of the day or night.
 - b. www.lcmaknightsonline.com – Our web page is updated on an almost daily basis.
 - c. Knights On-Line Parent Listserv – Our principal emails our parents, often on a daily basis.
 - d. Teachers’ email addresses are posted on our web site for our parents to access.
 - e. Parents’ email addresses are listed in alphabetical order on an Excel spreadsheet for our teachers to access as needed. This spreadsheet is located on our internal Teacher Start Page.
 - f. We use Blackboard with all of our teachers; post homework online for parent and student access.

7. Applied and Integrated Courses
 - a. Integrated Lab – Students create their own electronic portfolio each year that may be burned to a cd, if desired. Using Power Point, students create goals and projects online demonstrating their progression throughout the school year. Parents view their electronic portfolios at the portfolio fairs held in the evenings. Hands-on labs are a vital part of this curriculum as well, including such projects as machines, hot air balloons, boat building.
 - b. Computer Lab classes in 6th and 7th grade emphasize basic keyboarding skills and various software packages. In 8th grade, students choose this business elective to create resumes, fill out business applications, etc.
 - c. Science Goal – Strategy numbers – 1, 2, 3, 5, 9

8. Course Choice Based on Student Goals/Interests/Talent
 - a. Parents attend a spring registration night when various elective choices are explained. Registration forms are passed out, allowing the student to choose areas of interest and/or talent.
 - b. Popular new technology-based elective have been added to the schedule (robotics, digital photography, graphic design, and podcasting).

9. Master Schedules Based on Student Needs
 - a. Intensive reading and math classes for FCAT Level 1 and 2 students
 - b. Integrated Lab classes that integrate math, science, and technology
 - c. Advanced curriculum for all students, holding high expectations for all.
 - d. 8 45-minute period day – as required by the county.
 - e. Gifted teachers go into classrooms to enrich and add challenging material to the curriculum. ESE teacher monitors student progression, meeting with students and/or parents as needed.

10. Academic and Career Planning
 - a. All 8th-grade students create their 4-year plan using ePep with our 8th-grade guidance counselor.
 - b. Career information is integrated into 7th grade geography courses.
 - c. 8th grade integrated lab teachers have taken and passed the Vocational Education certification and are working closely with the Vocational Education department in the county office.

SCHOOL IMPROVEMENT PLAN

Reading

Needs Assessment:

Our most recent scores indicate that our 6th grade students need additional instruction in Words and Phrases (73%). 7th grade students need additional instruction in Reference and Research (72%). 8th grade students need additional instruction in Reference and Research (69%).

Grade	District Number	District Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100-500)	Total Test Scores					Percent in Achievement Levels 3 and Above	Mean Points Earned By Content			
						1	2	3	4	5		Words/Phrases	Main Idea/Purpose	Comparisons	Reference/Research
												11	17	12	5
		Number of Points Possible													
06	00	STATE TOTALS	193,844	1705	310	18	18	33	23	8	63	7	12	7	3
06	53	POLK	6,721	1639	298	23	21	33	17	5	55	7	12	7	3
06	43	LAWTON CHILES MID	199	1916	348	4	9	27	42	18	87	8	14	9	4
Grade	District Number	District Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100-500)	1	2	3	4	5	Percent in Achievement Levels 3 and Above	Words/Phrases	Main Idea/Purpose	Comparisons	Reference/Research
												9	18	11	7
		Number of Points Possible													
07	00	STATE TOTALS	197,001	1798	315	17	19	35	22	7	65	6	11	8	4
07	53	POLK	6,704	1742	304	21	21	34	19	5	58	6	10	7	4
07	43	LAWTON CHILES MID	199	1999	353	2	6	33	42	18	92	8	14	9	5
Grade	District Number	District Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100-500)	1	2	3	4	5	Percent in Achievement Levels 3 and Above	Words/Phrases	Main Idea/Purpose	Comparisons	Reference/Research
												7	19	12	13
		Number of Points Possible													
08	00	STATE TOTALS	186,421	1886	310	18	29	34	16	3	53	5	13	8	7
08	53	POLK	6,361	1838	300	24	32	32	11	2	45	4	12	7	6
08	43	LAWTON CHILES MID	189	2046	344	2	15	40	34	8	83	6	15	10	9

Objective:

By Spring of 2009, 90% of Sixth, Seventh, and Eighth grade students will be at Achievement Level 3 or above in Reading as evidenced by the FCAT Summary Report.

Strategies: List strategies that...

Apply to all students:

- (1) Obtain and analyze test data related to students' performance in reading and math (using the Kaplan Achievement Planner) - (AYP Subgroup: All; Persons responsible: Administration and all teachers; Strategic Plan # Goal 4, Obj. 3; Timeline: First and Second Semester; Resources: None)
- (2) Incorporate individualized Kaplan lesson plans using classroom technology devices into curriculum - (AYP Subgroup: All; Persons responsible: Grade Level Leaders; Strategic Plan # Goal 4, Obj. 4; Timeline: Throughout the school year; Resources: None)

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- (3) Use vertical planning to refine curriculum and infuse appropriate technology related to reading - (AYP Subgroup: All; Persons responsible: Assistant Principal, S. Kallan, all language arts, social studies, and reading teachers; Strategic Plan # Goal 3, Obj. 3 and Goal 2, Obj. 3; Timeline: Throughout the school year; Resources: Funds for 5 language arts substitutes, 5 social studies substitutes, and 2 reading substitutes for vertical planning)
- (4) Develop reading-related curriculum plans designed to appeal to a multi-cultural and diverse student population - (AYP Subgroup: African-American and economically disadvantaged; Persons responsible: L. Williams, all social studies teachers; Strategic Plan # Goal 3, Obj. 3 and Goal 2, Obj. 3; Timeline: Throughout the school year; Resources: none)
- (5) Incorporate research and critical thinking skills through the use of primary and secondary sources of information and technology-based lessons across the curriculum - (AYP Subgroup: All; Persons responsible: Academic and elective teachers; Strategic Plan # Goal 2, Obj. 3; Timeline: Throughout the school year; Resources: FETC registration and subs for teachers attending FETC.)
- (6) Incorporate updated materials in order to teach words and phrases skills in 6th grade and reference and research skills in 7th and 8th grade in relation to Kaplan and the FCAT. - (AYP subgroup: All, Persons Responsible: Social Studies Teachers, Resources: Funds for two Geography Alive Kits “Regions and People” \$850 per set.)
- (7) Utilize FCAT Explorer and Odyssey to practice FCAT skills. – (AYP Subgroup: all; Persons responsible: Reading Department; Strategic Plan # Goal 2, Obj. 5; Timeline: Throughout school year; Resources: None)

Relate to differentiated instruction:

- (8) Identify and explore strategies that positively affect student achievement through a book study: *Research Based Strategies to Ignite Student Learning* by Judy Willis. (AYP Subgroup: A; Persons responsible: Assistant Principal and all teachers; Strategic Plan # Goal 4, Obj. 2, 4; Timeline: Fall 2008; Resources: 45 copies of book from Bill Strouse)
- (9) Assist all teachers in incorporating effective reading strategies throughout the curriculum (AYP Subgroup: All; Persons responsible: Reading coach and all teachers; Strategic Plan # Goal 2, Obj. 5; Timeline: Throughout the school year; Resources: None)
- (10) Create an environment that will engage and motivate students of Levels 1-3 through appropriate materials, accommodations, inclusion strategies, and proper supports from ESE - (AYP Subgroup: All including limited English proficiency and students with disabilities; Persons responsible: Reading Department and ESE teacher; Strategic Plan # Goal 2, Obj. 3; Timeline: Fall 2007; Resources: Daybooks, Read XL materials, Read 180 materials, Absco)
- (11) Utilize Classroom Performance Systems (response pad kits and wireless chalkboards) to obtain immediate feedback on student progress in reading classes and elective classes (AYP Subgroup: all; Persons responsible: Reading Department; Strategic Plan # Goal 4, Obj. 3 and Goal 2, Obj. 5; Timeline: Throughout school year; Resources: 2 CPS systems)

Provide immediate interventions for students you have identified as struggling:

- (12) Incorporate lessons from Edition 1 Impact books into Advanced and Intensive Reading classes (AYP Subgroup: All; Persons responsible: language arts and reading coach; Strategic Plan # Goal 2, Obj. 3; Timeline: Throughout the school year; Resources: None)
- (13) Provide professional learning opportunities on a regular basis and as-needed basis to focus on reading strategies and provide continued support for classroom instruction. (AYP Subgroup: All; Persons responsible: reading coach will facilitate and all teachers; Strategic Plan # Goal 2, Obj. 5; Timeline: Throughout the school year; Resources: None)

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(14) Implement a supplemental reading magazine with a multi-cultural emphasis for reading classes - (AYP Subgroup: All; Persons responsible: Reading Department; Strategic Plan # Goal 1, Obj. 2; Timeline: Throughout school year; Resources: Scholastic's Action magazine)

(15) Use novels that appeal to our multi-cultural and diverse population to motivate readers and increase comprehension – (AYP Subgroup: African-American, Hispanic, Economically Disadvantaged; Persons responsible: Reading Department; Strategic Plan # Goal 1, Obj. 5; Timeline: Throughout school year; Resources: Class set of We Beat the Streets or an author such as Sharon Draper, Margaret Peterson, Lurlene McDaniel, and Walter Dean Myers)

(16) Implement the FINDS (Focus, Investigate, Note, Develop, Score) Research Model for the lowest 25% reading classes in the Compass Lab to assist the students with required research skills. (AYP subgroup: All; Persons responsible: Reading Department and Susan MacDonald; Strategic Plan # Goal 3, Obj. 2; Timeline: Throughout the school year; Resources: none)

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

(17) Plan two parent-conference days to promote parent involvement, readings lists, and tutoring resources to ensure progress of reading students – (AYP Subgroup: All; Persons responsible: Reading Department; Strategic Plan # Goal 2, Obj. 1 & 3 and Goal 4, Obj. 2 and Goal 7, Obj. 1; Timeline: One in the first half of the year and one in the second half of the year; Resources: Substitutes for two reading teachers two times a year and brochures with reading tips for parents)

(18) Implement a reading-skills focus calendar. (AYP Subgroup: All; Persons responsible: Reading coach and all teachers; Strategic Plan # Goal 2, Obj. 5a; Timeline: Throughout the school year; Resources: none)

(19) Train teachers to use new technology to enhance presentation skills – (AYP Subgroup: All; Persons responsible: Teresa Urban; Strategic Plan # Goal 5, Obj. 1; Timeline: Throughout school year; Resources: FETC Registration/subs/travel)

(20) Implement Learning Focused strategies across the curriculum. (AYP Subgroup: All; Persons responsible: Sharon Neuman (Principal), Leon Williams (School-based LFS coach), County subject specific senior coordinators; Strategic Plan Goal #3 , Obj.2; Timeline: Throughout the school year; Resources: none)

(21) Participate in a live radio podcast with Judy Willis (author of IGNITE) in cooperation with ASCD (AYP Subgroup: All; Persons responsible: Sharon Neuman (Principal); Strategic Plan Goal # , Obj. : Timeline: Fall, 2008; Resources: Technology as needed)

(22) Provide Book Study follow up on *IGNITE* with Dr. Richard Marshall of USF Polytechnic. (AYP Subgroup: All; Persons responsible: Sharon Neuman (Principal); Strategic Plan Goal #1 , Obj.3 : Timeline: October 17, 2008; Resources: none)

Evaluation:

SIP Contact person will compile all evaluation data. Each strategy will be evaluated regarding its effectiveness by the School Advisory Council throughout the school year in meetings led by the principal.

- (1) Lesson plans or meeting agendas documenting Data Review.
- (2) Teacher documentation in lesson plans
- (3) Meeting agendas documenting vertical planning.
- (4) Teacher documentation in lesson plans
- (5) Teacher documentation in lesson plans
- (6) Teacher documentation in lesson plans
- (7) Teacher documentation in lesson plans
- (8) Teacher Book Reflections/Live Podcast with author feedback
- (9) Reading Coach Log
- (10) Teacher documentation in lesson plans
- (11) Teacher documentation in lesson plans
- (12) Teacher documentation in lesson plans

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- (13) Reading Coach Log/Teacher feedback
- (14) Teacher documentation in lesson plans
- (15) Teacher documentation in lesson plans
- (16) FINDS sample that was used with students
- (17) Scheduling forms
- (18) Reading Focus Calendar
- (19) Teacher documentation in lesson plans
- (20) Learning Focused inservice evaluation feedback
- (21) Teacher feedback form after live podcast
- (22) Teacher feedback form after meeting with Dr. Richard Marshall

Evidence-Based Program:

Read XL - Supporting students through enhancement and extra practice has been related to greater achievement (McLaughlin & Talbert, 1993). In our reading program we will use the research-based Odyssey Lab and Scholastic Read XL series to enhance and provide extra practice for our sixth and seventh grade reading students. Odyssey uses innovative and research-based instructional technology to assist students at their level. The company's thirty years of experience in the field of research-based instructional technology speaks for itself. Odyssey uses standards-based assessments that are aligned with Florida State Standards and comprehensive data-reporting methods for improved student achievement. These are all components of the NCLB act. The Scholastic Read XL reading series provides remedial students in Grades 6 and above beneficial strategies to master essential reading skills and achieve measurable reading improvements. Scholastic READ XL targets the needs of the students and meets the Florida Formula for Reading Improvement.

(<http://teacher.scholastic.com/products/fundingconnection/pdf/READXL21stCCLCAAlignmentFinal.pdf>)

Read 180 - According to Scholastic, one of the compelling issues facing educators today is how to address the needs of struggling readers. READ 180 has proven that it can provide assistance in meeting this challenge. Having more than ten years of scientific research at Vanderbilt University, READ 180's best practices have shown quantifiable learning gains among struggling readers from elementary to high school whose reading achievement is below the proficient level. Read 180 uses numerous strategies to meet student needs. It uses teacher-led instruction with adaptive instructional software while it motivates students with interesting materials that reach the struggling reader while continuing to show the struggling reader respect. READ 180 helps educators meet the requirements for the No Child Left Behind Act (NCLB). This program contains five of the Florida's Formula elements for Reading Improvement: phonemic awareness, phonics, fluency, vocabulary, and comprehension. READ 180 also provides additional NCLB requirements, such as assessment tools and opportunities for quality professional development. READ 180, one of the most thoroughly researched and documented reading-intervention programs, is used in numerous classrooms nationwide and has proven to produce quantifiable gains in reading achievement and impressive gains on standardized tests. In addition to significant gains, anecdotal reports from students and teachers indicate positive changes in student attitudes toward reading and school. (<http://teacher.scholastic.com/products/read180/about/faq.htm>)

Great Source Daybooks of Critical Reading and Writing - Educators and researchers have clearly established that reading and writing abilities develop together (e.g., Calkins, 1983; Pearson & Tierney, 1984; Shanahan, 1990; Sulzby & Teale, 1991; Tierney & Shanahan, 1991). Both processes are constructive and require similar kinds of knowledge. Teaching reading and writing together enhances communication, improves academic achievement, and leads to critical thinking (Cooper, 2000). Teachers who foster the construction of meaning through integrated reading and writing activities enable their students to become better thinkers (Tierney & Shanahan, 1991).

The *Daybooks* connect reading and writing in many important ways. Students are asked to read and respond creatively to literature excerpts. Also, students are prompted to jot down questions about the text, to

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brainstorm on the page, and to annotate the selections by underlining and highlighting. The varied writing activities in the *Daybooks* help students find meaning more effectively.

Professional Development Aligned with this Objective:

- Teachers will receive updated Kaplan and Read 180 training as needed.
- The reading coach will attend regularly scheduled professional development sessions on reading strategies to pass on to staff.
- The vertical planning days will be organized and coordinated by the language arts and social studies department chairs, reading coach, and technology coordinator.
- Learning Focused workshops presented to teachers
- Live Radio Podcast with author Judy Willis (*IGNITE*) where we will be able to ask questions of the author
- Workshop on our book study of *IGNITE* with Dr. Richard Marshall of USF Polytechnic in October, 2007

Introduction:

Professional development interventions will focus on the following

- IDEAS, an online test-scores county resource and
- the KAPLAN Achievement Planner;
- Data Day, to analyze our school-wide test score data;
- Strategic Reading Practices;
- Judy Willis's book *Ignite*;
- Read 180 updates and enhancements, and
- vertical planning.

This professional development content was selected for several reasons.

- Our staff's needs to be able to find and study specific testing data on their students and have the ability to manipulate and use this data to increase student achievement;
- Our students' learning needs related to vocabulary and comprehension as well as their needs in identifying the author's purpose in written text;
- Our students' needs in order to be successful on the FCAT; and,
- Our staff's learning needs to continue and enrich our curriculum alignment across the grade levels.

The rationale for including these professional development initiatives in the School Improvement Plan is based on our school-wide analysis of student achievement; our school-wide analysis of reading test scores; and departmental alignment issues. Activities will occur during pre-planning, on designated staff development days, during faculty meetings and during after-school training applying the following delivery mechanisms: peer-group learning community process; school-wide in-service process; and individual learning. Professional-learning instructional methods applied will include the following: lecturette, small-group activities; skill practice with feedback; independent reading and discussion.

Evaluating the Quality of the Training as Reported by Participants:

Participants will provide feedback and evaluate the quality of the professional development activities by completing the District HRD Professional Development Activities Evaluation Form (HRD Form 005) at the completion of program activities. In addition, the principal and assistant principal will interact with participants to gather perceptions as to the quality and relevance of the professional development during planning, interim and summary conversations concerning the Individual Professional Growth Plan (IPGP).

Monitoring Integrity of Implementation:

Members of the school leadership team will monitor the integrity of this professional development initiative. Documentation of successful participation by staff in professional development activities related to this content will be tracked using district HRD Sign-in Sheets and Individual Professional Growth Plan (IPGP) processes and completion of related conversations that occur between teachers and school leaders. Specific objectives for the activities will be identified and participants will be assessed in relation to those objectives by applying the following strategies: Product Development (such as a reflection page) and Observed Application. Participant feedback will be analyzed to ensure relevance and coherence of the professional development content and to ensure that applied learning strategies are appropriate to the intended goal. Knowledge of human learning and change will be applied and will include modeling of effective teaching practices as well as practice and feedback. Activities will be delivered through a variety of technologies that support individual and group learning. Participant records of successful completion will be maintained and in-service credit will be reported to HRD in accordance with district and state requirements. All instructional classrooms are equipped with current technology hardware, devices, and software, which all teachers are trained to use.

Supporting Implementation Through Follow-Up and Resources:

Successful acquisition of the professional development content and implementation of the related knowledge, skills and mental models will be documented using the following strategies: Participant Product Related to Professional Development, Direct Observation, Lesson Plan Analysis, and Formal Job-Embedded Coaching. In addition, the professional development facilitator or other support staff will provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skill in the classroom. The participants and school administrators will conduct an evaluation as a part of IPGP processes that documents the professional development was implemented as planned and the faculty member applied the newly learned knowledge and skills in the classroom.

Evaluating the Impact on Student Achievement:

Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of Achievement Planner Reading Benchmark Test Data and FCAT Data.

Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
<i>Daybooks</i> by Great Source <i>Read XL</i> books by Scholastic	District (Reading Adoption materials)	
<i>Read 180 poster and replacement Pieces</i>	Oper	\$ 250.00
45 copies of <u><i>Research Based Strategies to Ignite Student Learning</i></u> by Judy Willis (\$22 each); <i>2 Geography Alive Kits "Regions & People"</i>	Requested through the office of Bill Strouse, Operating	\$ 990.00 \$ 1,700.00 (<i>\$850 each - 55 teachers 1st choice</i>)

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Technology		
Description of Resources	Funding Source	Available Amount
2 Senteo Student Response Systems with Receivers, 24 Remotes and Software CD	Magazine	\$ 2,398.00
Laser printer and supplies	Technology	\$ 270.00
	Lottery	\$ 650.00
FETC registration, subs, and travel	Technology	\$ 2,600.00

Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes for 5 language arts teachers to attend vertical planning	Title II Funds	\$ 500.00
Substitutes for 5 social studies teachers to attend vertical planning	Title II Funds	\$ 500.00
Substitutes for 2 reading teachers to attend vertical planning	Title II Funds	\$ 200.00

Other		
Description of Resources	Funding Source	Available Amount
Substitutes for two days for 2 reading teachers during parent conferences	Lottery	\$ 400.00
Class set of <i>We Beat the Streets</i>	Operating	\$ 250.00

Non-Highly Qualified Instructors

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

All teachers are highly qualified. One reading teacher has almost completed her reading endorsement and the other reading teacher is highly qualified.

SCHOOL IMPROVEMENT PLAN

Math

Needs Assessment: Our most recent scores indicate that our 6th grade students need additional instruction in Algebraic Thinking (63%). Our 7th grade students need additional instruction in Number Sense, Measurement and Algebraic Thinking (67%). 8th grade students need additional instruction in Geometry (58%).

MATHEMATICS																
Grade	District Number	District Name	Number of Students	Mean Developmental Scale Score	Mean Scale Score (100-500)	Total Test Scores					Percent in Achievement Levels 3 and Above	Mean Points Earned By Content				
						% in each Achievement Level						Number Sense	Measurement	Geometry	Algebraic Thinking	Data Analysis
						1	2	3	4	5						
												9	9	9	8	9
06	00	STATE TOTALS	193,758	1687	313	26	21	28	17	8	53	5	4	6	4	6
06	53	POLK	6,714	1620	297	34	23	26	12	4	43	4	4	6	4	5
06	43	LAWTN CHIMD AC	199	1842	349	11	12	30	27	21	77	6	6	7	5	7
												9	9	8	9	9
07	00	STATE TOTALS	196,797	1824	315	18	21	33	19	8	61	5	5	4	5	6
07	53	POLK	6,708	1768	301	26	24	33	14	4	51	4	4	4	4	5
07	43	LAWTN CHIMD AC	199	1962	349	3	10	39	30	19	88	6	6	6	6	7
												12	12	12	12	12
08	00	STATE TOTALS	186,211	1910	324	14	19	35	19	13	67	8	6	5	6	6
08	53	POLK	6,362	1864	312	21	22	34	15	8	57	7	5	5	6	5
08	43	LAWTN CHIMD AC	189	2040	357	3	6	26	31	34	90	10	8	7	8	8

Objective:

By Spring of 2009, 90% of students in 6th, 7th and 8th grade students will be at Achievement Level 3 or above in Math as evidenced by the FCAT Summary Report.

Strategies: List strategies that...

Apply to all students:

- (1) Utilize warm-ups in math to strengthen areas of weakness. *(AYP Subgroup: All; Persons responsible: math teachers; Strategic Plan # Goal 2, Obj. 3 and Goal 4, Obj. 3 & 4; Timeline: Throughout school year; Resources: None)*
- (2) Develop tests using FCAT format. *(AYP Subgroup: All; Persons responsible: math teachers; Strategic Plan # Goal 3, Obj. 2 and Goal 4, Obj. 3 & 4; Timeline: Throughout school year; Resources: None)*
- (3) Incorporate reading strategies within the math content area. *(AYP Subgroup: All; Persons responsible: math teachers; Strategic Plan # Goal 4, Obj. 1; Timeline: Throughout school year; Resources: None)*

Relate to differentiated instruction:

- (4) Instruct students on math skills using technology resources such as the online textbook resources, videos, or mobile wireless laptop cart. *(AYP Subgroup: All; Persons responsible: math teachers; Strategic Plan # Goal 2, Obj. 4; Timeline: Throughout school year; Resources: Smartboard)*
- (5) Use appropriate technology; calculators, computers, Smartboards, graphing calculators and Navigator software in the classroom in order to increase FCAT math scores. *(AYP Subgroup: All; Persons responsible: math teachers; Strategic Plan # Goal 2, Obj. 1 & 3; Timeline: Throughout school year; Resources: Smartboards)*
- (6) Teachers will differentiate instruction using Kaplan Data. *(AYP Subgroup: All; Persons responsible: teachers, reading coach, ESE teacher; Strategic Plan # Goal 2, Obj. 3; Timeline: Throughout school year; Resources: Kaplan data, Skilltivity, Skillbuilder and Skillventure activities)*
- (7) Design cluster classrooms for differentiated instruction. *(Resource: Frameworks for Gifted)*

Provide immediate interventions for students you have identified as struggling:

- (8) Incorporate reading strategies within the math content area. *(AYP Subgroup: All; Persons responsible: math teachers; Strategic Plan # Goal 4, Obj. 1; Timeline: Throughout school year; Resources: None)*
- (9) Implement Learning Focused strategies across the curriculum. *(AYP Subgroup: All; Persons responsible: Sharon Neuman (Principal), Leon Williams (School-based LFS coach), County subject specific senior coordinators; Strategic Plan Goal #3 , Obj.2; Timeline: Throughout the school year; Resources: none)*

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

- (10) Provide time for teachers to study current trends in education, receive technology training and develop curriculum through study groups. *(AYP Subgroup: All; Persons responsible: math teachers; Strategic Plan # Goal 5, Obj. 1 & 3; Timeline: Throughout school year; Resources: Funds for 6 math substitutes for vertical planning, funds for training for Jim)*

Evaluation:

SIP Contact person will compile all evaluation data. Each strategy will be evaluated regarding its effectiveness by the School Advisory Council throughout the school year in meetings led by the principal.

- (1) Teacher observation; all teachers will document in their plan books that they have utilized daily warm-ups.
- (2) Teacher observation; all teachers will document in their plan books that they have utilized Prentice Hall online textbook resources and web-based lessons through use of the mobile laptop cart.
- (3) Teacher assessments; teachers will use District Benchmark Assessments (FCAT), Prentice Hall FCAT assessment materials, and DOE assessments (FCAT Practice Test) to monitor students' progress in math.
- (4) Teacher observation; all teachers will document in their plan books that they have utilized Prentice Hall Reading and Math Literacy Masters to incorporate reading strategies in their classes.
- (5) Curriculum overview; long-range plans for each grade level
- (6) Teacher observation; all teachers will document in their plan books that they have utilized the technology in their classes.
- (7) Teacher observation; teachers will document in their plan book that they have used Kaplan data to differentiate instruction.
- (8) Teacher observation; teachers will document in their plan book that they have used cluster classrooms to differentiate instruction.
- (9) Teacher documentation in lesson plans
- (10) Meeting agenda

Evidence-Based Program:

TI-Navigator System: An experimental study of two 8th grade classes was conducted by the University of Hawaii Curriculum Research & Development Group in September of 2005. Students showed improvement in the areas of: conceptual understanding, classroom interactions, quantity and quality of responses, time on task and time to start tasks when teachers incorporated the TI-Navigator system with graphing calculators in their instruction. Strong evidence shows that the use of the system significantly improves student scores in algebra. The TI-Navigator system helps students in the reduced lunch category, female students and Hispanic students achieve higher test scores, successfully leading to the reduction in the achievement gap.

TI-84 Plus calculators A co relational study looking at the relationship between graphing calculator use and student standardized test scores was done by Heller Research Associates in January 2006. Students were instructed with varying levels of graphing calculator use. The study found that student achievement was higher when teachers incorporated the graphing calculators into their curriculum. The more access students have to graphing calculators during instruction the higher the test scores even when students did not use the calculators during testing.

Professional Development Aligned with this Objective:

- Math planning day to develop curriculum plans.
- Technology Training
- Learning Focused workshops

Introduction:

This professional development initiative will focus on technology training and vertical planning. This professional development content was selected based on our math teachers' needs to keep abreast of current trends and expectations; our students' needs in order to be successful on the FCAT and our staff's learning needs to continue to enrich our curriculum alignment across the grade levels. The rationale for including this professional development initiative in the School Improvement Plan is based on our school-wide analysis of student achievement, and departmental alignment issues. Activities will occur during pre-planning, on designated staff development days, during faculty meetings and during after-school training applying the following delivery mechanisms: Peer Group Learning Community Process and School-wide In-service process. Professional development activity instructional methods applied will include the following: Lecturette, Small Group Activities, and Skill Practices with Feedback.

Evaluating the Quality of the Training as Reported by Participants:

Participants will provide feedback and evaluate the quality of the professional development activities by completing the District HRD Professional Development Activities Evaluation Form (HRD Form 005) at the completion of program activities. In addition, the principal and assistant principal will interact with participants to gather perceptions as to the quality and relevance of the professional development during planning, interim and summary conversations concerning the Individual Professional Growth Plan (IPGP).

Monitoring Integrity of Implementation:

Members of the school leadership team will monitor the integrity of this professional development initiative. Documentation of successful participation by staff in professional development activities related to this content will be tracked using district HRD Sign-in Sheets and Individual Professional Growth Plan (IPGP) processes and completion of related conversations that occur between teachers and school leaders. Specific objectives for the activities will be identified and participants will be assessed in relation to those objectives by applying the following strategies: Product Development (such as a reflection page) and Observed Application. Participant feedback will be analyzed to ensure relevance and coherence of the professional development content and to

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ensure that applied learning strategies are appropriate to the intended goal. Knowledge of human learning and change will be applied and will include modeling of effective teaching practices as well as practice and feedback. Activities will be delivered through a variety of technologies that support individual and group learning. Participant records of successful completion will be maintained and In-service Credit will be reported to HRD in accordance with district and state requirements.

Supporting Implementation Through Follow-Up and Resources:

Successful acquisition of the professional development content and implementation of the related knowledge, skills and mental models will be documented using the following strategies: Direct Observation and Lesson Plan Analysis. In addition, the professional development facilitator or other support staff will provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skill in the classroom. The participants and school administrators will conduct an evaluation as a part of IPGP processes that documents the professional development was implemented as planned and the faculty member applied the newly learned knowledge and skills in the classroom.

Evaluating the Impact on Student Achievement:

Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of FCAT Data.

Budget:

Evidence-Based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	

Technology			
Description of Resources	Funding Source	Available Amount	
Technology Training (3-day training in summer)	Grant Monies (Jim Winegar)	\$ 2,500.00	
Smartboard (Cooper)	Technology	\$ 1,139.00	
TI-84 Plus graphing calculators (1 class set of 24) D & H Distributing Company	Magazine	\$ 2,600.00	

Professional Development			
Description of Resources	Funding Source	Available Amount	
Substitutes for 5 math teachers to attend vertical planning	Title II Funds	\$ 500.00	

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Other			
Description of Resources	Funding Source	Available Amount	

Non-Highly Qualified Instructors

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

All teachers are highly qualified.

SCHOOL IMPROVEMENT PLAN Writing

Needs Assessment: Our recent scores indicate that our 8th grade students need additional work in Conventions (75%).

State/District FCAT Writing + Results
2008 Data
Grade 08

Grade	District Number	District Name	Number of Students	Mean Writing Scale Score	Total Test Scores					Percent in Achievement	Mean Points Earned by				Type of Writing	Mean Score by Prompt	Unscorable	Percent Earning Each Score Point						Percent 3.5 or Above	Percent 4.0 or Above					
					% in each Achievement Level						Focus	Organization	Support	Conventions				1.0	2	3	4	5	6							
					1	2	3	4	5																					
Number of Points Possil										10	9	9	16		6.0															
08	00	STATEWIDE	184,559	300	22	29	29	15	6	50	6	6	6	10	Combined	4.2	NA	1	0	2	2	7	10	32	18	16	8	5	88	78
08	00	STATEWIDE	94,007											Expository	4.2	0	1	0	2	2	7	10	35	17	14	7	5	89	79	
08	00	STATEWIDE	91,297											Persuasive	4.2	0	1	1	2	2	8	10	28	18	18	8	5	87	77	
08	53	POLK	6,312	285	27	32	27	11	3	41	6	6	5	10	Combined	4.1	NA	1	1	2	2	8	11	36	18	13	5	3	86	75
08	53	POLK	3,214											Expository	4.1	0	1	1	2	2	8	10	39	17	12	5	3	86	76	
08	53	POLK	3,126											Persuasive	4.1	0	1	1	2	2	8	11	33	19	14	5	2	85	74	
08	43	LAWT CHIL MDL ACAD	189	360	3	10	35	36	16	88	8	8	7	12	Combined	4.9	NA	0	0	0	0	1	16	23	32	16	11	99	98	
08	43	LAWT CHIL MDL ACAD	95											Expository	4.9	0	0	0	0	0	1	0	21	17	28	18	15	99	99	
08	43	LAWT CHIL MDL ACAD	95											Persuasive	4.8	0	0	0	0	0	1	2	11	29	36	14	7	99	97	

Objective:

By Spring, of 2009, 99% of Eighth Grade students will be at an Essay score of 3.5 or above in Writing as evidenced by the FCAT Summary Report.

Strategies:

Apply to all students:

(1) Incorporate writing samples of a diverse group of students as a learning tool in language arts classrooms (AYP Subgroup: African-American; Persons responsible: language arts teachers; Strategic Plan # Goal 2, Obj. 3; Timeline: October - February; Resources: 3 airliners)

(2) Have 6th grade language arts teachers become trained in Write Traits (AYP Subgroup: all; Persons responsible: K. Stedem & language arts department chair; Strategic Plan # Goal 2, Obj. 3; Timeline: Throughout school year; Resources: funding for Write Traits registration and materials)

Relate to differentiated instruction:

(3) Cluster gifted students into language arts classes 6th through 8th grade (AYP Subgroup: all; Persons responsible: guidance counselors & teacher of gifted; Strategic Plan # Goal 3, Obj. 2; Timeline: Summer of 2008; Resources: 2 SmartBoards for 8th grade language arts teachers)

(4) Participate in *ElaborWrite* Workshop by Joyce Caskey (Joycecaskey@elaborwrite.com) in order to learn more strategies for effectively teaching writing (AYP Subgroup: all; Persons responsible: Susie Kallan;

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Strategic Plan # Goal 2, Obj. 3; Timeline: Throughout school year; Resources: funding for registration and follow-up materials)

Provide immediate interventions for students you have identified as struggling:

(5) Analyze 8th 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 (*AYP Subgroup: all; Persons responsible: 8th grade language arts teachers; Strategic Plan # Goal 3, Obj 2; Timeline: November - January; Resources: funding for four subs – two days per teacher*)

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

(6) Engage in vertical planning to develop and share updated lessons related to writing for each grade level (*AYP Subgroup: all; Persons responsible: 6th, 7th, & 8th grade language arts teachers; Strategic Plan # Goal 3, Obj. 3; Timeline: First semester; Resources: funding for vertical planning day*)

(7) Participate in trainings related to technology with applications for language arts classes (*AYP Subgroup: all; Persons responsible: language arts teachers & network manager; Strategic Plan # Goal 3, Obj. 3; Timeline: Throughout the school year; Resources: none*)

(8) Implement Learning Focused strategies across the curriculum. (*AYP Subgroup: All; Persons responsible: Sharon Neuman (Principal), Leon Williams (School-based LFS coach), County subject specific senior coordinators; Strategic Plan Goal #3 , Obj.2; Timeline: Throughout the school year; Resources: none*)

Evaluation:

SIP Contact person will compile all evaluation data. Each strategy will be evaluated regarding its effectiveness by the faculty throughout the school year in meetings led by the principal.

- (1) Teacher documentation in lesson plans
- (2) Copy of Write Traits registration
- (3) Master Schedule or Class Rolls
- (4) Copy of *ElaborWrite* workshop registration or TDA
- (5) List of student skills needing to be addressed or TDA
- (6) Meeting agendas
- (7) Attendance records from meeting agendas or from the network manager
- (8) Teacher documentation in lesson plans

Evidence-Based Program:

Write Traits – 6-Trait Instruction - Write Traits workshops introduce teachers to the effective 6-trait writing model and prepares educators to both teach and assess writing using the 6-trait model. The development of the six traits of effective writing as a framework for writing assessment is based on the independent research of teachers in the Beaverton and Portland, Oregon public schools and was influenced by the research of Paul Diederich (1974), Donald Murray (1982), and Alan Purves (1992). The six traits offer an assessment model that is meaningful and effective because it is aligned with the learning goal of producing better writing (Bransford, Brown, & Cocking, 2000; Stiggins, 1996; Strickland & Strickland, 1998). The six traits of good writing are ideas, organization, voice, word choice, sentence fluency, and conventions (Spandel, 2001). Write Traits workshops teach the traits in the context of teaching writing. (More detailed research about this program can be found at the Write Traits research document in PDF format.)

ElaborWrite - Writing Instruction - Hillsborough County was the #1 county in the state for 8th grade FCAT Writes, going from a 4.4 last year to a 4.6 this year and *ElaborWrite* played a role in that accomplishment. Over 150 Hillsborough County Middle School teachers have had the training. Burns Middle School was introduced to

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Elaborwrite three years ago and went from a 4.5 then to a fantastic 5.1 this year. They have constantly made certain that all their Language Arts teachers have had the ElaborWrite training. Eisenhower went from a 4....1 to 4.8. Pierce went from a 3.8 to a 4.3 and Progress Village went from a 4.1 to a 4.5. They used the workbooks this year.

Teacher comments:

"I must tell you how proud we are of our students and their writing scores. I can't tell you how many of them said it was Elaborwrite. Towards the end, they "hated" the workbook. Ironically, they had to pay tribute. I told my principal that they, the books, will be on the flex list for next year and I definitely wanted to reorder."

".....all my eighth-grade ELL students passed the FCAT Writing Test except a girl that came late... Some even got a 5.0 and I attribute it to your Elaborwrite program. I was extremely proud of them when I saw their scores.... I thought it was only fair to let you know the difference that your program has made in their lives and mine. I will be eternally grateful and I know they are too."

Professional Development Aligned with this Objective:

- Write Traits offered by district or through consultant.
- The vertical planning day will be organized and coordinated by the language arts department chairperson and the technology coordinator.
- ElaborWrite workshop
- Learning Focused workshops

Evaluating the Quality of the Training as Reported by Participants:

Participants will provide feedback and evaluate the quality of the professional development activities by completing the District HRD Professional Development Activities Evaluation Form (HRD Form 005) at the completion of program activities. In addition, the principal and assistant principal will interact with participants to gather perceptions as to the quality and relevance of the professional development during planning, interim and summary conversations concerning the Individual Professional Growth Plan (IPGP).

Monitoring Integrity of Implementation:

Members of the school leadership team will monitor the integrity of this professional development initiative. Documentation of successful participation by staff in professional development activities related to this content will be tracked using district HRD Sign-in Sheets and Individual Professional Growth Plan (IPGP) processes and completion of related conversations that occur between teachers and school leaders. Specific objectives for the activities will be identified and participants will be assessed in relation to those objectives by applying the following strategies: Product Development (Reflection Page) and Observed Application. Participant feedback will be analyzed to ensure relevance and coherence of the professional development content and to ensure that applied learning strategies are appropriate to the intended goal. Knowledge of human learning and change will be applied and will include modeling of effective teaching practices as well as practice and feedback. Activities will be delivered through a variety of technologies that support individual and group learning. Participant records of successful completion will be maintained and In-service Credit will be reported to HRD in accordance with district and state requirements.

Supporting Implementation Through Follow-Up and Resources:

Successful acquisition of the professional development content and implementation of the related knowledge, skills and mental models will be documented using the following strategies: Lesson Plan Analysis and Project Completion. In addition, the professional development facilitator or other support staff will provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the

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knowledge and skill in the classroom. The participants and school administrators will conduct an evaluation as a part of IPGP processes that documents the professional development was implemented as planned and the faculty member applied the newly learned knowledge and skills in the classroom.

Evaluating the Impact on Student Achievement:

Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of FCAT Data.

Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

Technology		
Description of Resources	Funding Source	Available Amount
2 SmartBoards	Magazine funds	\$1,139 each (\$2278)

Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes for 5 language arts teachers to attend vertical planning	Lottery funds	\$ 500.00
Substitutes for 4 days of writing analysis for 8 th grade teachers	Lottery funds	\$ 400.00
Write Traits registration fee for K. Stedem (6 th gr teacher)	Title II funds	\$ 295.00
Substitute for 1 language arts teacher to attend the Write Traits 2-day training session at \$100 each day	Title II funds	\$ 200.00
<i>ElaborWrite</i> workshop registration & follow-up materials	Title II funds	\$200.00

Other		
Description of Resources	Funding Source	Available Amount

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Materials &/or workshops related to teaching writing	Operating	\$100.00	
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SCHOOL IMPROVEMENT PLAN
Science

Needs Assessment: Our most recent scores indicate that our 8th grade students need additional instruction in Earth and Space (64%).

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) 2008															
SUNSHINE STATE STANDARDS															
State Report of District Results															
Grade 08															
SCIENCE															
Grade	District number	District Name	Number of Students	Mean Scale Score (100-500)	Total Test Scores					Percent in Achievement Levels 3 and Above	Mean Points Earned				
					% in each Achievement Level						By Content Area				
					1	2	3	4	5						
Number of Points Possible										13	11	13	14		
08	00	STATE TOTALS	184,828	305	27	33	31	7	2	40	8	5	8	8	
08	53	POLK	6,268	289	36	32	25	5	1	32	7	5	7	7	
08	43	LAW CHIL MD AC	188	353	7	20	44	23	6	73	10	7	10	10	

Objective:

By Spring of 2009, 90% of Eighth grade students will be at Achievement Level three or above in Science as evidenced by the School Grade report.

Strategies:

Apply to all students:

- (1) Integrate the use of Prentice Hall online textbook and United Streaming to supplement Integrated-lab curriculum. (AYP Subgroup: All integrated lab teachers; Timeline: Throughout the school year; Resources: none)
- (2) Enhance instruction in science and I-lab classrooms by providing more powerful presentation tools for teachers and students. (AYP Subgroup: All; Persons responsible: all science and integrated lab teachers; Timeline: Throughout the school year; Resources: InspireData, Nature of Science Textbooks)
- (3) Encourage reading in science classes and I-lab by providing motivational and high interest reading materials addressing a wide range of topics and interests as part of classroom libraries (AYP Subgroup: All; Persons responsible: all science teachers; Timeline: Throughout the school year; Resources: Science Odyssey magazine)
- (4) Use the Kaplan vocabulary list to review and reinforce FCAT vocabulary (AYP subgroup: All; Persons responsible: all science teachers; Timeline: Throughout the school year; Resources: 1 Classroom set of *Sciencesaurus*)

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(5) Eighth grade I-lab teachers will focus on technology education and identify students to represent LCMA at the TSA conference (AYP subgroup: All; Person's responsible: Dawn Stancil and Debbie Viertel; Timeline: Throughout the school year; Resources: funding for lab materials, equipment, and TSA conference)

Relate to differentiated instruction:

(6) Use the Kaplan Achievement Planner data and lessons to provide differentiated instruction. (AYP Subgroup: African-American and economically disadvantaged; Persons responsible: 8th Grade science teachers; Timeline: Throughout the school year; Resources: None)

(7) Provide differentiated instruction by team teaching and clustering gifted students in selected science classes to develop student Science Fair projects (AYP Subgroup: All; Persons responsible: Gifted Dept. and Science Teachers; Timeline: First Semester prior to Science Fair; Resources: funding for lab materials).

(8) Collaborate with business partner (Wheelabrator Technologies) on local environmental issue to promote student's decision-making and active community involvement through participation in annual Environmental Symposium (AYP subgroup: Debbie Viertel's Elective Environmental Symposium class; Persons responsible: Debbie Viertel; Timeline: Throughout the school year; Resources: Smartboard, ceiling mounted video projector).

(9) Increase the use of technology tools/Probeware in science classrooms and I-lab classroom to enhance electronic portfolios (AYP subgroup: All; Person's responsible: Science teachers, I-lab teachers, Jim Winegar and Susan Leroy; Timeline: Throughout the school year; Resources: Probeware, InspireData)

(10) Provide an elective class for students to create electronic podcasts and for students to become podcast mentors (AYP subgroup: All; Person's responsible: Teresa Urban and Susan MacDonald; Timeline: Throughout the school year; Resources: None)

Provide immediate interventions for students you have identified as struggling:

(11) Grade level teachers switch between classes to share and review grade level specific FCAT information/knowledge with 8th grade students. (AYP Subgroup: All 8th Grade; Persons responsible: all science and integrated lab teachers, and Jim Winegar; Timeline: Week before the FCAT exams; Resources

(12) Implement Learning Focused strategies across the curriculum. (AYP subgroup: All; Persons responsible: Sharon Neuman (Principal) and Leon Williams (School-based LFS Coach), County subject specific senior coordinators; Strategic Plan Goal #3 , Obj.2 ; Timeline: Throughout the school year; Resources: none)

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

(13) Provide time each school year for science teachers and integrated lab teachers to develop science-related curriculum, articulate/share best practices and develop a progression plan throughout the grade levels. (AYP Subgroup: all; Persons responsible: all science and integrated lab teachers, and Jim Winegar; Timeline: First semester; Resources: funding for teacher substitutes for one day)

(14) Provide time each school year for eighth grade integrated lab teachers to develop curriculum and coordinate plans for Technology Student Association (AYP subgroup: All; Person's responsible: Dawn Stancil and Debbie Viertel; Timeline: Throughout the school year; Resources: funding for teacher substitutes for one day)

Evaluation:

SIP Contact person will compile all evaluation data. Each strategy will be evaluated regarding its effectiveness by the faculty throughout the school year in meetings led by the principal.

(1) Teacher observations as documented in lesson plans.

(2) Teacher assessments and observations as documented in lesson plans.

(3) Curriculum Overview – long range plans to incorporate reading strategies for each science class at each grade level as documented in lesson plans/Vertical Planning Day Agenda

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- (4) Incorporate research based testing to create curriculum in the classroom as documented in lesson plans.
- (5) Teacher observations as documented in lesson plans.
- (6) Kaplan Data and documentation in lesson plans.
- (7) Teacher observations and lesson plans, portfolio for science fair projects.
- (8) Lesson plans
- (9) Purchase order and lesson plans
- (10) Purchase order
- (11) Lesson plans
- (12) Lesson plans
- (13) Meeting agenda and documented lesson plans resulting from consultation
- (14) Meeting agenda documenting vertical planning

Evidence-Based Program:

Prentice Hall - According to Pearson Education, “Prentice Hall Science programs are based on research that describes how students learn science well and provides classroom-based evidence to validate program effectiveness. The three phases of research described below are integrated into the development of Prentice Hall Science programs. The goal of establishing such rigorous research methods is to ensure that the program developed enables all students to learn the science skills and concepts they need for academic success and for everyday life.” These phases are Exploratory Needs Assessment, Formative Prototype Development and Field Testing, and Summative, Validation Research.

(http://www.phschool.com/Research/science/research_overview.html)

Probeware--Results from the most recent NAEP Science Assessment show that students who used Probeware and computers to collect and analyze data scored significantly higher on the NAEP science scale than those who reported never doing so. And the more frequently students used the technology, the higher they scored. The National Assessment of Educational Progress (NAEP), often called the “Nations Report Card” is a nationally representative assessment of what students know and what they can do in various subject areas. The tests are administered to 4th, 8th, and 12th grade students. Their data showed statistically significant differences in achievement between students with no use of Probeware and those who used it less than once a month and between the second group and those who used it more frequently. Those who used Probeware to analyze data had the highest scores. (www.pasco.com/products/probeware/whyprobeware/NAEP2000/home.html)

Professional Development Aligned with this Objective:

- Training for all science and integrated lab teachers on probeware, technology integration, and curriculum maps will be held on their science and integrated vertical planning days.
- Learning Focused workshops

Introduction:

The professional development intervention will focus on: subject specific vertical planning to include instruction on probeware, technology integration and curriculum maps. This professional development content was selected based on our staff’s learning needs to continue and enrich our curriculum alignment across the grade levels. The rationale for including this professional development initiative in the School Improvement Plan is based on departmental alignment issues. The Activity will occur on a designated vertical planning day and will apply the following delivery mechanism: Peer Group Learning Community Process. Professional development activity instructional methods applied will include the following: small-group activities and lecturette.

Evaluating the Quality of the Training as Reported by Participants:

Participants will provide feedback and evaluate the quality of the professional development activities by completing the District HRD Professional Development Activities Evaluation Form (HRD Form 005) at the completion of program activities. In addition, the principal and assistant principal will interact with participants to gather perceptions as to the quality and relevance of the professional development during planning, interim and summary conversations concerning the Individual Professional Growth Plan (IPGP).

Monitoring Integrity of Implementation:

Members of the school leadership team will monitor the integrity of this professional development initiative. Documentation of successful participation by staff in professional development activities related to this content will be tracked using district HRD Sign-in Sheets and Individual Professional Growth Plan (IPGP) processes and completion of related conversations that occur between teachers and school leaders. Specific objectives for the activities will be identified and participants will be assessed in relation to those objectives by applying the following strategies: Product Development (such as a reflection page) and Observed Application. Participant feedback will be analyzed to ensure relevance and coherence of the professional development content and to ensure that applied learning strategies are appropriate to the intended goal. Knowledge of human learning and change will be applied and will include modeling of effective teaching practices as well as practice and feedback. Activities will be delivered through a variety of technologies that support individual and group learning. Participant records of successful completion will be maintained and In-service Credit will be reported to HRD in accordance with district and state requirements.

Supporting Implementation Through Follow-Up and Resources:

Successful acquisition of the professional development content and implementation of the related knowledge, skills and mental models will be documented using the following strategy: Lesson Plan Analysis. In addition, the professional development facilitator or other support staff will provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skill in the classroom. The participants and school administrators will conduct an evaluation as a part of IPGP processes that documents the professional development was implemented as planned and the faculty member applied the newly learned knowledge and skills in the classroom.

Evaluating the Impact on Student Achievement:

Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of FCAT Data.

Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials for hands-on labs - Consumables	Operating	\$ 1,000.00

Technology		
Description of Resources	Funding Source	Available Amount
Smartboard	Magazine Money	\$ 1,139.00
LCD projector		\$ 1,000.00
4 Airliners		\$ 1,340.00

LAWTON CHILES MIDDLE ACADEMY – 2008-2009

Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes for 12 science teachers to attend vertical planning	Lottery	\$ 1,200.00
Substitutes for TSA	Lottery	\$ 200.00

Other		
Description of Resources	Funding Source	Available Amount
<i>Science Odyssey</i> magazine	Lottery	\$ 250.00

Non-Highly Qualified Instructors

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

All teachers are highly qualified.

SCHOOL IMPROVEMENT PLAN
SAC Members

Yes No 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? Measures Being Taken to Comply with SAC Requirement (complete only if your school is out of compliance).

Member's Name	Position	Member's Signature
1. Doug Ray	Chair	_____
2. Sharon Neuman	Principal	_____
3. Michael Sears	Vice Principal	_____
4. Susie Kallan	Teacher	_____
5. Jim Winegar	Teacher	_____
6. Trevor Thomas	Teacher	_____
7. Teresa Urban	Teacher	_____
8. Georgia Hoult	Support Staff	_____
9. Stephen Baggett	Parent	_____
10. Rosaland Henderson	Parent	_____
11. Renee Bucker	Parent	_____
12. Verise Johnson	Parent	_____
13. Rufus Morse	Parent	_____
14. Dr. Laverne Mensah	Parent	_____
15. Silvia Falcon	Parent	_____
16. Anu Saxena	Parent	_____
17. Mindi Orcasitas	Parent	_____
18. Eileen Davidson	Business Partner	_____

School Advisory Council

Describe the activities of the School Advisory Council.

The purpose of the Council is to assist in the preparation, implementation, and evaluation of the Lawton Chiles Middle Academy School Improvement Plan and to monitor and improve the allocation and disbursement of school budgets. The Council, made up of 18-24 members serving two year terms, provides a vehicle to make recommendations to and assist the school administration in all areas of school improvement. The members are elected as described in the Lawton Chiles Middle Academy SAC bylaws:

The School Advisory Council of Lawton Chiles Middle Academy is nominated in the following manner:

1. **Parents** - All parents have the opportunity to have their name run for the council by filling out the S.A.C. form that is part of the registration process in August of each year. These names are then put into minority and other slots. We have one minority and one other S.A.C. position for each grade level. We also have one Hispanic (Bilingual) position and one Asian/Other position school-wide. The parents that attended the Open House/PTSA fall meeting of the school year vote for these positions. We require that the parent volunteering be present at the meeting where the ballots are cast. If the parent does not show up, the name is withdrawn from the vote.
2. **Teachers** - We ask that each subject area group nominate one teacher to serve on the S.A.C.
3. **Support personnel** - The support personnel representative is nominated by his/her peers.
4. **Community members** - The community members are invited by the school principal.
5. **Students** - The Student Council president and the Honor Society president serve on the S.A.C. and are nominated by their peers in the fall term of each school year.

**SCHOOL IMPROVEMENT PLAN
Final Budget – (Two copies in two different forms for school use)**

Subject Area	Item(s)	Amount requested	Funding source
School-wide	IGNITE - Book study	\$990.00	HRD
Sub Total - HRD		\$990.00	HRD
Reading	vertical planning - 2 subs	\$200.00	Lottery
Reading	Laser printer and supplies	\$650.00	Lottery
Reading	Parent conference subs	\$400.00	Lottery
Lang. Arts-Writing	Student conference subs	\$400.00	Lottery
Science	Vertical planning - 12 subs	\$1,200.00	Lottery
Science	Science Odyssey magazine	\$250.00	Lottery
Science	TSA vertical planning day subs	\$200.00	Lottery
Sub-Total-Lottery		\$3,300.00	Lottery
Reading	2 CPS systems	\$2,398.00	Magazine
Math	Class set of graphing calculators	\$2,600.00	Magazine
Lang.Arts-Writing	Smartboards	\$2,600.00	Magazine
Science	Smartboards	\$1,139.00	Magazine
Science	LCD projector and installation	\$1,000.00	Magazine
Science	Airliners - 4	\$1,340.00	Magazine
Subtotal-Magazine		\$11,077.00	Magazine
Social Studies	Geography Alive Kits	\$1,700.00	Oper
Reading	We Beat the Streets novel	\$250.00	Oper
Reading	Read 180 poster and replacement pieces	\$250.00	Oper
Lang.Arts-Writing	Writing materials	\$100.00	Oper
Science	Lab materials	\$1,000.00	Oper
Subtotal-Oper		\$3,300.00	Oper
Reading	Laser Printer and Supplies	\$270.00	Technology
School-wide	FETC registration	\$1,200.00	Technology
School-wide	FETC subs/travel	\$1,391.00	Technology
Math	Smartboards	\$1,139.00	Technology
Subtotal-Technology		\$4,000.00	Technology
Language Arts	vertical planning - 5 subs	\$500.00	Title II
Social Studies	vertical planning - 5 subs	\$500.00	Title II
Math	Vertical planning subs	\$500.00	Title II
Lang.Arts-Writing	Vertical planning - 5 subs	\$500.00	Title II
Lang.Arts-Writing	ElaborWrites	\$200.00	Title II
Lang.Arts-Writing	Write Traits registration, materials	\$295.00	Title II
Lang.Arts-Writing	Write Traits sub	\$200.00	Title II
Subtotal-Title II		\$2,695.00	Title II

\$52,724.00

LAWTON CHILES MIDDLE ACADEMY – 2008-2009

Budget:

Evidence-Based Program(s)/Material(s)	Description of Resources	Funding Source	Available Amount	
<i>Read 180 poster and replacement Pieces</i>		Operating	\$ 250.00	
45 copies of <u>Research Based Strategies to Ignite Student Learning</u> by Judy Willis (\$22 each);		Requested through the office of Bill Strouse,	\$ 990.00	
<i>2 Geography Alive Kits "Regions & People"</i>		Operating	\$ 1,700 .00 (\$850 each - SS teachers)	
Materials for hands-on labs - Consumables		Operating	\$ 1,000.00	
	Technology			
Description of Resources		Funding Source	Available Amount	
2 Senteo Student Response Systems with Receivers, 24 Remotes and Software CD		Magazine	\$ 2,398.00	

Technology			
Description of Resources	Funding Source	Available Amount	
Technology Training (3-day training in summer)	Grant Monies (Jim Winegar)		
Smartboard (Cooper)	Technology funds	\$ 1,139.00	
TI-84 Plus graphing calculators (1 class set of 24) D & H Distributing Company	Magazine funds	\$ 2,600.00	
1 Airliner - L.A.	Technology funds	\$335	
2 SmartBoards - L.A.	Magazine funds	\$1,139 each	

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Laser printer and supplies - Reading	Lottery funds	\$ 650.00
Smartboard - Science LCD projector - Science 4 Airliners - Science	Magazine funds	\$ 1,139.00 \$ 957.90 \$ 1,340.00
TSA Vertical Planning Day	Lottery funds	\$ 200.00

Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes for 5 language arts teachers to attend vertical planning	Title II funds	\$ 500.00
Substitutes for 5 social studies teachers to attend vertical planning	Title II funds	\$ 500.00
Substitutes for 2 reading teachers to attend vertical planning	Lottery funds	\$ 200.00
FETC Registration/subs/travel	Technology funds	\$ 2,600.00
Substitutes for 5 math teachers to attend vertical planning	Title II funds	\$ 500.00
Substitutes for 5 language arts teachers to attend vertical planning	Title II funds	\$ 500.00
Substitutes for 4 days of writing analysis for 8 th grade teachers	Lottery funds	\$ 400.00
Write Traits registration fee for K. Stedem (6 th gr teacher)	Title II funds	\$ 295.00
Substitute for 1 language arts teacher to attend the Write Traits 2-day training session at \$100 each day	Title II funds	\$ 200.00
<i>ElaborWrite</i> workshop registration & follow-up materials	Title II funds	\$ 200.00
Substitutes for 12 science/integrated lab teachers to attend vertical planning	Lottery funds	\$ 500.00

Other

LAWTON CHILES MIDDLE ACADEMY – 2008-2009

Description of Resources	Funding Source	Available Amount
Substitutes for two days for 2 reading teachers during parent conferences	Lottery funds	\$ 400.00
Class set of <i>We Beat the Streets</i>	Operating funds	\$ 250.00
Materials &/or workshops related to teaching writing	Operating funds	\$ 100.00
<i>Science Odyssey</i> magazine	Operating funds	\$ 250.00

**SCHOOL IMPROVEMENT PLAN
Implementation Evaluation**

Implementation Evaluation:

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

We will know that we have successfully implemented our School Improvement Plan by demonstrating the following:

- At our regularly scheduled School Advisory Council meetings (8 per year), we will address our data and our school improvement plan and where we are with it at that time of the year. Various teachers/speakers will present to and discuss various goals with the S.A.C. members.
- Subject area chairs will meet periodically with their subject area teachers to monitor and evaluate the effectiveness and implementation of the goal(s) and strategies planned.
- During the 2009 Spring S.A.C. meetings, we will evaluate all goals and strategies with our S.A.C. and our teachers. Decisions will be made to continue a strategy, complete a strategy, or revise a strategy, after looking at student outcomes related to these specific goals and strategies.
- Administrators will do regularly scheduled walkthroughs as documented in our shared Walkthrough binder.