Stuart Middle School

2015-16 School Improvement Plan

Stuart Middle School

575 SE GEORGIA AVE, Stuart, FL 34994

sms.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	41%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	29%

School Grades History

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

Table of Contents

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

Stuart Middle School provides a caring environment that embraces diversity while developing a respect of learning and appreciation for academic excellence, thus shaping responsible citizens for an ever changing society.

Provide the school's vision statement

Stuart Middle School~where learning has no boundaries.
SMS is also embracing Dufour's Four Guiding Principles or Questions:
What do you want students to learn?
How will you know if they have learned it?
What will you do if they learn it already?
What will you do if they haven't?
DuFour http://www.solution-tree.com

School Environment

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

Stuart Middle School initiates and builds relationships within its culture by encouraging teachers to take the lead in knowing their students and their students' families, conferring with parents related to student academic history and goals, monitoring progress through Focus Grade book and Performance Matters, problem solving through MTSS process, and communicating goals and interventions to ensure success.

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

Stuart Middle creates an environment through a structure of adult supervision as students arrive on campus, move from building to building and classroom to classroom. A duty schedule is devised by Assistant Principal, Greg Hendricks, and teachers are assigned to a Team Blue or Orange. While teachers on Team Blue participate in Collaborative Learning Teams (CLTs), Team Orange members provide supervision in all areas of campus where students gather in preparation for class to begin. During passing times, teachers position themselves in their doorways to ensure safe transitions in hallways and breezeways.

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

As a Positive Behavior Intervention Support System (PBIS) school, all students participate in our Jaguar ROAR token economy system. The acronym ROAR stands for Jaguars are Respectful, On Task, Appropriately Dressed, and Responsible. Students earn ROAR cards for exceeding expectations which are discussed and implemented in classrooms, hallways, and common areas such as cafeteria, "courtyard commons", and athletic venues. Early Warning System is in place as a

part of our Multi-Tiered System of Support. Student academic, attendance, and behavioral responses are monitored through a series of computer systems: Terms, PEER, and Focus.

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

The school has two guidance counselors, Rebecca Hartman and Mariann Davis, who divide the student body into two groups by last name alpha and who counsel and refer further as needed to mental health counseling agencies in our area. In addition, the position of mainstream consultant is shared by two individuals, Mikal Cruse and MaryAnn King who work particularly with students who are identified as students with individualized education plans and with the six support facilitators who serve them.

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
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics
-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Any student upon receiving two or more indicators listed above is brought to the attention of the Leadership Team for Multi-Tiered System of Support (MTSS) review and for creating intervention/ strategies/plan. At that point, parents become a part of the process, if not already involved. The Team is made up of Team Leaders from each grade, IPS Coaches, Literacy Coach, Teachers of Record of the student in question, as well as guidance counselors and administrators. Our assigned school psychologist as well as our LEA Program Specialist sometimes participate. This problem-solving team reviews records related to academic progress, attendance, and behavior from a variety of databases. Teachers describe previously attempted interventions and their effectiveness. The MTSS Leadership Team documents information, brainstorms strategies/interventions, writes an action plan and assigns individuals to monitor response to the plan and to report results to the same team at the next meeting or at a designated time in the future. Certain members of the MTSS Leadership meet weekly to research and prepare reports to the teacher caucus. A set meeting date is every other Thursday to allow for the school psychologist's schedule.

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
	6	**7**	**8**	
Attendance below 90 percent	46	56	75	177
One or more suspensions	28	38	47	113
Course failure in ELA or Math	2	10	16	28
Level 1 on statewide assessment	64	44	67	175
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	

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

Indicator	Grade Level			Total
	6	**7**	**8**	
Students exhibiting two or more indicators	15	14	32	61

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

Check In/Check Out(CICO)-Student receives hourly feedback on target behavior with a daily report sheet that travels with the student until day's end. The mentor receives the original with signed comments on targeted behavior, initials NCR copied form and sends one copy to the parent to be signed and returned with student. Data is entered into RtI:B database for reflection and analysis as to future intervention status.
Weekly Progress report-Student receives weekly feedback on academic progress. The mentor receives the original with signed comments on targeted behavior, initials NCR copied form and sends one copy to the parent to be signed and returned with student. Data is graphed to determine if interventions are working.
Check and Connect-
Informal Mentoring by classroom teachers, school resource officer, other staff members including paraprofessionals; Increased relationship with students and families as well as mental health counseling provided on-site by a local agency; Home visits as well as campus conferences between parents, teachers, counselors, and administrators

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?
No

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

Description

Primary parental involvement targets are Parent,Teacher, Student Association and School Advisory Council. These organizations offer opportunities for parents to volunteer time, to gain understanding of the workings of school culture and the policies and procedures of the School Improvement Process. At SMS, parents also participate in fun and fundraising projects that financially support the Positive Behavior Intervention/Support ROAR Rewards initiatives.The ROAR Card economy system is how students can earn rewards and redeem those ROAR cards in a variety of ways. This allows our school to give incentives for students who meet or exceed published School Wide Expectations. Parents also volunteer at Book Fair, during student lunches to facilitate PBIS sponsored events, monitor school picture procedures, as well as Band, Chorus, and Drama Events. We are always looking for ways to encourage parent involvement with their students in the middle school years. Our Related Arts Team, chaired by Team Leader Paul Chasse, works diligently through their program areas and through Positive Behavior Intervention Support strategies to support positive student responses and to encourage parent and family involvement.

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

The school builds and sustains partnerships by utilizing resources from the Education Foundation of Martin County, by accepting sponsorship from families whose businesses offer support within our community. More than a few of our teachers have applied for and been granted monies for projects through "Fund a Project" and other initiatives.

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
Krakoff, David	Principal
Chasse, Paul	Teacher, K-12
Clancy, Jessica	Instructional Coach
Davis, Mariann	Guidance Counselor
Hartman, Rebecca	Guidance Counselor
Dawedeit, Kelly	Teacher, K-12
Cruse, Robert	Teacher, ESE
Moon, Marty	Assistant Principal
Hendricks, Greg	Assistant Principal
Flood, Simone	Teacher, K-12
Schmidt, Danny	Instructional Media
King, MaryAnn	Teacher, ESE
Nugent, Celeste	Teacher, K-12

Duties

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

The Leadership Team named above serves as members of the school's Guiding Coalition and key responsibilities are to enhance collaborative team building that improves instruction based on best practices which are based on data, common goals, and common assessments. The team also supports the overall school goals and promote student learning to communicate all pertinent information, to review calendars of events, to problem-solve school wide issues and practice shared decision making, to review school wide data related to academics, behaviors, and attendance of students and to recommend intervention strategies. They also serve as instructional leaders within grade and content area professional learning communities. They are leaders within mini-interdisciplinary CLTs working with select shared students.

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

Teachers meet in grade/subject level Collaborative Learning Teams (CLTs) to identify students who may need interventions. The teachers start to collect data and do a GAP Analysis to determine if the problem is a Core issue or a student problem. If it is a Core issue, teachers will collaborate with members of the MTSS Leadership/Core Team to strengthen the Core. If it is a student problem, teachers will record the data on a district form #194 Summary of Concern, identifying the problem and the strategies or interventions which to date have been implemented. The Guidance Counselors will convene a meeting of the MTSS Team to analyze the data collected by teachers, graphed, and analyzed by Guidance, IPS, and teachers. The Problem Solving/MTSS Team meets twice monthly. It also meets as needed for emergency/crisis situations of concern. The Core MTSS meets at least twice annually to evaluate school wide data and to report findings to staff as a whole. The assigned School Psychologist meets with the MTSS team to clarify issues and interpret testing data from cumulative records and to make recommendations. Occasionally, the LEA Program Specialist joins in to give input.

While most of the federal and state programs do not apply to Stuart Middle School, we do provide information and services to our eligible families under the McKinney-Vento Homeless Education Act. Information is provided by our guidance and student services professionals as well as our support staff who often are the first to recognize that a need is evident. Informational literature and counseling is available for our students and for their parents applying for Public Assistance Benefits Online through Access Florida.

The Character Counts program is the district-wide initiative being utilized at Stuart Middle to introduce the Six Pillars of Character. The Six Pillars are: Trustworthiness, Responsibility, Respect, Caring, Fairness, and Citizenship. Through the use of this program students will: learn and apply important character skills which will build their self-esteem and lead to greater success in and out of school; students will be exposed to the words and lives of a variety of historical figures from diverse cultural backgrounds; students will experience a safe and healthy classroom environment that promotes positive choices.

Violence Prevention programs include: Anti-Bullying initiatives, guidance counseling, "PEACE for Kids" and "Salvaging Sisterhood". The school website posts a 118 anonymous call site which reports bullying to administrators email. All reports of harassment or bullying substantiated or unsubstantiated are reported to the Martin County School District and to the state of Florida at year end.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kathy Scuderi	Business/Community
David Krakoff	Principal
Laura Taylor	Teacher
Mariann Davis, Guidance Counselor	Teacher
Kristin Hudgins	Parent
Isabel Rodriguez	Teacher
Chloe Hudgins	Student
Carly Hudgins	Student
Thuy Tsang	Parent
Victoria Tsang	Student
Angela Torres Buckland	Teacher
Cheryl Jordan, MD	Parent
Bill Bickley	Teacher
Jeanine Sims	Teacher
Frank Smith	Parent
Melanie Smith	Parent
Angelica DaSilvci	Parent
Rosalind Lee Gorski	Parent
David Perez	Parent
Andrei DaSilva	Student
Priscilla Perez	Student

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

SAC reviews last year's plan as a part of our previewing the action plan. The members take an active role in asking questions related to the action steps and many parents express positive comments to be a part of a school which has had historical success with student achievement. Some are new to the process and they will be even more involved in the question and answer portion as we review the current year's plan. Action plans developed by and presented by teacher teams are brought to SAC for approval and funding.

Development of this school improvement plan

SAC assists in the review of the school improvement plan and the progress of the plan.The plan is developed completely by teachers in the content areas of targeted growth. The teacher teams review the data, make recommendations, and "flesh out" the action plan, taking ownership of the steps to be taken and who is accountable for its completion. SAC then reviews and questions the action plans developed, which provides additional feedback and perspective from community and parent groups. The contradistinctions are explained or worked out together to meet the needs of the students, bringing in the context of family involvement.

Preparation of the school's annual budget and plan

The annual budget is developed with teacher and leadership team input based on both academic and behavioral needs. Incentives for PBIS and for new academic incentives and resources are a part of the plan. Due to changes being made at the legislative and district levels, the action plans are being developed to meet the new criteria while also focusing on data received through the year. New action plan resources and training are reviewed by the SAC committee and together with plan representatives, they determine the best options for students and vote for approval and funding.

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

Staff Development related to Florida Standards implementation and student achievement. Purchase upgrades for Read 180 and System 44 as well as, purchase Ready FL LAFS materials to support our lowest quartile reading students. V-math funding for use in the intensive math classroom. After-school Math Tutoring/Student Support. Positive Behavior/Intervention Support incentives and programs are directly related to student achievement.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Clancy, Jessica	Instructional Coach
Krakoff, David	Principal
Moon, Marty	Assistant Principal
Cryderman, Lisa	Teacher, K-12
Creager, Barbara	Teacher, Career/Technical
Cyr, Jamie	Teacher, K-12
Hayhurst, Alicia	Teacher, K-12
Stone, Kasey	Teacher, K-12
Holland-Riedel, Tatum	Teacher, K-12
Duchene, Brook	Teacher, K-12
Stebbing, Laura	Teacher, K-12
Davis, Mariann	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is the implementation of Florida State Standards. Included within this goal is extending literacy standards into the content areas. Training on Literacy with Frameworks, Standards and Unit/Lesson Development is on-going through Professional Development and through increased use of CPalms as well as FSAssessments.org support as it becomes available. Promoting the ACE Writing Strategy within all content areas and writing across content areas and non-fiction reading with written responses scored to a common rubric are a part of the action plan. The creation of common assessments is a final step in preparing our students for increased proficiency.

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

Stuart Middle is a professional learning community which is multi-layered in its structure with a single purpose of a collaborative community working together as colleagues with students, parents, and district support to encourage student achievement and success in the classroom, on the athletic arena and as future members of our community. Teachers collaborate within grade communities and in interdisciplinary mini-groups which share students and work to increase engagement and achievement through the use of Project Based Learning and cross-content lessons with complementary activities. Also, teachers will guide student-centered lessons that promote student application of higher order thinking skills.

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

Stuart Middle School uses Collaborative Learning Teams (CLTs) to provide teachers with opportunities to have common planning to achieve common goals, identify essential outcomes, create common assessments, and provide interventions and extensions necessary as a result of the data. The school is also placing an emphasis on Project Based Learning and the alignment to 21st Century learning strategies and skills students need for college, career, and life. Teachers are encouraged to attend district in-service and training to continue their educational practices and enhance their skill set in the classroom.

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

When a new teacher joins our faculty, a mentor is assigned to that teacher. That mentor is a same or similar subject/grade peer as well as geographically located in close proximity. In addition, personality and other deciding factors may be included in the assigning of a mentor to a teacher who is new to our campus. Being assigned a mentor is primarily to orient the new teacher to campus culture and policies. There is also a New Teacher Program in which newly hired teachers work closely with Dee Ann Cox, new teacher mentor, to acclimate with the school and district policies.

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

Each year we begin with our teachers investigating the changes in their standards based on the Course Codes and they create units/lessons to ensure that their students show proficiency in those standards. Teachers will use their Collaborative Learning Teams (CLTs) to continue planning and creating classroom lessons/units that align to Florida's standards. The goals this year are those created by teachers for teachers to define their learning goals, implement strategies, assess student progress with more consistency and continuity among same subject and grade level teachers to ensure greater success in Reading & Writing, Math, and Science. The steps of the Action Plan for ensuring that success are found within this plan.

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

Teachers will implement Project Based Learning into their classroom and collaborate in CLTs to create common assessments and analyze the results to remediate and/or enhance instruction. As they continue to work on creating lessons/units with the help of CPalms in collaboration with same subject-same grade colleagues, they are also mindful of the increase in rigor expected on the assessment.

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: Extended School Day

Minutes added to school year:

An extension of our school day is to provide supervision before school for students to do homework and reading in the media center from 7:45 to 8:45 AM.
Several teachers also use the media center to tutor students on occasional afternoons.
Additionally, some teachers volunteer their time to meet with students at the request of parents without compensation.

Strategy Rationale

The supervision is generally to support our students' families with supervision and a safe place to study or receive extra academic help.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Krakoff, David, krakofd@martin.k12.fl.us

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

Attendance logs are maintained by the media assistant related to the participation of students served in morning supervision.

Strategy: Weekend Program

Minutes added to school year:

Selected students are mandated to attend a 120 minute school session on Saturday mornings. The purpose of this additional session is to provide character education and to improve behavior choices among students who violate school and district discipline policy.

Strategy Rationale

The goal of Saturday school is to reduce the number of students being suspended out of school as well as to decrease the rate at which students repeat disciplinary infractions.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Krakoff, David, krakofd@martin.k12.fl.us

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

The number of out of school suspensions, student attendance, grades and promotion rates will be analyzed to determine effectiveness.

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

Incoming 5th graders are supported by collaborating with their teachers and our 6th grade teachers and ESE Mainstream Consultants. We communicate important information related to academic, attendance, and behavioral/familial issues We share information with students regarding dress code, transportation, course offerings, physical education procedures(combination lock skills, showering, changing clothes, etc.), personal space conduct with increased freedom("keep your hands to yourself", "WALK on the right"). We reiterated our PBIS acronym Jaguars ROAR with Respect, On Task, Appropriately Dressed, and Responsible. We use PowerPoint presentations, Question & Answer Time, and we publish all information on our school website.
Our outgoing 8th graders have grade meetings with the Principal from the beginning of the year to prepare them for how fast the year will fly. They participate in grade meetings with teachers, their team leader and Mr. Krakoff to discuss course offerings in high school. In the Spring, they meet with their high school guidance counselors to request certain elective classes, signature academies, academic options. The ESE students have similar transition meetings with students and their families to determine similar options and to adjust individual education plans(IEPs) and communicate needs and options, barriers and possible outcomes as they move forward toward academic diploma or certificate of promotion.

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

Academic and career planning are infused into most courses throughout. Special programs of Career Choices, CAPE Information Technology, ICT Essentials and Business Applications bring the topic to the forefront.

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

Project Based Learning and interdisciplinary units with real world applications help students realize the relevance of their work and why the rigor is so important.

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

Articulation between middle schools and high schools have been a strength because we are a small county and meet regularly as Principals, Coaches, and Counselors.

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

NA

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.   Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts.

G2.   Close the gaps between students who struggle with math and those who are finding success. A plan will be put in place to provide three levels of support for students which will be identified in the plan.This goal has been adjusted this year to infuse various strategies that will level the playing field for those students who are struggling and enhance the instruction for successful students.

G3.   Also, increase student engagement by incorporating Early Warning System (EWS) strategies under direction of FLDOE to more closely monitor students who have two or more indicators related to academic deficiencies, absenteeism, or behavioral issues(suspensions) that may impact achievement.

G4.   Encourage rigor and relevance in lesson activity planning within Florida State Standards; increasing reading of non-fiction text and citing references from text in writing for informative and argumentative; incorporate project based learning lessons. Continue to offer high school courses in Algebra 1 & Geometry with End Of Course Exams. Continue to offer Computer College and Career with industry certification exam at end of course with the expansion of ICT Essentials Suite in these classrooms.

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. Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts. 1a

🔍 G074082

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

Resources Available to Support the Goal 2

- CPALMS and FSAssessment.org resources in addition to those found and shared by teachers in CLTs. The Literacy Coach is available to model lessons and provide resources for instructional staff. Training, support, model lessons, and mentoring by Literacy Coach will include Read 180 and System 44 best practices, text complexity, close reading, LAFS, and common planning and assessment.

Targeted Barriers to Achieving the Goal 3

- Training for newly purchased Read 180 and System 44 Next Generation upgrade are needed to implement the programs with fidelity. Training and familiarity with the new HMH Collections textbook for English Language Arts.

- Instructional Staff needs more support of close reading, text complexity, and project based learning.

Plan to Monitor Progress Toward G1. 8

Samples of Non-Fiction Text and Short or Extended Response scored to a school wide rubric. District-wide progress monitoring assessment data.

Person Responsible

Jessica Clancy

Schedule

Monthly, from 10/17/2014 to 3/13/2015

Evidence of Completion

Samples of students work will be submitted to the Literacy Coach and that information will be shared with evaluator/observer.

G2. Close the gaps between students who struggle with math and those who are finding success. A plan will be put in place to provide three levels of support for students which will be identified in the plan.This goal has been adjusted this year to infuse various strategies that will level the playing field for those students who are struggling and enhance the instruction for successful students. 1a

🔍 G074083

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	73.0

Resources Available to Support the Goal 2

- Offer an intensive math lab setting for students during the school day, if applicable. After school program with high school student peer tutors and math teachers.

- The Purchase of VMath Live for all students with an action plan developed by math teachers to build capacity among students with skill gaps.

Targeted Barriers to Achieving the Goal 3

- The change in standards and depth of knowledge has impacted student achievement and proficiency. Additionally, the adoption of the new textbook which reflected those standards caused a wider skill gap which became evident.

Plan to Monitor Progress Toward G2. 8

Lesson Plans of Diversified Instruction and evidence of progress monitoring with Performance Matters by the teachers. Added to instruction will be writing math sentences(creating word problems) to support students' ability to write across content areas and preparing for FSA.

Person Responsible

Greg Hendricks

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Satisfactory progress of all students to proficiency grade of 70%.

G3. Also, increase student engagement by incorporating Early Warning System (EWS) strategies under direction of FLDOE to more closely monitor students who have two or more indicators related to academic deficiencies, absenteeism, or behavioral issues(suspensions) that may impact achievement. `1a`

🔍 G074084

Targets Supported `1b`

Indicator	Annual Target
% National Board Certified	0.0

Resources Available to Support the Goal `2`

- guidance, EWS protocols and support from district liason

Targeted Barriers to Achieving the Goal `3`

- A need to improve communication from the classroom to Student Services.

Plan to Monitor Progress Toward G3. `8`

Student grades from marking period 1 to 3 in areas where interdisciplinary units have been evidenced

Person Responsible

Marty Moon

Schedule

Quarterly, from 9/29/2014 to 5/1/2015

Evidence of Completion

Evidence of progress will be improvement of grades in the areas where interdisciplinary collaboration is documented. Students should show growth if engagement is increased with this collaborative strategy

G4. Encourage rigor and relevance in lesson activity planning within Florida State Standards; increasing reading of non-fiction text and citing references from text in writing for informative and argumentative; incorporate project based learning lessons. Continue to offer high school courses in Algebra 1 & Geometry with End Of Course Exams. Continue to offer Computer College and Career with industry certification exam at end of course with the expansion of ICT Essentials Suite in these classrooms. 1a

🔍 G074085

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	15.0

Resources Available to Support the Goal 2

- By establishing collaborative mini groups within grade teams, a vehicle for interdisciplinary lesson planning is in place. Teachers are eager to develop lessons that cross content areas and thereby add relevance for students.

Targeted Barriers to Achieving the Goal 3

- Lack of adequate training to support the new ICT Essential Suite. The training has been scheduled to occur.

Plan to Monitor Progress Toward G4. 8

Agenda and Minutes of meetings submitted to the above mentioned as they occur..

Person Responsible
David Krakoff

Schedule
Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion
Units, lessons, activities and strategies that support the goal toward the Target.

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. Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts. 1

🔑 G074082

G1.B1 Training for newly purchased Read 180 and System 44 Next Generation upgrade are needed to implement the programs with fidelity. Training and familiarity with the new HMH Collections textbook for English Language Arts. 2

🔑 B193415

G1.B1.S1 Implement both Read 180 and System 44 with fidelity and train teachers in those programs effectively. 4

🔑 S204977

Strategy Rationale

The hybrid model that has been used has not proven successful, because it is not adequately funded nor have teachers been trained.

Action Step 1 5

The teachers will participate in all district provided training for Read 180 and System 44. Additionally, modeled lessons and planning will be conducted with the Literacy Coach.

Person Responsible

Jessica Clancy

Schedule

Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Learning gains among target population.

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

Teachers will work in Collaborative Learning Teams (CLTs) to create common lesson ideas, assessments, and strategies based on the Read 180 and System 44 program and this will be evidenced by the agenda and minutes completed. The Literacy Coach will work closely with teachers to model and plan lessons, as well as, provide training and mentoring with the resources now available.

Person Responsible

Jessica Clancy

Schedule

Monthly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Evidence will come from the CLT agenda and minutes. Alignment to the frameworks and standards will be documented on teachers' lesson plans.

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

Teacher lesson plans and classroom observations will demonstrate if teachers are utlizing the resources with fidelity.

Person Responsible

Marty Moon

Schedule

Monthly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Learning gains among students and units, lessons, activities, and strategies that support the Language Arts Florida Standards.

G1.B1.S2 Fully implement the use of HMH textbook, consumable materials, and online platform. `4`

S204978

Strategy Rationale

The newly adopted text book aligns with Florida Standards and has been closely aligned to support the district's instructional frameworks for ELA.

Action Step 1 `5`

Set aside time for teachers to collaborate and organize the new materials to create lesson plans and assessments.

Person Responsible

Jessica Clancy

Schedule

Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Lesson plans aligned to the frameworks and standards will be collected and agenda/minutes will be reviewed from CLT meetings.

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

Teachers will work in Collaborative Learning Teams (CLTs) to create common lesson ideas, assessments, and strategies based on the HMH Collections textbook and this will be evidenced by the agenda and minutes completed. The Literacy Coach will work closely with teachers to model and plan lessons, as well as, provide training and mentoring with the resources now available.

Person Responsible

Jessica Clancy

Schedule

Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Learning gains among students. Units, lessons, activities and strategies that support the Language Arts Florida Standards.

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

Teacher lesson plans and classroom observations will demonstrate if teachers are utilizing the resources with fidelity.

Person Responsible

Jessica Clancy

Schedule

Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Learning gains among students and units, lessons, activities and strategies that support the Language Arts Florida Standards.

G2. Close the gaps between students who struggle with math and those who are finding success. A plan will be put in place to provide three levels of support for students which will be identified in the plan.This goal has been adjusted this year to infuse various strategies that will level the playing field for those students who are struggling and enhance the instruction for successful students. `1`

🔑 G074083

G2.B1 The change in standards and depth of knowledge has impacted student achievement and proficiency. Additionally, the adoption of the new textbook which reflected those standards caused a wider skill gap which became evident. `2`

🔑 B193418

G2.B1.S1 Continue training teachers to unwrap standards, create common units/lessons, common assessments and progress monitor to ensure capacity is increased within math skills. `4`

🔑 S204980

Strategy Rationale

If teachers are trained and working collaboratively then they will be more successful.

Action Step 1 `5`

Implement 48 minute instruction daily with a focus on organizing students to deepen knowledge and to use resources to bridge gaps in skills.

Person Responsible

Marty Moon

Schedule

Monthly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Lesson plans, artifacts of student work and assessments.

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

CLT documents will be submitted and monitored for formative assessments. As well as, anecdotal data from teachers and teacher grade books.

Person Responsible

Marty Moon

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, artifacts of student work, improvement on assessments-benchmark and teacher made.

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

Student improvement in the Bottom Quartile in Math as well as monitoring the progress of all students in math skills.

Person Responsible

Marty Moon

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Improvement verified by the difference between BMT 1(baseline) and BMT 2.

G3. Also, increase student engagement by incorporating Early Warning System (EWS) strategies under direction of FLDOE to more closely monitor students who have two or more indicators related to academic deficiencies, absenteeism, or behavioral issues(suspensions) that may impact achievement. 1

G074084

G3.B1 A need to improve communication from the classroom to Student Services. 2

B193420

G3.B1.S1 Student Services has created a CLT where progress monitoring is taking place and identifying students who fall within the EWS categories. 4

S204983

Strategy Rationale

To decrease the amount of students who require credit recovery and identify them right away.

Action Step 1 5

Guidance and IPS coaches will meet to identify the students who fall within the EWS categories and create a spreadsheet to monitor academic progress.

Person Responsible

Rebecca Hartman

Schedule

Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

The spreadsheet created to monitor student academic progress and student promotion.

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

Conference forms which identifies student grades, meeting dates and outcomes.

Person Responsible

Rebecca Hartman

Schedule

Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Conference notes, CLT minutes, student promotion rates

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

Conference forms which identifies student grades, meeting dates and outcomes.

Person Responsible

Rebecca Hartman

Schedule

Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Conference notes, CLT minutes, student promotion rates

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

Reviewing data in RtI:B and student grades for academic improvement.

Person Responsible

Rebecca Hartman

Schedule

Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Rti:B data and student grades

G4. Encourage rigor and relevance in lesson activity planning within Florida State Standards; increasing reading of non-fiction text and citing references from text in writing for informative and argumentative; incorporate project based learning lessons. Continue to offer high school courses in Algebra 1 & Geometry with End Of Course Exams. Continue to offer Computer College and Career with industry certification exam at end of course with the expansion of ICT Essentials Suite in these classrooms. 1

🔍 G074085

G4.B1 Lack of adequate training to support the new ICT Essential Suite. The training has been scheduled to occur. 2

🔍 B193421

G4.B1.S1 Continue to Unwrap the FL State Standards that increase rigor and relevance to encourage student engagement tying FLSS to Marzano strategies and best educational practices as we move toward full implementation next year. 4

🔍 S204985

Strategy Rationale

Action Step 1 5

CLT meetings will occur for teachers to collaborate and form mini-groups that will meet bi-weekly to apply strategies and standards as they build interdisciplinary units.

Person Responsible

Marty Moon

Schedule

Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

CLT minutes, action plans, lesson plans, student artifacts, and completion of courses.

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

Florida State Standards implemented and lessons planned as the year progresses in all core subject areas.

Person Responsible

David Krakoff

Schedule

Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Lesson plans, artifacts, observations in the classroom and documented in iobservations by David Krakoff, Greg Hendricks and Marty Moon.

Shifts in more implementation of Florida Standards in the classroom observations.

Person Responsible

David Krakoff

Schedule

Biweekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Shifts in planning toward interdisciplinary units/lessons as well as the deepening of rigor in assignments toward FLSS full implementation.

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	The teachers will participate in all district provided training for Read 180 and System 44. Additionally, modeled lessons and planning will be conducted with the Literacy Coach.	Clancy, Jessica	8/25/2015	Learning gains among target population.	6/3/2016 biweekly
G1.B1.S2.A1	Set aside time for teachers to collaborate and organize the new materials to create lesson plans and assessments.	Clancy, Jessica	8/25/2015	Lesson plans aligned to the frameworks and standards will be collected and agenda/minutes will be reviewed from CLT meetings.	6/3/2016 biweekly
G2.B1.S1.A1	Implement 48 minute instruction daily with a focus on organizing students to deepen knowledge and to use resources to bridge gaps in skills.	Moon, Marty	8/25/2015	Lesson plans, artifacts of student work and assessments.	6/3/2016 monthly
G3.B1.S1.A1	Guidance and IPS coaches will meet to identify the students who fall within the EWS categories and create a spreadsheet to monitor academic progress.	Hartman, Rebecca	8/25/2015	The spreadsheet created to monitor student academic progress and student promotion.	6/3/2016 biweekly
G4.B1.S1.A1	CLT meetings will occur for teachers to collaborate and form mini-groups that will meet bi-weekly to apply strategies and standards as they build interdisciplinary units.	Moon, Marty	8/25/2015	CLT minutes, action plans, lesson plans, student artifacts, and completion of courses.	6/3/2016 biweekly
G1.MA1	Samples of Non-Fiction Text and Short or Extended Response scored to a school wide rubric. District-wide progress monitoring assessment data.	Clancy, Jessica	10/17/2014	Samples of students work will be submitted to the Literacy Coach and that information will be shared with evaluator/observer.	3/13/2015 monthly
G1.B1.S1.MA1	Teacher lesson plans and classroom observations will demonstrate if teachers are utlizing the resources with fidelity.	Moon, Marty	8/25/2015	Learning gains among students and units, lessons, activities, and strategies that support the Language Arts Florida Standards.	6/3/2016 monthly
G1.B1.S1.MA1	Teachers will work in Collaborative Learning Teams (CLTs) to create common lesson ideas, assessments, and strategies based on the Read 180 and System 44 program and this will be	Clancy, Jessica	8/25/2015	Evidence will come from the CLT agenda and minutes. Alignment to the frameworks and standards will be documented on teachers' lesson plans.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	evidenced by the agenda and minutes completed. The Literacy Coach will work closely with teachers to model and plan lessons, as well as, provide training and mentoring with the resources now available.				
G1.B1.S2.MA1	Teacher lesson plans and classroom observations will demonstrate if teachers are utilizing the resources with fidelity.	Clancy, Jessica	8/25/2015	Learning gains among students and units, lessons, activities and strategies that support the Language Arts Florida Standards.	6/3/2016 biweekly
G1.B1.S2.MA1	Teachers will work in Collaborative Learning Teams (CLTs) to create common lesson ideas, assessments, and strategies based on the HMH Collections textbook and this will be evidenced by the agenda and minutes completed. The Literacy Coach will work closely with teachers to model and plan lessons, as well as, provide training and mentoring with the resources now available.	Clancy, Jessica	8/25/2015	Learning gains among students. Units, lessons, activities and strategies that support the Language Arts Florida Standards.	6/3/2016 biweekly
G2.MA1	Lesson Plans of Diversified Instruction and evidence of progress monitoring with Performance Matters by the teachers. Added to instruction will be writing math sentences(creating word problems) to support students' ability to write across content areas and preparing for FSA.	Hendricks, Greg	8/24/2015	Satisfactory progress of all students to proficiency grade of 70%.	6/3/2016 monthly
G2.B1.S1.MA1	Student improvement in the Bottom Quartile in Math as well as monitoring the progress of all students in math skills.	Moon, Marty	8/24/2015	Improvement verified by the difference between BMT 1(baseline) and BMT 2.	6/3/2016 biweekly
G2.B1.S1.MA1	CLT documents will be submitted and monitored for formative assessments. As well as, anecdotal data from teachers and teacher grade books.	Moon, Marty	8/24/2015	Lesson plans, artifacts of student work, improvement on assessments-benchmark and teacher made.	6/3/2016 biweekly
G3.MA1	Student grades from marking period 1 to 3 in areas where interdisciplinary units have been evidenced	Moon, Marty	9/29/2014	Evidence of progress will be improvement of grades in the areas where interdisciplinary collaboration is documented. Students should show growth if engagement is increased with this collaborative strategy	5/1/2015 quarterly
G3.B1.S1.MA1	Reviewing data in RtI:B and student grades for academic improvement.	Hartman, Rebecca	8/25/2015	Rti:B data and student grades	6/3/2016 biweekly
G3.B1.S1.MA1	Conference forms which identifies student grades, meeting dates and outcomes.	Hartman, Rebecca	8/25/2015	Conference notes, CLT minutes, student promotion rates	6/3/2016 biweekly
G3.B1.S1.MA1	Conference forms which identifies student grades, meeting dates and outcomes.	Hartman, Rebecca	8/25/2015	Conference notes, CLT minutes, student promotion rates	6/3/2016 biweekly
G4.MA1	Agenda and Minutes of meetings submitted to the above mentioned as they occur..	Krakoff, David	8/25/2015	Units, lessons, activities and strategies that support the goal toward the Target.	6/3/2016 biweekly
G4.B1.S1.MA1	Shifts in more implementation of Florida Standards in the classroom observations.	Krakoff, David	8/25/2015	Shifts in planning toward interdisciplinary units/lessons as well as the deepening of rigor in assignments toward FLSS full implementation.	6/3/2016 biweekly
G4.B1.S1.MA1	Florida State Standards implemented and lessons planned as the year progresses in all core subject areas.	Krakoff, David	8/25/2015	Lesson plans, artifacts, observations in the classroom and documented in iobservations by David Krakoff, Greg Hendricks and Marty Moon.	6/3/2016 biweekly

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.

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	The teachers will participate in all district provided training for Read 180 and System 44. Additionally, modeled lessons and planning will be conducted with the Literacy Coach.				$0.00
2	G1.B1.S2.A1	Set aside time for teachers to collaborate and organize the new materials to create lesson plans and assessments.				$0.00
3	G2.B1.S1.A1	Implement 48 minute instruction daily with a focus on organizing students to deepen knowledge and to use resources to bridge gaps in skills.				$9,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0021 - Stuart Middle School	School Improvement Funds		$3,500.00
			Notes: V-Math project was fully funded to enrich all students.			
			0021 - Stuart Middle School	School Improvement Funds		$3,000.00
			Notes: After-school Math and ELA Tutoring/Student Support			
			0021 - Stuart Middle School	School Improvement Funds		$3,000.00
			Notes: After-school program for support of struggling Math students with tutoring/ assistance by teachers who report progress to parents and teachers of record.			
4	G3.B1.S1.A1	Guidance and IPS coaches will meet to identify the students who fall within the EWS categories and create a spreadsheet to monitor academic progress.				$0.00
5	G4.B1.S1.A1	CLT meetings will occur for teachers to collaborate and form mini-groups that will meet bi-weekly to apply strategies and standards as they build interdisciplinary units.				$0.00
					Total:	$9,500.00