

Brevard County Public Schools School Improvement Plan 2010-2011

Name of School

Clearlake Middle

Area

Central

Principal

Catherine Halbuer

Area Superintendent

Sandra Demmon

SAC Chairperson

Rochelle Spivey

Superintendent

Dr. Brian Binggeli

VISION

The Clearlake Team provides an emotionally and physically safe learning environment where diversity is celebrated, where knowledge is actively constructed and experienced through world-based applications, and where students maximize opportunities to be personally successful as they envision a more peaceful world through their contributions.

MISSION

CMS faculty and staff are committed to:
Fueling learning with support and collaboration,
Igniting rigorous and relevant learning and,
Launching Life-long learners.

Brevard County Public Schools School Improvement Plan 2010-2011

SECTION I

School Wide Improvement Model

Describe the evidence based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Last year Clearlake began has using Marzano's approach to classroom instruction by focusing on three of Marzano's nine strategies. This year Clearlake will be using those strategies as we begin to use data from common assessments to evaluate student learning throughout the year. Through the analysis of data from form the common assessments adjustments can be made to the curriculum to align to the needs of the students. By restructuring our Professional Learning Communitites(PLC)by department instead of one of the three Marzano's instructional strands we will be able to have PLC's whose members bring a variety of knowledge and expertise to the PLC. This will enable members to share best practices and assist each other in the delivery of instruction to meet the students needs.

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

The Academic Support Program will target students that make up the lowest 30% of achievement scores in both Reading and Math.

FCAT Prep Sessions will be offered after school in Reading, Math, and Science. Preferential seating will be offered to students from the lowest 30%. Each prep session will focus on a specific benchmark, strand, and/or big idea. Science sessions will also include hands-on inquiry labs. Teachers will provide the instruction in their individual subject areas. Materials for the help sessions and labs will be purchased out of the Academic Support Budget.

Prior to administration of the FCAT a FCAT Preperation Camp will be available to students, again with preferential reservations going to students in the lowest 30%. FCAT Camp for students as a Saturday activity oriented toward building confidence and offering test taking strategies for students to maximize their potential on the FCAT. The camp is scheduled for the Saturday preceding the FCAT. More than 100 students participated in the camp last year with 10 teachers and 3 administrators. There is a culminating celebration with students, teachers, and parents at the end of the camp.

Students who are in danger of failing academic subjects during the school year are enrolled in

the "No Zero Zone" to complete coursework to prevent retention. Last year we increased the use of the "No Zero Zone" by more than 50%.

To guide instruction in each of the subject areas, students will take subject area exams and results will be delivered to teachers that include a detailed item analysis. Teachers will develop high yield strategies to address demonstrated areas of weakness.

Clearlake addresses the needs of its students through many opportunities for enrichment and remediation of academic needs. During the school year, tutoring sessions are offered in the Student Success Station to assist students with FCAT material and/or homework help.

Guidance conducts a thorough evaluation of student schedule and course selection to determine if any student demonstrates the potential for accelerated courses. Guidance contacts parents and students to discuss moving into accelerated courses as becomes agreed.

A variety of enrichment opportunities are available to all students including: multiple intramural sports, Environmental Club, Future Problem Solvers, Odyssey of the Mind, Lego League Robotics, Future Educators of America, National Junior Honor Society, Spanish Club, Student Government, Students Working Against Tobacco, Friends of Rachel, and Yearbook Club.

In order to assess Clearlake's effectiveness at successfully implementing academic and co curricular programs, a survey was given to parents. The survey included likert-scale items with 5 being the highest (excellent rating) and 1 being the lowest (needs improvement). Results show that 78% of Clearlake parents rated "Reading is taught effectively" as a 5 with another 14% rating it a 4. 67% rated "Math is taught effectively" with a 5 with 12% rating a 4. 80% of parents surveyed rated "Writing is taught effectively" a 5. "Science is taught effectively" was 84% rating a 5 followed by 10% rating a 4. 69% of parents responded that "Clearlake provides a safe and secure learning environment" with a 5 with another 20% rating a 4.

Reading Intervention Plan & Literacy Leadership Team (LLT)

“All components of the K-12 Reading Plan and statutory requirements for reading intervention will be followed. These components and approved instructional and intervention materials can be found at

https://app1.fldoe.org/Reading_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx”

Brevard County Public Schools School Improvement Plan 2010-2011

SECTION II

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification (s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, Lowest 25%), and AYP information along with the associated school year)
Reading	Tiffany Harvey	MA-Reading Education BA-English ESOL Certified	2	2	2009-2010 Clearlake MS School Grade-A AYP-59% Lowest 25%-

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Administrator: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Guidance Service Professional: Provides information about instruction by participating in the process of student data collection, delivering Tier 1 instruction, and collaborating with other faculty to implement Tier 2/3 interventions.

Literacy Coach: Identifies and analyzes existing literature on scientifically-based curriculum-based assessments and evidence-based intervention approaches; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

RtI Coach – Provides guidance on the RtI process regarding Tier I differentiated instruction practices, problem-solving methodology, data collection and analysis, proper use of interventions/assessments, and identification of students for Tier II and III services.

Guidance Counselor – Provides input regarding specific information about individual students.

Additional Members: The Principal may designate other members (particularly ESE and other faculty and parent representatives) as the need arises.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The School Based RtI Leadership will meet once per month to focus on school wide data. Their function is to use the Problem Solving/Response to Intervention to assess all tiers of service beginning with Tier 1-Core Instruction. They will assess resources available and necessary to implement Interventions to repair skill deficiencies including planning schedules, resource mapping, monitoring and evaluating school wide data and group intervention data.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem Solving process is used in developing and implementing the SIP?

Tasks:

- 1 - Oversee the implementation of PS/RtI.
- 2 - Establish procedures and guidelines related to meeting schedules for Grade-Level Teams and the Individual Problem Solving Team.
- 3 - Determine intervention/assessment/on-going monitoring processes regarding staffing, meeting space, and frequency
- 4 - To serve as “check and balance” for Grade-Level Teams relating to continuation of intervention/assessment implementation and tier services placement

Meeting Frequency 2010-2011:

August – September 2010: twice monthly to begin Task 1 and complete Tasks 2 and 3

October – December 2010: twice monthly to complete Task 1 begin Tasks 4

January – May 2011: once monthly to continue Tasks 4 and begin Year 2 implementation planning

RtI Implementation

Describe the data sources(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The district-provided A3 software package (including PMP, Vision, and RtI sections) will be used to manage data collection and analysis, progress monitoring, and intervention/assessment management.

Baseline data: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR)

Progress Monitoring: Curriculum Based Measurement (CBM), FCAT Simulation

On-going progress monitoring tools via Read 180, Voyager and Language programs.

Midyear: Florida Assessments for Instruction in Reading (FAIR)

End of year: FAIR, FCAT

Describe the plan to train staff on RtI.

The Clearlake faculty received a basic orientation to RtI in 2009-10. This year, the RtI Coach will meet consistently through out the year with Departments to collect and analyze data for continuous school improvement and matching student needs to target skill interventions necessary for student learning and achievement.

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Clearlake Middle School will continue to foster collaboration through professional learning communities (PLC) to improve instructional practices and student achievement.

- Reading Math Writing Science Parental Involvement Drop-Out Programs
- Language Arts Social Studies Arts/PE Other

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous

improvement.

- 3. Maintain effective school/community communication and partnerships.

RATIONALE

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

When compared to the district, both our AVID students and IB/MYP students scored higher than the district's mean scale score in FCAT science, math, reading and writing. Over the past several years Clearlake Middle School has noticed gains in the mean scale score on the Florida Comprehensive assessment Test (FCAT) for both reading and mathematics with the exception of 2008. Clearlake has also noticed a consistent increase in the amount of level fours and fives in 7th grade reading. However, we have also noticed a consistent decrease in the amount of fours and level fives in 8th grades reading and our reading score was lower than it has been the past five years. While our writing scores have remained consistent from last year they have seen consistent improvement over the past several years. According to the data the majority of students who dropped an achievement level were "borderline" students; students who were in the lower quartile of the achievement level. This year the writing tests were only graded by one reader which has eliminated the the half a point many essays received if the two graders differed.

A more thorough analysis of the data tells that our strengths are in the strands:

7th grade reading - words and phrases, comparisons, cause and effect

reference and research

7th grade math - measurement, data analysis and probability

8th grade reading - words phrases in context

8th grade math - algebraic thinking

8th grade science - scientific thinking

The strands that we need to provide more focus on are:

7th grade reading - main idea and purpose

7th grade math - number sense, concepts and operations, geometry and

spatial sense, algebraic thinking

8th grade reading - main idea and purpose, comparisons, cause and

effect, reference and research

8th grade science - earth and space sciences, life and environmental

sciences

An examination of subgroup data revealed that Clearlake's white students and students with disabilities failed to make adequate yearly progress (AYP) in reading and math. Economically disadvantaged students failed to make AYP in reading. Our black students met AYP in both reading and math.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Evidence indicates that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. Learning is driven by what teachers and pupils do in classrooms. Teachers have to manage complicated and demanding situations, channeling the personal, emotional, and social pressures of a group of 22 youngsters in order to help them learn immediately and become better learners in the future. Standards can be raised only if teachers can tackle this task more effectively (Black & Wiliam, 1998).

Teaching and learning must be interactive. Teachers need to know about their pupils' progress and difficulties with learning so that they can adapt their own work to meet pupils' needs - needs that are often unpredictable and that vary from one pupil to another. Teachers can find out what they need to know in a variety of ways, including observation and discussion in the classroom and the reading of pupils' written work (Black & Wiliam, 1998).

Two appropriate goals of our PLC's include: 1) ensure students have access to the same knowledge, skills, and dispositions regardless of the teacher to whom they are assigned and 2) to specify certain benchmark dates when the team will administer assessments to identify students who may be experiencing difficulty or areas of the curriculum needing attention (DuFour, 2007).

Teachers are reminded that common assessments need not be additional assessments. They should replace some of the individual assessments that teachers have traditionally given. Doug Reeves contends that American students are over-tested and under-assessed. Teachers in PLCs do not test more often, but they do use assessments that are far more powerful (DuFour, 2007).

There are three research based instructional practices that Clearlake teachers have focused on: identifying similarities and differences; setting objectives and providing feedback; and cues, questions and advanced organizers. These practices were presented and discussed in PLC's with Robert Marzano's text: "A Handbook for Classroom Instruction that Works."

Identifying similarities and differences was selected because cognitive research shows that educational programs should challenge students to link, connect, and integrate ideas (Bransford, Brown, & Cocking, 1999). Results of employing these strategies can help to boost student achievement from 31 to 46 percentile points (Stone, 1983; Stahl & Fairbanks, 1986; Ross, 1988). Students benefit by having similarities and differences pointed out by the teacher in an explicit manner. This can include rich discussion and inquiry, but allows students to focus on the relationship or bridge to the new ideas (Chen, Yanowitz & Daehler, 1996; Gholson,

Smither, Buhrman, & Duncan, 1997; Newby, Ertmer, & Stepich, 1995; Solomon, 1995). Students also benefit by being asked to construct their own strategies for comparing similarities and differences (Chen, 1996; Flick, 1992; Mason, 1994, 1995; Mason & Sorzio, 1996).

Setting objectives and providing feedback were selected because research indicates that instructional goals should not be too specific. When goals are too narrowly focused they can limit learning (Fraser, 1987; Walberg, 1999). Also, if students are encouraged to personalize the teacher's goals, then learning increases. Student ownership enhances learning focus. Studies show the benefits of students setting sub-goals derived from the larger teacher-defined goals (Bandura & Schunk, 1981; Morgan, 1985). Some studies indicate that student learning "contracts" are effective in developing student ownership and completion of goals. A contract would be an agreement between student and teacher for a grade the students will receive if they meet established criteria (Kahle & Kelly, 1994; Miller & Kelley, 1994; Vollmer, 1995).

Key research on cues, questions, and advanced organizers found that learning increases when teachers focus their questions on content that is most important, not what they think will be most interesting to students (Alexander, Kulikowich, & Schulze, 1994; Risner, Nicholson, & Webb, 1994). Also, higher-level questions that ask students to analyze information result in more learning than simply asking students to recall information (Redfield & Rousseau, 1981). Advance organizers, including graphic ones, help students learn new concepts and vocabulary (Stone, 1983). Presenting information graphically as well as symbolically in an advance organizer reinforces vocabulary learning and supports reading skills (Brookbank Grover, Kullberg, & Strawser, 1999; Moore & Readence 1984). Students will also learn more when they are presented information in several modes (Paivio, 1986).

According to psychologists a student learns only when a task is a little too hard for that student. When a student can do work with little effort, and virtually independently, that student is not learning, but rather rehearsing the known. When a student finds a task beyond his or her reach, frustration, not learning, is the result. Only when a task is a bit beyond the student's comfort level, and the student finds a support system to bridge the gap, does learning occur. This optimum degree of difficulty for learning is referred to as a student's zone of proximal development. It is unlikely that a teacher will be consistently able to develop one-size-fits-all learning experiences in today's diverse classroom settings that are in the zones of proximal development of all students in a particular class (Tomlinson, 2000).

According to C.T. Tomlinson, "Brain research suggests that when tasks are too hard for a learner, the brain "downshifts" to the limbic area of the brain that does not "think," but rather is designed to protect an individual from harm. Also, when tasks are too easy for learners, those learners do not show thoughtful brain activity, but rather display patterns that look more like the early stages of sleep. Only when tasks are moderately challenging for an individual does the brain "think" in a way that prompts learning. Once again, teachers will find it difficult to consistently find single tasks that are moderately challenging for all learners in a class that includes a range of readiness and experiential levels (Tomlinson, 2000)."

Student motivation and task persistence increase when students can work with topics that are of personal interest according to Tomlinson (2000). Modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence. Encouraging students to link required learning to that which is personally interesting to them seems an important modification for teachers in most classrooms.

Analysis of Current Practice:

(How do we currently conduct business?)

Academic teams by grade-level, met every two weeks during common team planning times, for collaborative planning and to discuss student concerns. Last year Clearlake established Professional Learning Communities (PLC) that focused on three of Marzano's Instructional Strategies. The PLC's were group by teacher interest. All of the PLC's were able to successfully complete two of the strategies that were identified by the PLC. This year the PLC's are being restructured by department so that they can focus on common assessments. The PLC's will meet a minimum of once monthly to develop semester common assessments. The PLC's will be analyzing results from the district benchmark assessments and semester exams so that they can work to improve identified areas of weaknesses in curriculum and student learning. Additionally, release time will be provided so that departmental teams can meet to share best practices. These collaborations will address student learning needs based on the results of the data obtained from the common assessments. This year we are establishing baseline data for our common semester assessments so that we can identify trends in future years.

Current practices are research based. Additionally, teachers are encouraged to visit other teacher's classrooms and provide feedback as well as opportunities to model effective, best practices. Video taping classroom instruction is another opportunity for teachers to review best practices as well as reflect on their own practice and develop self-improvement strategies.

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Clearlake Middle School will continue to foster collaboration through professional learning communities (PLC) to improve instructional practices and student achievement.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Create schedule of meetings for PLC's	Administration	August		Semester meeting schedules
Meet with school-based leadership team to guide focus of PLC's.	Principal	August		School training calendar
Restructure PLC's to be primarily department based.	Administration	August		PLC rosters and minutes
PLC's will analyze results from common assessments by strand or Big Ideas.	Administration	September - June		Item analysis PLC meeting minutes
Utilize district personell to provide expertise to the various subject area PLC's.	AP for curriculum Department Heads	August - May		School based training calendar
Create collaborative 21st Century classroom learning environments where students are engaged in authentic, interactive lessons, and project-based learning activities designed to promote and expand integration of STEM content to increase student achievement and prepare	District Personnel AP for Curriculum 7th grade STEM teachers	September - May		Inservice records Team and PLC meeting minutes Student projects Lesson plans

for computer-based assessments.				
Prepare teachers with the skills to integrate digital Science, Technology, Engineering and Mathematics-STEM content in the classroom.	District Personnel for STEM21 Grant 7th Grade STEM teachers	July - May		Inservice records
PLC's will conduct an item analysis of benchmark assessments to determine necessary adjustments in curriculum.	AP for Curriculum Teachers	September December		Item Analysis
PLC's will be trained in the Socratic Method to assist with higher level instructional delivery.	Administration District Resource Teacher	August-September		Faculty Mtg Agenda School training calendar
Advanced instructional strategies will be utilized to enhance PLCs. Instructional techniques/strategies are employed across the curriculum including Cornell notes, WIC-R, differentiation, interactive notebooks and more. These strategies can also be used as "Collaborative Strategies" for our ESE and ELL populations.	Math teachers English teachers Science teachers Soc. St. teachers Reading teachers	August-September		Academic team minutes Lesson Plans
The Intervention Team will hold after-school FCAT help sessions focused on data-prescribed reading strands in order to improve student achievement. This is being supported by ASP funds.	AP for Curriculum Intervention team	March-April		Session schedule Lesson activities registration logs
The Intervention team will hold FCAT Bootcamp Saturday focusing on effective reading & math strategies to improve student achievement. This is being supported by ASP funds.	AP for Curriculum Intervention team	March - April		Bootcamp Schedule Lesson activities Registration logs
Using ASP funds the Intervention team teachers will provide before school tutoring through Student Success Station to improve student achievement.	Literacy Coach Intervention Team	September - May		Time logs Student sign-in sheets

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 1

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other:
Level 4 & 5 From % in 2010 to % in 2011.

Math:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other:
Level 4 & 5 From % in 2010 to % in 2011.

Writing:

Total
Population: From % in 2010 to % in 2011.

Science:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.

ADDITIONAL OUTCOME INDICATORS:

Total Population and Subgroup data	Results from Benchmark tests in Math, Reading, Science and Writing as well as common assessments for Math, Language Arts, Science and Social Studies.
Writing	The percent of students scoring a 4.0 on the FCAT writing will increase from 67% to 71%.

PROGRESS MONITORING:

The Administration is visible in classrooms in	RtI data will be reviewed quarterly with Team
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an informal manner weekly. At least one member of the Administrative team attends team meetings to provide assistance and/or feed bac to enhance the learning process and/or environment. Effective teaching strategies are modeled by the Principal and Assistant Principal during bi-weekly faculty meetings. The Principal and Assistant Principal's attend departmental professional learning communities meetings where teachers share best-practices and collaborate on developing common assessments. Additionally, teachers complete data analysis sheets for last years students to reflect on the previous years instructional practices while planning for this year. This year teachers will also complete data analysis sheets for each period so they can tailor instruction to meet the unique needs of each period. The Principal meets with each teacher individually to reveiw the findings and provide any necessary assistance.

Leaders, Administration, and Guidance

Writing assessments will be administered quarterly to reflect a 4.0 target

Writing assessment data will be evaluated quarterly to monitor progress towards a 4.0 target

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 1

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
Data Analysis (including Desktop)	Thinking Maps
CRISS	OTHER
Integrating Math and Science	Technology for the Classroom
Using Technology in the Mathematics Classr...	Intervention Instruction
Instructional Model for Increasing Literacy S...	
Next Generation Sunshine State Standards f...	
Problem Solving	
ESOL	
Technology for the Classroom	
Effective Questioning in Mathematics	
AIMS-Solve It! Activities	
Classroom Management (including Cooperati...	
Reading Assessments	

If District Request Other, please enter:

If School Based Other, please enter:

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 1

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Salaries	Reading Coach	District Funded	\$40,573
Technology	STEM21 software STEM 21 Hardware Microscopes, clickers Video Conferencing system	Other Grants	\$39,579
Materials	Science Lab supplies	District Funded	\$756
Materials	classroom supplies calculators	Title I	\$12,000
Training	Staff development substitutes	Title I	\$5,300
Technology	Grade Cam hardware 21st Century technology support	Title I	\$5,477
Salaries	Student Success Station Writing	ASP	\$10,896
Materials	Textbooks	Textbook Funds	\$40,527
Materials	Reading materials	Other Grants	\$2,645
Materials	Writing logs	District Funded	\$4,067

	Student planners		
Materials	Classroom supplies	ASP	\$480
Salaries	On-line tutoring Curriculum development	Title I	\$15,173
Training	BEST training and other professional development	District Funded	\$400
Materials	Science research Lego Teams	Discretionary Dollars	\$700.0
		Total:	\$178,573

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 2

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Clearlake will increase parent involvement at the school as evidenced by the number of volunteers. Along with parent participation in school meetings and conferences.

Reading Math Writing Science Parental Involvement Drop-Out Programs

Language Social Arts/PE Other

Arts

Studies

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.

- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- 3. Maintain effective school/community communication and partnerships.

RATIONALE

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Currently Clearlake Middle School does not have a Parent Teacher Organization. By having a PTO, Clearlake would certainly benefit from the added support that the PTO could provide to staff and students. Additionally, Clearlake has historically been below the district average in the average number of volunteer hours per student. By bringing parents and community members into our school we will be able to promote strong relationships within the community while also providing additional support to the various stakeholders in our school. Through more involved parents our culture of academic excellence will continue to grow.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

According to the National Parent-Teachers Association (1999), when parents are involved, students: achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level; have higher grades and test scores, have better attendance, and complete homework more consistently; exhibit more positive attitudes as well as decreased alcohol use, violence, and antisocial behavior. Parental involvement early in the educational process results in more powerful effects. Benefits are not confined to the elementary years; there are significant gains at all ages and grade levels.

Additionally we recognize that different types of parent/family involvement produce different gains: When parents collaborate with the teacher, educators hold higher expectations of students and higher opinions of the parents; children from diverse cultural backgrounds tend to do better because parents and professionals are bridging the gap between the culture at home and the learning institution. When parents are involved in full partnerships (i.e., decision making), student achievement for disadvantaged children not only improves, it can reach levels that are standard for middle-class children; the children who are farthest behind make the greatest gains (Cotton & Wikelund, 1989).

Analysis of Current Practice:

(How do we currently conduct business?)

Clearlake worked to forge a partnership with several active community groups from the Cocoa area. During the summer a Clearlake hosted a luncheon and invited community leaders. The school partnered with the City of Cocoa and provided multiple mini grants, funded with a donation from Sam's Club, to local organizations that serve parents and students. Some of the organizations involved included faith based groups as well as the YMCA, Cocoa Little League, and Pop Warner groups.

Clearlake hosts a family night for parents early in the year. Tips for a successful school year and guidance for parents to best utilize EdLine are presented. Light refreshments are served and an exciting round of Middle School Bingo complete with door prizes is offered to encourage participation.

Clearlake was recognized by parents in our annual survey as a “very good school and environment for kids to learn. It’s a top school, family-friendly, awards are fun to go see. So are band, chorus, and basketball.”

Volunteering is strongly encouraged. In an annual survey that included likert-scale items with 5 being the highest (excellent rating) and 1 being the lowest (needs improvement) when responding to the statement “Clearlake provides a comfortable environment for volunteering” 58% of parents rated the school a 5 and 28% rated the school a 4.

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GOAL 2

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Clearlake will increase parent involvement at the school as evidenced by the number of volunteers. Along with parent participation in school meetings and conferences.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
CMS will provide computers at registration and during parent conferences to increase the number of parents with active Edline accounts.	Technology Specialist Media Specialist	August		Edline Parent activation accounts
Survey parents at registration to solicit volunteers.	Principal	August		Volunteer data base
Increase parental awareness through written and electronic communications, and synervoice to encourage parental involvement in student academics and activities	Principal Webmaster	August - May		Newsletters Synervoice logs School wepages
Clearlake will offer evening informational meetings to help parents support their students.	AVID coordinator IB coordinator Title 1 Coordinator Principal	August - May		Activity Calendar Parent sign in sheets
Clearlake will establish a Parent Teacher Organization	Principal	December		PTO recruitment flyers

to encourage active parent participation in the school.	Parent Leadership Team representative			membership roster
Encourage teachers to update Edline weekly to promote parental involvement regarding their child's progress	Principal AP for curriculum	August-May		Edline reports
STEM teachers will use the internet and other technologies to communicate with parents to increase involvement with the school.	Technology Specialist STEM teachers	October - May		Teacher parental communication logs
Parents will be informed about FCAT Focus/Explorer accessibility from home to promote parental involvement regarding their child's progress.	AP for curriculum Classroom teacher	August - May		FCAT Focus/Explorer reports School newsletters and webpages
Guidance will send invitations to parents to attend Individual Program of Study meetings for their child to encourage parental involvement in educational planning.	Guidance Counselors Guidance Service Professional	July- May		IPS meeting schedules
To Increase parent participation in return of Client Surveys parents are to be informed of the importance of the surveys. Beginning with the School team leaders a notice will be sent home via EdLine and on paper. Administration will send home a synervoice explaining the importance of the survey.	Administration	April- May		Client survey results

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 2

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other: From % in 2010 to % in 2011.

Math:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other: From % in 2010 to % in 2011.

Writing:

Total
Population: From % in 2010 to % in 2011.

Science:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.

ADDITIONAL OUTCOME INDICATORS:

Clearlake will increase the number of volunteer hours from 3267 hours to 3500 hours or more.

Clearlake will have formed a Parent Teacher Organization.

PROGRESS MONITORING:

VIPs program will be used to monitor the number of volunteer hours accumulated.

Quarterly printouts of VIPS data.

Attendance at school functions	Parent conference appointment schedules IPS appointment schedules Sign in sheets for evening activities VIPS reports PTO reports

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 2

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>

If District Request Other, please enter:

If School Based Other, please enter:

		Total:	\$5,160

