

Martin County School District

Indiantown Middle School



2015-16 School Improvement Plan

Indiantown Middle School

16303 SW FARM RD, Indiantown, FL 34956

ims.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	71%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Martin County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Teachers, parents and community members share in the responsibility of supporting and challenging students in their educational, civic and social endeavors to become self-directed, lifelong learners. Empowering all learners.

Provide the school's vision statement

All stakeholders immersed in collaboration to improve student outcomes.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The culture is embedded in the International Baccalaureate Program where the individual cultures of the students is celebrated and recognized through engaging lesson plan development. Instructional staff members keep families informed through Pinnacle, Web Page updates, student newsletters, conferences, emails, and phone calls.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Articulate, demonstrate, and teach the specific practices that reflect the application of the school's Positive Behavior and Supports Program (SOAR- Safe, Open-mindedness, Active Learning and Respect). Student and parent survey data results are used in decision making processes so that a clear message is delivered for consistency and transparency. Student assemblies are implemented to review procedures and expectations where an emphasis is placed on the PBIS goals (safety, open mindedness, active learners, and respect). Students are acknowledged for accomplishments (academic and behavior) via the PBIS Thunder bucks for displaying these characteristics. Modeling and re-teaching these expectations is on-going throughout the year in the teachers classrooms as well.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

School-wide use of the PBIS program all staff document Classroom Managed Forms and Conduct Referrals. Data is shared with team members on regular basis. The PBIS program allows for data based decision making regarding students behaviors as they effect academic progress for each individual student.

Reward systems are in place for students displaying appropriate behaviors. On going training and support throughout the year is offered to the staff. In the 2015-16 school year, all teachers were trained in C.R.I.S.S strategies to engage students during instructional time. The school has an established protocol for disciplinary incidents, clear behavior expectations (S.O.A.R), in which classroom teachers are supported in the implementation process. Student data trends is used for use in the MTSS process as well as for early interventions based on student attendance, behavior, core academics, and standardized testing.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Collaborative Learning Teams meet weekly to discuss students academic and social success
- Mentors assigned to students identified as needing academic and social advising and guidance.
- Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who are apart of the Mental Health Collaborative (Tykes and Teens, Legacy, Sequel)
- Engage with identified staff (i.e. school counselor, school leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Attendance is monitored daily. Attendance incentives within the school and positive feedback to staff for supporting attendance initiatives.
 - One or more suspensions, whether in school or out of school. Attendance is tracked daily.
 - Course failure in English Language Arts or mathematics
 - Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Utilize data systems to identify students who have attendance, behavioral or academic concerns
 - Create data decision rules for number of absences or OSS before referral generated to SBT
 - Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	5	6	7	
Attendance below 90 percent	3	8	12	23
One or more suspensions	11	13	14	38
Course failure in ELA or Math	0	12	17	29
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	5	6	7	
Students exhibiting two or more indicators	6	12	12	30

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Tutoring, Wilson, iReady, IXL, ICL, Imagine Learning
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach; Targeted solution focused counseling (individual and/or group), parent collaboration/education.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We will continue to target parental engagement opportunities through workshops and curriculum nights. While working in collaboration with the Parent Resource Center, we saw a major boost in improving advocacy and engagement for our IMS parents. This year, we want to bring a focus to the implementation of Florida State Standards, along with a more in-depth understanding of the Middle Years Programme (IB), and standards based grading. We will utilize the automated calling system (AlertNow) to assist in our efforts in making sure parents are aware of the opportunities we will be providing. An emphasis on Writing and Science will be targeted, as specific areas of school improvement. Parents also have the opportunity to be informed via text message with "text alerts"

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

IMS continues to maintain ongoing contact with the Indiantown Boys and Girls Club, Indiantown Elisabeth Lahti library in order to provide additional educational resources for our students. McDonalds provides our students with incentives in which students are rewarded for their work which supports our school-wide PBIS initiative. Indiantown Education Coalition is a resource for teacher grant opportunities.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Raimann, Jeff	Principal
Scott, Jacqueline	Instructional Coach
Rynca, Rose	Assistant Principal
Gullickson, Siddhi	Teacher, K-12
Montessi, Linda	Instructional Coach
Daly, Pam	Teacher, K-12
Ayala, Ivana	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Members of the leadership team facilitate the implementation of the Florida Standards. Meeting with grade level teams they are responsible for leading the team through the examination of student data review. Leaders meeting as a team twice a monthly to discuss their grade level data and review plan implementation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I, Part A

IMS coordinates with the Martin County District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to insure the smooth coordination of all efforts. Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I, Part C- Migrant

IMS has conducted a Comprehensive Needs Assessment for all students. In addition to looking at academic needs for student, this needs assessment considers staff development and addresses the priorities established for Title III, Migrant and Title I programs. IMS continues to work closely with the Parent Resource Center to provide as much support to our Migrant Program.

Title I, Part D

The priorities established for Title I Part D are addressed in the Comprehensive Needs Assessment.

Title II

Professional Development strategies outlined in the School Improvement Plan are tied to funds provided by Title II.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III.

Title X- Homeless

Homeless students and their families are offered support through the guidance department, school nurse and other school personnel. Brochures about services for the homeless are available in the front office.

Violence Prevention Programs

IMS uses the Drug Abuse Resistance Education Program (DARE) in grade 5. This is provided with a partnership between the Martin County School District and the Martin County Sheriff's Department.

The guidance counselor and other staff provide interventions and assistance as requested. In addition, IMS will continue to communicate with the district's Certified Prevention Specialist and attempt to bring in guest speakers throughout the year.

Nutrition Programs

IMS has established provisions so that every student is eligible for free breakfast and lunch. The cafeteria manager maintains a bulletin board in the cafeteria, detailing nutritional information.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jeff Raimann	Principal
Petrona Gaspar	Parent
Pam Peterson Daly	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Development of this school improvement plan

The initial draft of the SIP is developed by the administration and members of the instructional staff. The goals and plans are based upon the analyzing of school data and targeting specific areas for growth. The draft is then shared with our SAC members for their review and input. The final plan for submission is submitted based upon the input of all parties mentioned. To make this an on-going process and to allow for input, progress monitoring of student achievement will be shared at SAC meetings, as a measuring device of the effectiveness of our plan.

Preparation of the school's annual budget and plan

Budget is discussed at first SAC meeting and a review expenditures each needing following.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds shall be discussed at the first meeting of the year, with the primary focus being that these dollars are tied directly to learning, whether it be our adults (via PD) or instructional resources for teachers/students. The current budget for School Improvement is \$7, 348.78 (as of 9.15.14).

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Indiantown Middle School makes every attempt to establish a committee of members that reflect the diversity our school meeting this requirement. To date this has not been accomplished.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Rynca, Rose	Assistant Principal
Scott, Jacqueline	Instructional Coach
Daly, Pam	Teacher, K-12
Ayala, Ivana	Guidance Counselor
Gullickson, Siddhi	Teacher, K-12
Montessi, Linda	Teacher, K-12
Raimann, Jeff	Principal

Duties

Describe how the LLT promotes literacy within the school

The team will continue to facilitate school wide literacy initiatives and oversee the implementation of the school Writing Plan. The main objective is to determine what our students needs are individually and personalize those needs through a diversity of interventions that will enhance literacy for each child. The LLT will be meeting once a month to discuss: curriculum, common assessments, ELA frameworks, data, progress monitoring, successful interventions, school-wide implementation of strategies, strategies for content area reading, planning of literacy nights, participates in Drop Everything and Read, IB MYP assessment.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers have 45 minute daily common planing periods. During this time teachers collaboratively (vertically and /or horizontally) plan, create common assessments, as well as discuss data and plan implementation of interventions.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Review resumes/NOVUS to find Highly Qualified teachers who have experience with Title I students/schools.

Provide professional development opportunities specific to the needs of IMS teachers to enhance each teacher's experience at IMS (retention strategy).

Conduct Climate Survey and other surveys to determine the needs of staff.

Western Zone Supplements continue to play a role in recruitment and retention for teachers at IMS.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A position of New Teacher School Leader was established to strengthen the initiation process and retention of new teachers. Teachers new to Indiantown Middle School are assigned a mentor based on content area and specific experience with school programs and technology. School Administrators play a critical role in providing individualized Professional Development related to teacher pedagogy and online programs/databases.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All content-area teachers will be assigned to an administrator for a monthly data review. Teachers will be asked three questions during each review:

What standards have you covered in the last month?

What percentage of the students has mastered them?

What is your plan of action for those that have not?

Data will be supplied via lesson plans, assessments, and observation.

During these meetings teachers are required to discuss their progress through the district framework (ELA, Science and Math) and the integration of literacy skills through Social Studies.

The International Baccalaureate- Middle Years Program enhances and extends the core instructional program. Units of study and standards based assessments are used to provide students an opportunity to complete real life problem solving projects. These assignments require students to apply not only the Florida State standards, but also the standards set forth by the International Baccalaureate Program,

The district ensures procedures and protocols for material and textbook purchases and enhancements are consistent among all schools.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Holding meetings on a regular basis to make decisions about literacy instruction in the school.

Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

Creating a schedule with an uninterrupted 90 minute reading block

Creating a schedule with an additional 45 minutes (Encore Schedule)

Providing resources to support instruction (i ready, I Can Learn, REad 180))

Administering assessments which measure instructed standards

Monitoring progress at the class and grade level during CLT meetings

Conducting data chats with students

Creating Units of Study using the IB Unit Template (backward design based on student data)

Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

Full inclusion of all ESE students

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 2,400

In recognizing a glaring achievement gap in the area of Science, IMS will be prepared to provide summer program for all incoming and current students. Upon securing Title One funding to run this program, a two -three week program.

Strategy Rationale

Reduction of Summer slide and ease of transition from elementary school

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Raimann, Jeff, raimanj@martin.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance of this program and student performance on (FSA - reading, writing and math) / (FCAT- Science)

Strategy: After School Program

Minutes added to school year: 4,500

Provide after school opportunities for those students with achievement scores in bottom quartile

Strategy Rationale

Tutoring students for skill gaps

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Raimann, Jeff, raimanj@martin.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

session rosters

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Collaboration occurs as students transition from Warfield Elementary, our only feeder school as well as, to South Fork High School.

The school also works to bridge the transition of the International Baccalaureate Diploma Program

Candidates by providing a two week summer school program. These students have a desire to continue as IB students and this opportunity assists them to gain skills needed to be successful.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

As a part of the middle school journey, we have added a "Career Planning" component to the required 8th Grade US History course. The teacher leads every student through the "Bridges" on-line career planning assessment. Students are able to identify careers that align with their interests and then discover the pathways needed to reach their goals. The students find this to be beneficial as they register for high school courses and truly begin to plan for their future, making the connections to the coursework and the careers.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school is implementing a Business Technology Program this year.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Business technology can challenge students to apply "real-world problem solving skills" into their daily practice. All content area teachers use of the IB framework infuse real life connections with each unit of study

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of students demonstrating proficiency in the area of Reading for all subgroups, measured by the Florida State Assessment (FSA).
- G2.** Increase the percentage of students demonstrating proficiency in the area of Writing for all subgroups, measured by the Florida State Assessment (FSA).
- G3.** Increase the percentage of students demonstrating proficiency in the area of Math for all subgroups, measured by the Florida State Assessment (FSA).
- G4.** Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Comprehensive Assessment Test (FCAT).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the percentage of students demonstrating proficiency in the area of Reading for all subgroups, measured by the Florida State Assessment (FSA). 1a

G072774

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Reading - African American	64.0
AMO Reading - ELL	66.0
AMO Reading - Hispanic	69.0
AMO Reading - SWD	54.0
AMO Reading - ED	70.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Common formative assessments
- Read 180
- i Ready
- IB Implementation
- HMH Materials
- Ready LAFS Resource with Assessment
- Fisher and Frey Professional Development

Targeted Barriers to Achieving the Goal 3

- The need to more time on task by providing internet access for students after school (i Ready program)

Plan to Monitor Progress Toward G1. 8

Data from multiple sources (I ready, common assessments, progress monitoring assessment)

Person Responsible

Rose Rynca

Schedule

Monthly, from 9/22/2015 to 6/5/2016

Evidence of Completion

Data meetings . All teachers will meet with administrator monthly to discuss student progress through the standards.

G2. Increase the percentage of students demonstrating proficiency in the area of Writing for all subgroups, measured by the Florida State Assessment (FSA). 1a

G072775

Targets Supported 1b

Indicator	Annual Target
	75.0

Resources Available to Support the Goal 2

- HMH Performance Assessment Tasks, Ready LAFS books

Targeted Barriers to Achieving the Goal 3

- Limited understanding of effective literacy instructional strategies.
- Limited opportunities for students to receive feedback on writing
- Lack of integration of literacy within all content areas

Plan to Monitor Progress Toward G2. 8

Student progress will be monitored through the common assessment that will be given three times per school year. In addition, all teachers are expected to have students engage in minimum of one writing activity each week.

Person Responsible

Jacqueline Scott

Schedule

Weekly, from 8/18/2015 to 6/2/2016

Evidence of Completion

student writing folders,journals, assessment results

G3. Increase the percentage of students demonstrating proficiency in the area of Math for all subgroups, measured by the Florida State Assessment (FSA). 1a

G072776

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0
Geometry EOC Pass Rate	100.0
Algebra I EOC Pass Rate	100.0
AMO Math - African American	68.0
AMO Math - ELL	74.0
AMO Math - SWD	58.0
AMO Math - ED	77.0
AMO Math - Hispanic	78.0
Math Gains	75.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- I Can Learn
- iReady
- IB workshops and conference
- After school tutoring focusing on specific standards

Targeted Barriers to Achieving the Goal 3

- Reading proficiency hinders students ability to accurately demonstrate mastery of word problems and mathematics skills.

Plan to Monitor Progress Toward G3. 8

Progress monitoring will occur through benchmark, summative, and formative assessment results. Lesson plans review and district math framework .

Person Responsible

Rose Rynca

Schedule

Monthly, from 10/2/2015 to 6/1/2016

Evidence of Completion

All teachers will meet with administrator monthly to discuss student progress through the standards Analyze data, lesson plans.

G4. Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Comprehensive Assessment Test (FCAT). 1a

G072777

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

-
- Brainpop
- Interactive textbook (5th grade)
- After - School tutoring for targeted standards mastery

Targeted Barriers to Achieving the Goal 3

- Students have limited Science vocabulary

Plan to Monitor Progress Toward G4. 8

Progress monitoring will occur through benchmark, summative, and formative assessment results. Lesson plans review and district Science framework

Person Responsible

Jeff Raimann

Schedule

Monthly, from 10/2/2015 to 6/2/2016

Evidence of Completion

Administration monitors standards assessed, coaches work with collaborative learning teams to develop common assessments at each grade level.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the percentage of students demonstrating proficiency in the area of Reading for all subgroups, measured by the Florida State Assessment (FSA). **1**

 G072774

G1.B1 The need to more time on task by providing internet access for students after school (i Ready program) **2**

 B189867

G1.B1.S1 Provide after school tutoring with specific cohort of students to provide opportunities to progress on and master LAFS (iReady). Monthly tracking of progress to monitor effectiveness of sessions. **4**

 S201255

Strategy Rationale

Student exposure to the iReady program provides them with the opportunity to complete lessons, gives them access to the internet, as well as instructional components embedded in the computer software program.

Action Step 1 **5**

Provide after school tutoring to target specific student standard deficits

Person Responsible

Rose Rynca

Schedule

Weekly, from 10/2/2015 to 6/5/2016

Evidence of Completion

session rosters

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Bi-Weekly CLT meetings with artifacts

Person Responsible

Rose Rynca

Schedule

Biweekly, from 10/2/2015 to 6/5/2016

Evidence of Completion

common formative assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration review/reflection

Person Responsible

Rose Rynca


Schedule

Weekly, from 10/2/2015 to 10/2/2015

Evidence of Completion

Lead "A" team meetings

G1.B1.S2 Provide year-long professional development on best practices for teaching literacy in the content areas. **4**

 S201256

Strategy Rationale

More common language and implementation of best practices among ELA teachers.

Action Step 1 **5**

Webinar - Text Dependent Questions and Rigorous Reading (professional reading materials)

Person Responsible

Jacqueline Scott

Schedule

Quarterly, from 10/2/2015 to 6/9/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

lesson plan review, classroom visitations, feedback

Person Responsible

Jacqueline Scott

Schedule

On 6/9/2016

Evidence of Completion

lesson plans, common assessments, observation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Professional development will provide teachers with resources and tools they need to better target student next steps for instruction

Person Responsible

Jacqueline Scott

Schedule

Quarterly, from 10/2/2015 to 6/5/2016


Evidence of Completion

lesson plans, CLT artifacts, common formative assessments

G2. Increase the percentage of students demonstrating proficiency in the area of Writing for all subgroups, measured by the Florida State Assessment (FSA). 1

 G072775

G2.B1 Limited understanding of effective literacy instructional strategies. 2

 B189868

G2.B1.S1 Provide training in effective literacy strategies for all subject areas. 4

 S201257

Strategy Rationale

a new assessment measure of proficiency

Action Step 1 5

Teachers will be provided training in effective writing strategies/activities and student evidence supporting the writing process

Person Responsible

Jacqueline Scott

Schedule

On 6/5/2016

Evidence of Completion

sign-in rosters, PD evaluations, identified strategies, student evidence

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Progress Monitoring of school-wide writing assessment results

Person Responsible

Jacqueline Scott

Schedule

Quarterly, from 8/18/2015 to 6/2/2016

Evidence of Completion

Data complied

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Weekly CLT meetings to identify school-wide trends of strengths and next steps for instruction.

Person Responsible

Jacqueline Scott

Schedule

On 6/2/2016

Evidence of Completion

G2.B2 Limited opportunities for students to receive feedback on writing **2**

 B189869

G2.B2.S1 Students will be administered a common grade level writing assessment three times per year and receive written and verbal feedback **4**

 S201258

Strategy Rationale

Action Step 1 **5**

Create a common writing assessment for each grade level.

Person Responsible

Jacqueline Scott

Schedule

Quarterly, from 8/18/2015 to 6/2/2016

Evidence of Completion

Writing prompts created for each grade level

Action Step 2 **5**

Administer a common writing assessment to each grade level 3 times per school year

Person Responsible

Jacqueline Scott

Schedule

Quarterly, from 8/18/2015 to 6/2/2016

Evidence of Completion

Assessment calendar, writing plan

Action Step 3 5

Score writing responses, providing written and verbal feedback

Person Responsible

Jacqueline Scott

Schedule

Quarterly, from 8/18/2015 to 6/2/2016

Evidence of Completion

Writing samples, data chat forms, student writing folders

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor implementation

Person Responsible

Rose Rynca

Schedule

Quarterly, from 8/18/2015 to 6/2/2016

Evidence of Completion

Unit plans, lesson plans, direct observation

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monthly Data Chat meetings and Team/ grade level CLT meetings

Person Responsible

Jacqueline Scott

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

G2.B2.S2 Teachers will be trained on Text Dependent Questions and Rigorous Reading 4

S201259

Strategy Rationale

Action Step 1 5

Provide CLT group to design and assess student writing samples

Person Responsible

Jacqueline Scott

Schedule

Every 6 Weeks, from 10/2/2014 to 6/5/2015

Evidence of Completion

Teachers document their CLT artifact on student data outcome reflection form weekly

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Provide teachers feedback instrument

Person Responsible

Jacqueline Scott


Schedule

Every 6 Weeks, from 10/2/2014 to 6/5/2015

Evidence of Completion


Feedback will be gathered to improve future sessions

G2.B3 Lack of integration of literacy within all content areas **2**

 B189870

G2.B3.S1 Teachers will work collaboratively to plan lessons that integrate literacy across content areas.

4

 S201260

Strategy Rationale

Increase student performance

Action Step 1 **5**

Provide time for teachers to plan lessons that integrate Literacy across content areas

Person Responsible

Rose Rynca

Schedule

Monthly, from 8/18/2015 to 6/2/2016

Evidence of Completion

lesson plans, observations, meeting notes

Action Step 2 **5**

Collaborate and implement Unit Writing program (ManageBac)

Person Responsible

Rose Rynca

Schedule

Monthly, from 10/1/2015 to 6/5/2016

Evidence of Completion

Administration will monitor

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Lesson plans will be monitored, administration/literacy coach will assist in facilitating collaborative team meetings, frequent classroom walk-through will occur.

Person Responsible

Jacqueline Scott

Schedule

Monthly, from 10/2/2014 to 6/5/2015

Evidence of Completion

observation notes, lessons plan, feedback from team meetings

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

After each common assessment, teams will meet to discuss student responses and collectively score sample student papers, collaborative teams will frequently discuss effective strategies being used and suggest ideas for integrating/incorporating literacy within content areas.

Person Responsible

Jacqueline Scott

Schedule

Monthly, from 10/2/2015 to 6/5/2016

Evidence of Completion

Scored papers, meeting notes, teacher observations

G3. Increase the percentage of students demonstrating proficiency in the area of Math for all subgroups, measured by the Florida State Assessment (FSA). 1

G072776

G3.B1 Reading proficiency hinders students ability to accurately demonstrate mastery of word problems and mathematics skills. 2

B189871

G3.B1.S1 I Can Learn - Math Program Web based 4

S201261

Strategy Rationale

Individualized self paced instruction and assessment

Action Step 1 5

Use I Can Learn Program

Person Responsible

Jeff Raimann

Schedule

Daily, from 10/2/2015 to 6/2/2016

Evidence of Completion

Reports are generated from the I Can Learn indicating progress on mastery of MAFS.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor reports, Lesson Plan, assessments

Person Responsible

Rose Rynca

Schedule

Monthly, from 10/2/2015 to 6/2/2016

Evidence of Completion

Weekly lesson plan collection, reports generated bi-monthly, item analysis and review of assessments are conducted during designated CLT time.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Common Assessments

Person Responsible

Rose Rynca

Schedule

Monthly, from 10/2/2015 to 6/2/2016


Evidence of Completion

Administration monitors standards assessed, coaches work with collaborative learning teams to develop common assessments at each grade level.

G4. Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Comprehensive Assessment Test (FCAT). 1

 G072777

G4.B1 Students have limited Science vocabulary 2

 B189872

G4.B1.S1 Implement the use of Science journals/Notebooks at all grade levels to organize content in student friendly language. 4

 S201262

Strategy Rationale

Increase time/usage of science vocabulary and material

Action Step 1 5

Students will be using journals to process science material learned

Person Responsible

Jeff Raimann

Schedule

Monthly, from 10/2/2015 to 6/2/2016

Evidence of Completion

Administrators review with teachers plan for implementation of science journals.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Teachers will meet with administration monthly to discuss student achievement progress

Person Responsible

Jeff Raimann

Schedule

Monthly, from 10/2/2015 to 6/2/2016

Evidence of Completion

Discussion of the student data based on journal use and student achievement measured by district benchmark testing.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Common assessments administration

Person Responsible

Jeff Raimann


Schedule

Every 6 Weeks, from 10/1/2015 to 6/2/2016

Evidence of Completion

Teachers document and report to administration standards assessed and student progress on grade level standards.

G4.B1.S2 Utilize Collaborative Learning Teams to plan instructional strategies to support student achievement. This may include time to become more familiar with test blueprints/design. 4

 S201263

Strategy Rationale

Action Step 1 5

Collaborative Team meetings to address student's progress in science

Person Responsible

Jeff Raimann

Schedule

Weekly, from 10/2/2015 to 6/2/2016

Evidence of Completion

Meeting minutes

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

CLT Meetings

Person Responsible

Jeff Raimann

Schedule

On 6/2/2016

Evidence of Completion

CLT artifacts submitted and reviewed bi-weekly to monitor students demonstrating proficiency.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Science Journals

Person Responsible


Schedule

On 6/2/2016

Evidence of Completion

Student proficiency levels on vocabulary standards.

G4.B1.S3 Participate in professional development with district science coordinator to provide guidance in the district science framework. 4

 S201264

Strategy Rationale

Use district personnel to support program

Action Step 1 5

Science Stem Scopes

Person Responsible

Siddhi Gullickson

Schedule

Weekly, from 10/2/2015 to 6/2/2016

Evidence of Completion

Lesson plans indicate stem scopes best practices

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Lesson Plan, Observations

Person Responsible

Jeff Raimann

Schedule

Monthly, from 10/2/2015 to 6/2/2016

Evidence of Completion

Submission of weekly lesson plans.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Progress monitoring will occur through benchmark, summative, and formative assessment results. Lesson plans review and district science framework

Person Responsible

Jeff Raimann


Schedule

Monthly, from 10/2/2015 to 6/2/2016

Evidence of Completion

Reports generated to reflect student proficiency on standards.

G4.B1.S4 Attend IB workshop and conference 4

 S201265

Strategy Rationale

Build capacity for program implementation

Action Step 1 5

Administration and Teachers attend Science IB workshops and conference

Person Responsible

Jeff Raimann

Schedule

On 6/2/2016

Evidence of Completion

Travel receipts and reimbursement from school account.

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Monitor implementation (unit plans, CLT monitoring)

Person Responsible

Jeff Raimann

Schedule

Quarterly, from 10/2/2015 to 10/2/2015

Evidence of Completion

Lesson plans, unit plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Progress monitoring will occur through benchmark, summative, and formative assessment results. Lesson plans review and district science framework.

Person Responsible

Jeff Raimann

Schedule

Every 6 Weeks, from 10/2/2015 to 6/2/2016

Evidence of Completion

Weekly lesson plan collection, reports generated bi-monthly, item analysis and review of assessments are conducted during designated CLT time. Unit plans submitted to ManageBac.

G4.B1.S5 Provide After school Tutoring for targeted standard mastery 4

S201266

Strategy Rationale

More time to master skills/standards

Action Step 1 5

After school tutoring

Person Responsible

Jeff Raimann

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Lesson plans, attendance, monthly monitoring of standards assessed and student performance.

Plan to Monitor Fidelity of Implementation of G4.B1.S5 6

After -school rosters and formative assessment data

Person Responsible

Jeff Raimann

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance for tutoring sessions, lesson plans, monitoring of student progress on standards.

Plan to Monitor Effectiveness of Implementation of G4.B1.S5 7

Lessons and standards-based formative assessments

Person Responsible

Siddhi Gullickson

Schedule

On 6/2/2016

Evidence of Completion

Attendance, lesson plans, item analysis.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide after school tutoring to target specific student standard deficits	Rynca, Rose	10/2/2015	session rosters	6/5/2016 weekly
G1.B1.S2.A1	Webinar - Text Dependent Questions and Rigorous Reading (professional reading materials)	Scott, Jacqueline	10/2/2015		6/9/2016 quarterly
G2.B1.S1.A1	Teachers will be provided training in effective writing strategies/activities and student evidence supporting the writing process	Scott, Jacqueline	8/18/2015	sign-in rosters, PD evaluations, identified strategies, student evidence	6/5/2016 one-time
G2.B2.S1.A1	Create a common writing assessment for each grade level.	Scott, Jacqueline	8/18/2015	Writing prompts created for each grade level	6/2/2016 quarterly
G2.B2.S2.A1	Provide CLT group to design and assess student writing samples	Scott, Jacqueline	10/2/2014	Teachers document their CLT artifact on student data outcome reflection form weekly	6/5/2015 every-6-weeks
G2.B3.S1.A1	Provide time for teachers to plan lessons that integrate Literacy across content areas	Rynca, Rose	8/18/2015	lesson plans, observations, meeting notes	6/2/2016 monthly
G3.B1.S1.A1	Use I Can Learn Program	Raimann, Jeff	10/2/2015	Reports are generated from the I Can Learn indicating progress on mastery of MAFS.	6/2/2016 daily
G4.B1.S1.A1	Students will be using journals to process science material learned	Raimann, Jeff	10/2/2015	Administrators review with teachers plan for implementation of science journals.	6/2/2016 monthly
G4.B1.S2.A1	Collaborative Team meetings to address student's progress in science	Raimann, Jeff	10/2/2015	Meeting minutes	6/2/2016 weekly
G4.B1.S3.A1	Science Stem Scopes	Gullickson, Siddhi	10/2/2015	Lesson plans indicate stem scopes best practices	6/2/2016 weekly
G4.B1.S4.A1	Administration and Teachers attend Science IB workshops and conference	Raimann, Jeff	10/2/2015	Travel receipts and reimbursement from school account.	6/2/2016 one-time
G4.B1.S5.A1	After school tutoring	Raimann, Jeff	9/1/2015	Lesson plans, attendance, monthly monitoring of standards assessed and student performance.	6/1/2016 weekly
G2.B2.S1.A2	Administer a common writing assessment to each grade level 3 times per school year	Scott, Jacqueline	8/18/2015	Assessment calendar, writing plan	6/2/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A2	Collaborate and implement Unit Writing program (ManageBac)	Rynca, Rose	10/1/2015	Administration will monitor	6/5/2016 monthly
G2.B2.S1.A3	Score writing responses, providing written and verbal feedback	Scott, Jacqueline	8/18/2015	Writing samples, data chat forms, student writing folders	6/2/2016 quarterly
G1.MA1	Data from multiple sources (I ready, common assessments, progress monitoring assessment)	Rynca, Rose	9/22/2015	Data meetings . All teachers will meet with administrator monthly to discuss student progress through the standards.	6/5/2016 monthly
G1.B1.S1.MA1	Administration review/reflection	Rynca, Rose	10/2/2015	Lead "A" team meetings	10/2/2015 weekly
G1.B1.S1.MA1	Bi-Weekly CLT meetings with artifacts	Rynca, Rose	10/2/2015	common formative assessments	6/5/2016 biweekly
G1.B1.S2.MA1	Professional development will provide teachers with resources and tools they need to better target student next steps for instruction	Scott, Jacqueline	10/2/2015	lesson plans, CLT artifacts, common formative assessments	6/5/2016 quarterly
G1.B1.S2.MA1	lesson plan review, classroom visitations, feedback	Scott, Jacqueline	10/2/2015	lesson plans, common assessments, observation	6/9/2016 one-time
G2.MA1	Student progress will be monitored through the common assessment that will be given three times per school year. In addition, all teachers are expected to have students engage in minimum of one writing activity each week.	Scott, Jacqueline	8/18/2015	student writing folders,journals, assessment results	6/2/2016 weekly
G2.B1.S1.MA1	Weekly CLT meetings to identify school-wide trends of strengths and next steps for instruction.	Scott, Jacqueline	8/18/2015		6/2/2016 one-time
G2.B1.S1.MA1	Progress Monitoring of school-wide writing assessment results	Scott, Jacqueline	8/18/2015	Data compiled	6/2/2016 quarterly
G2.B2.S1.MA1	Monthly Data Chat meetings and Team/ grade level CLT meetings	Scott, Jacqueline	10/1/2014		6/5/2015 monthly
G2.B2.S1.MA1	Monitor implementation	Rynca, Rose	8/18/2015	Unit plans, lesson plans, direct observation	6/2/2016 quarterly
G2.B3.S1.MA1	After each common assessment, teams will meet to discuss student responses and collectively score sample student papers, collaborative teams will frequently discuss effective strategies being used and suggest ideas for integrating/incorporating literacy within content areas.	Scott, Jacqueline	10/2/2015	Scored papers, meeting notes, teacher observations	6/5/2016 monthly
G2.B3.S1.MA1	Lesson plans will be monitored, administration/literacy coach will assist in facilitating collaborative team meetings, frequent classroom walk-through will occur.	Scott, Jacqueline	10/2/2014	observation notes, lessons plan, feedback from team meetings	6/5/2015 monthly
G2.B2.S2.MA1	Provide teachers feedback instrument	Scott, Jacqueline	10/2/2014	Feedback will be gathered to improve future sessions	6/5/2015 every-6-weeks
G2.B2.S2.MA1	[no content entered]			one-time	
G3.MA1	Progress monitoring will occur through benchmark, summative, and formative assessment results. Lesson plans review and district math framework .	Rynca, Rose	10/2/2015	All teachers will meet with administrator monthly to discuss student progress through the standards Analyze data, lesson plans.	6/1/2016 monthly
G3.B1.S1.MA1	Common Assessments	Rynca, Rose	10/2/2015	Administration monitors standards assessed, coaches work with collaborative learning teams to develop common assessments at each grade level.	6/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Monitor reports, Lesson Plan, assessments	Rynca, Rose	10/2/2015	Weekly lesson plan collection, reports generated bi-monthly, item analysis and review of assessments are conducted during designated CLT time.	6/2/2016 monthly
G4.MA1	Progress monitoring will occur through benchmark, summative, and formative assessment results. Lesson plans review and district Science framework	Raimann, Jeff	10/2/2015	Administration monitors standards assessed, coaches work with collaborative learning teams to develop common assessments at each grade level.	6/2/2016 monthly
G4.B1.S1.MA1	Common assessments administration	Raimann, Jeff	10/1/2015	Teachers document and report to administration standards assessed and student progress on grade level standards.	6/2/2016 every-6-weeks
G4.B1.S1.MA1	Teachers will meet with administration monthly to discuss student achievement progress	Raimann, Jeff	10/2/2015	Discussion of the student data based on journal use and student achievement measured by district benchmark testing.	6/2/2016 monthly
G4.B1.S2.MA1	Science Journals		10/2/2015	Student proficiency levels on vocabulary standards.	6/2/2016 one-time
G4.B1.S2.MA1	CLT Meetings	Raimann, Jeff	10/2/2015	CLT artifacts submitted and reviewed bi-weekly to monitor students demonstrating proficiency.	6/2/2016 one-time
G4.B1.S3.MA1	Progress monitoring will occur through benchmark, summative, and formative assessment results. Lesson plans review and district science framework	Raimann, Jeff	10/2/2015	Reports generated to reflect student proficiency on standards.	6/2/2016 monthly
G4.B1.S3.MA1	Lesson Plan, Observations	Raimann, Jeff	10/2/2015	Submission of weekly lesson plans.	6/2/2016 monthly
G4.B1.S4.MA1	Progress monitoring will occur through benchmark, summative, and formative assessment results. Lesson plans review and district science framework.	Raimann, Jeff	10/2/2015	Weekly lesson plan collection, reports generated bi-monthly, item analysis and review of assessments are conducted during designated CLT time. Unit plans submitted to ManageBac.	6/2/2016 every-6-weeks
G4.B1.S4.MA1	Monitor implementation (unit plans, CLT monitoring)	Raimann, Jeff	10/2/2015	Lesson plans, unit plans	10/2/2015 quarterly
G4.B1.S5.MA1	Lessons and standards-based formative assessments	Gullickson, Siddhi	10/2/2015	Attendance, lesson plans, item analysis.	6/2/2016 one-time
G4.B1.S5.MA1	After -school rosters and formative assessment data	Raimann, Jeff	9/1/2015	Attendance for tutoring sessions, lesson plans, monitoring of student progress on standards.	6/1/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. Increase the percentage of students demonstrating proficiency in the area of Reading for all subgroups, measured by the Florida State Assessment (FSA).

G1.B1 The need to more time on task by providing internet access for students after school (i Ready program)

G1.B1.S2 Provide year-long professional development on best practices for teaching literacy in the content areas.

PD Opportunity 1

Webinar - Text Dependent Questions and Rigorous Reading (professional reading materials)

Facilitator

Jacqueline Scott

Participants

ELA and ESE teachers

Schedule

Quarterly, from 10/2/2015 to 6/9/2016

G2. Increase the percentage of students demonstrating proficiency in the area of Writing for all subgroups, measured by the Florida State Assessment (FSA).

G2.B1 Limited understanding of effective literacy instructional strategies.

G2.B1.S1 Provide training in effective literacy strategies for all subject areas.

PD Opportunity 1

Teachers will be provided training in effective writing strategies/activities and student evidence supporting the writing process

Facilitator

Literacy Coach/ Administration

Participants

All Teachers

Schedule

On 6/5/2016

G2.B2 Limited opportunities for students to receive feedback on writing

G2.B2.S1 Students will be administered a common grade level writing assessment three times per year and receive written and verbal feedback

PD Opportunity 1

Score writing responses, providing written and verbal feedback

Facilitator

Literacy Coach/Lead Teachers

Participants

Content Area Teachers

Schedule

Quarterly, from 8/18/2015 to 6/2/2016

G2.B2.S2 Teachers will be trained on Text Dependent Questions and Rigorous Reading

PD Opportunity 1

Provide CLT group to design and assess student writing samples

Facilitator

Jacqueline Scott

Participants

All ELA teachers

Schedule

Every 6 Weeks, from 10/2/2014 to 6/5/2015

G4. Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Comprehensive Assessment Test (FCAT).

G4.B1 Students have limited Science vocabulary

G4.B1.S4 Attend IB workshop and conference

PD Opportunity 1

Administration and Teachers attend Science IB workshops and conference

Facilitator

IB organization

Participants

Administration and teachers

Schedule

On 6/2/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide after school tutoring to target specific student standard deficits				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0221 - Indiantown Middle School	Title I Part A		\$30,000.00
<i>Notes: After school tutoring program</i>						
2	G1.B1.S2.A1	Webinar - Text Dependent Questions and Rigorous Reading (professional reading materials)				\$0.00
3	G2.B1.S1.A1	Teachers will be provided training in effective writing strategies/activities and student evidence supporting the writing process				\$0.00
4	G2.B2.S1.A1	Create a common writing assessment for each grade level.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$400.00
<i>Notes: repro-graphics, folders</i>						
5	G2.B2.S1.A2	Administer a common writing assessment to each grade level 3 times per school year				\$0.00
6	G2.B2.S1.A3	Score writing responses, providing written and verbal feedback				\$0.00
7	G2.B2.S2.A1	Provide CLT group to design and assess student writing samples				\$0.00
8	G2.B3.S1.A1	Provide time for teachers to plan lessons that integrate Literacy across content areas				\$0.00
9	G2.B3.S1.A2	Collaborate and implement Unit Writing program (ManageBac)				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0221 - Indiantown Middle School	Title I Part A		\$1,500.00
<i>Notes: ManageBac (unit planning and assessment reporting program)</i>						
10	G3.B1.S1.A1	Use I Can Learn Program				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0221 - Indiantown Middle School			\$9,000.00
11	G4.B1.S1.A1	Students will be using journals to process science material learned				\$200.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$200.00
			<i>Notes: Science Journals</i>			
12	G4.B1.S2.A1	Collaborative Team meetings to address student's progress in science				\$0.00
13	G4.B1.S3.A1	Science Stem Scopes				\$0.00
14	G4.B1.S4.A1	Administration and Teachers attend Science IB workshops and conference				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0221 - Indiantown Middle School	Title I Part A		\$10,000.00
			<i>Notes: IB workshop and conference</i>			
15	G4.B1.S5.A1	After school tutoring				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0221 - Indiantown Middle School	Title I Part A		\$6,000.00
					Total:	\$57,100.00