Sarasota Middle School

2016-17 Schoolwide Improvement Plan

Sarasota Middle School

4826 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/sarasotamiddle

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	29%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*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 Sarasota 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sarasota Middle School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Sarasota Middle School is a community offering a safe, encouraging environment that celebrates learning and innovation. All learners model and promote integrity, empathy, and responsibility.

b. Provide the school's vision statement.

Sarasota Middle School places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.

2. School Environment

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

Sarasota Middle School (SMS) takes every opportunity to establish and promote student well-being and social development dedicating time and effort to building relationships that connect our students, families, and community to school staff and administration.

Before the school year begins, all 6th grade students are invited to our student orientation and transition program, Where Everybody Belongs (WEB). During this 3 hour orientation assembly, trained 8th grade WEB Leaders guide the incoming 6th grade students, offering them a path to success both socially and academically. Sarasota Middle school prides itself on cultivating an environment, through our Positive Behavior Support (PBS) plan, where all members of the community are Polite, Prepared, Productive, and Safe.

SMS has established organizations like Builders Club and the National Junior Honor Society where student service learning is encouraged. Our students are developing their civic responsibilities and knowledge through these school supervised volunteer programs. Families are encouraged to participate in the international Coastal Clean-Up each year at a community park, open house, ESOL Night, and other after school offerings.

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

Teachers, administrators and support staff work through the PBS committee to set classroom and school-wide behavioral expectations that create a Polite, Prepared, Productive and Safe environment. Teachers and staff provide before, during and after-school supervision to ensure safety for all students. Students are encouraged to report any concerns to teachers, support staff, parents, bus drivers, administration and/or our student resource officer (SRO). Each report is investigated and documented, in accordance with district and state guidelines, and action is taken as deemed necessary.

c. 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.

A positive learning culture is promulgated at Sarasota Middle School by ensuring that all participants and stakeholders feel they are part of a polite, prepared, productive and safe environment. The hallmarks of this positive learning culture at SMS are: fair and consistent implementation of school policies, decisions that are guided by a problem solving, not punitive, approach, and interventions that are progressive, supportive, constructive and transparent.

Every teacher at SMS engages students in learning through implementation of the Sarasota County Instructional Model, emphasizing the importance of modeling, guided and direct instructional strategies, productive team tasks, and accountable talk. Training in the implementation of this model is ongoing both formally and through collaborative school-based Professional Learning Communities.

Students are taught Sarasota Middle School's school-wide expectations of being Polite, Prepared, Productive, and Safe routinely throughout the first week of the school year. The master schedule for the first week of school includes an advisory period, and students participate in the Principal's Forum. These are posted and reinforced in every classroom across campus on a daily basis, and emphasized through the Principal's Forum, a grade-level assembly hosted by the administrative and support teams.

d. 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.

Students, staff and parents have access to instructional support personnel that can provide either direct service or referral for service for student needs. The SMS School-Wide Support Team (SWST) consists of two Guidance Counselors, a Behavior Specialist, two ESE Liaisons, a School Psychologist, a District Social Worker, a District Truancy officer, two Assistant Principals and the Principal. This School-Wide Support Team meets on a weekly basis to take action on any needs and/or concerns and initiate the MTSS process.

3. 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).

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

The SMS Attendance Secretary prepares a weekly report of habitually absent students. This report is reviewed at our weekly School-Wide Support Team meeting.

The SMS Assistant Principals monitor teacher grades to proactively identify students of academic concern at the midpoint and end of each quarter. Parent contact is made with every family of a failing student.

Teachers and support staff refer any student of concern to the School-Wide Support Team to begin the Multi-Tiered System of Supports (MTSS) process as necessary.

Students who score a Level 1 and Level 2 on the Reading and/or Math Florida Standards Assessment (FSA) are identified through the scheduling process. Reading Level 1 and 2 students are provided intervention through scheduling in Intensive Reading and/or CAR/PD endorsed class placement. Math Level 1 and 2 students receive intervention in math fluency, and students in need of additional support are assigned to a Critical Thinking class.

Teachers and Content Specialists review student diagnostic data results and district Math and Science Benchmark testing results to identify intervention needs. Professional Learning Community collaborative teams review student progress towards subject mastery and identify and provide

remediation as needed.

The ESE Liaisons and Behavior Specialists review discipline referrals and suspensions and communicate the information to staff. In addtion to data, the Behavior Specialists also collects information for BIPs and FBAs.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	36	70	87	0	0	0	0	193
One or more suspensions	0	0	0	0	0	0	10	20	21	0	0	0	0	51
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	26	22	38	0	0	0	0	86

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	13	21	34	0	0	0	0	68

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

Intensive Reading - small group, differentiated instruction in reading.

Targeted and differentiated classroom instruction based on needs discovered through formative and summative classroom assessment and data provided by iReady.

Panther Math Fluency - small group, differentiated instruction in math fluency.

Mentoring - weekly, small group, mentoring provided through lunches with our Behavior Specialist and Guidance Counselor.

Critical Thinking- an elective course, small group focused with mentoring and scaffolding supports

Placement of all ESE students in their Least Restrictive Environment with additional classroom instructional assistance as required.

In-School Suspension with support staff to assure continuance of the learning process while separated from their regular classroom.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Parents attend Back to School afternoons, our Annual Open House, Music concerts, athletic events, National Junior Honor Society events, Literacy Night events, promotion ceremonies and parent conferences. Additionally the Sarasota Middle Parent Teacher Student Organization (PTSO) actively raises money to support school functions, organizes Renaissance recognition events and other student events, and provides volunteers.

2. 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.

SMS has an active School Advisory Committee (SAC) made-up of community representatives who serve as liaisons between the school and the wider community. The PTSO successfully identifies and recruits business partners that provide generous and varied resources to support school and student achievement. Additionally, it is Sarasota Middle School's goal to make school facilities available to local organizations for meetings and events. This builds relationships with the community and generates funding for the school.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dorn, Janel	Principal
Hefner, Kate	Assistant Principal
Tinkis, Stacey	Assistant Principal

b. Duties

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

Janel Dorn - Principal
Kate Hefner - Assistant Principal
Stacey Loos - Assistant Principal
School Curriculum Leaders -
Social Studies: Lisa Mangoni, Ashley Morrison, Deb Shults
Language Arts: Kyle Blough, Marta Boyle, Sarah Tacheny
Math: Gerri Greene, Danny Lunt, Donna Winstead
Science: Sue Guiffrida, Nicole Machenheimer, Missy Mochermann
Department Chairs: Donna Winstead, Nicole Machenheimer, Deb Shults, Sarah Tacheny
Team Leaders: Caryolyn Dorr, ESE Team; Matt Joiner, Physical Education; Beth Rogers, Encore's
Carolyn Dorr/Michelle Burrell - ESE Liaisons
Sally Hrtiz/Jan Marques - Guidance Counselors

Dr. Lisa Cline - Behavior Specialist
Shared Decision Making is facilitated through monthly School Leader meetings attended by the personnel enumerated above. Additionally, each Curriculum Leader meets weekly with their respective Professional Learning Community.

2. 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.

The Sarasota County instructional model encourages the identification of students with learning deficits and the provision of differentiated instruction to meet individual and small group needs. Every teacher is trained in this instructional model.

Teachers bring students of concern (students in need to Tier 1 or Tier 2 interventions) to the School Wide Support Team (SWST) - Guidance Counselors, Behavior Specialist, ESE Liaisons, School Social Worker, Truancy worker, School Psychologist and school administrators - for support, needs analysis, monitoring facilitation and possible disability identification and programming of services. This group meets weekly throughout the school year.

Additional support is offered through before school tutoring, Math Fluency classes, Intermittent Math Fluency Interventions, Intensive Reading and Course Recovery.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Janel Dorn	Principal
Susan Brown	Business/Community
Anne Frisina	Education Support Employee
Deb Houston	Teacher
Debbie Shults	Teacher
Wendy Rudd	Parent
Lisa Russo	Parent
Kara Merrill	Teacher
Kim Klunder	Parent
Nicole Jensen	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SMS SAC reviews end-of-year results, noting successes and opportunities for growth and improvement going forward.

b. Development of this school improvement plan

Provide input; review and approve final document.

c. Preparation of the school's annual budget and plan

Provide feedback, review and approve final school budget.

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

There are no School Improvement Funds

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Dorn, Janel	Principal
Hefner, Kate	Assistant Principal
Tinkis, Stacey	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Effective implementation of school-wide instructional strategies: iEngage (Gradual Release) instructional model, WOW vocabulary development, Cornell Notes, Frayer Model vocabulary, Reciprocal Teaching, Active Vocabulary Word Walls, Excellence in Writing, iReady diagnostic results, development and use of common assessments, and regular analysis of formative and summative assessment data to inform instruction.

D. 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).

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

The school culture reflects a global respect and appreciation for the work of each staff member toward global goal of student achievement. The respect and shared focus is reflected in monthly staff meetings, monthly School Leader meetings, weekly Professional Learning Circles, and in the middle school "teaming" model. Collaborative planning is seen in these weekly PLC meetings, but also daily as teachers meet informally to discuss best practices, and in frequent school-based professional development.

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

School administration is responsible for assuring that our Instructional staff is provided collaborative support through regularly scheduled Professional Learning Circle (PLC) meetings and ongoing professional development. Newly hired teachers are provided on-site mentoring support and assistance through the district Professional Development department. Teachers in need of additional assistance are provided with structured support in accordance to district guidelines.

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

SMS has five newly-hired instructional staff members this school year. Each teacher is provided with a trained SCIP mentor. Each mentor provides strong content based skills, instructional lesson design support and on-going mentoring through both formal and informal weekly meetings. Support is also provided by school administration and district staff. The Sarasota County Inductions Program includes a rubric and requires the Princpal's approval of completion at the end of the year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers, students and parents are aware of the increased rigor of the new FSA. Through our innovative technology rich classrooms and implementation of the Sarasota County Instructional Model we are actively engaging students in critical thinking skills including interpretation, analysis, evaluation, inference, explanation, evidence seeking and reflection around their content. Administration and faculty actively seek out resources and professional development that will further our ability to reach students and involve them in the types of learning tasks that that promote the thinking skills required by the new standards.

b. Instructional Strategies

1. 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.

In addition to their own common assessment and formative classroom assessment data, instructional staff utilizes State-Wide testing data (FCAT Science 2.0, EOCs, i-Ready, FSA),District created Benchmark testing data, writing practice prompt data and school wide math fluency results to identify differentiation needs of students. The iEngage Instructional Model, by intent, provides teachers ongoing opportunities to provide identified differentiated instructional needs to individual and small groups of students within the classroom on a daily basis.

2. 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: 6,480

Teachers participate in various opportunites to collaborate and plan. They also actively seek out Professional Development opportunites.

Strategy Rationale

Collaboration and Professional Development provides teachers the time and framework to reflect on their practice, construct new knowledge about teaching, and make positive sustained changes to their teaching practice.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Dorn, Janel, janel.dorn@sarasotacountyschools.net

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

FSA results, EOC results, District Benchmark results, iReady, results, etc. are analyzed to determine if our overall achievement growth for the year has been obtained.

Strategy: Before School Program

Minutes added to school year: 10,920

Students are provided the opportunity for before-school tutoring. There are also enrichment opportunities through various clubs, such as NJHS, Builders Club,Technology Student Association, etc...

Strategy Rationale

A successful tutoring program will empower students to seize the learning opportunities offered to them in the classroom. It builds relationships that provide the confidence to take academic risks. For students who are academically and intellectually advanced, tutoring and extra-curricular activies can provide instruction and learning experiences at an accelerated pace or outside of their current curriculum to maintain the student's interest and increase their depth of conceptual understanding.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hefner, Kate, katelynn.hefner@sarasotacountyschools.net

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

Formative and summative classroom assessment of individual student achievement growth.

2. Student Transition and Readiness

a. 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).

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

Incoming 6th graders participate in a preview event in the Spring of their 5th grade year. They tour the school and meet 6th grade faculty and administrators. They also attend a WEB Rally (Where Everyone Belongs) the week before school starts. This event is lead by current 8th grade students and helps introduce incoming 6th graders to their new school.

8th Grade students all participate in career and academic planning. They create their own portfolio containing potential careers, their research on those careers, their interest survey results and identified career clusters. They do further research to identify recommended course selections for their chosen areas of interest. High School Guidance Counselors present to 8th Graders each year. Students are offered choices for courses of study and electives in high school. Our Guidance Counselors provide guidance to assist students in their choices and then the High School Guidance Counselors meet individually with each student to finalize their course of high school study.

b. College and Career Readiness

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

Sarasota Middle School is a College and Career Ready School. We embrace the Sarasota County Instructional Model which encourages daily embedding of real-life learning experiences that connect students to the world around them. It also inspires their imagination to go beyond the classroom and envision their lives as they move towards college and careers. We bring in community business and industry leaders through Junior Achievement to interact with our 8th grade students and bring the real world into the classroom.

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

Students may participate in Technology Education and Science Explorations (STEM). The courses provide students the opportunity to attain the following certifications: IC3-SPARK and Digital Tools. We also invite students to participate in the annual Science Fair, as well as our Technology Student Association (TSA) to participate at a competitive level.

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

Every core subject classroom is equipped as a highly innovative technology rich learning environment, putting technology at the finger tips of each students. The Sarasota County Instructional Model compels students to develop the interactive, collaborative skills needed in the 21st Century workplace. The instructional model also demands that they develop the technological skills needed and required in the marketplace.

This year, we offer STEM Investigations with an emphasis on coding where students can explore the foundational computer concepts of HTML and web design.

4. 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.

-Increased rigor across disciplines
-Increased enrollment in acceleration classes (Algebra Honors and Geometry Honors, Speech 1, Spanish 1, Biology Honors)
-Increased connections across disciplines and interdisciplinary units of study
-Increased awareness of the relationship of current learning to college and careers

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. A positive and proactive behavior plan will be developed that supports social/emotional learning and behavior and be used an as intervention to decrease suspension rates by 2 percent.

G2. By the end of the 2016-17 school year, all paraprofessionals and LRE/CO-Teachers will understand their role and implement strategies that support best practices in inclusive education environments, resulting in a 2% increase in the number of students making learning gains who performed at or below the 25th percentile in reading.

G3. By the end of the 2016-17 school year there will be a minimum of 2 percent increase in proficiency in reading.

G4. By the end of the 2016-17 school year there will be a minimum of 2 percent increase in proficiency in math.

G5. By the end of the 2016-17 school year there will be a minimum of a 2 percent increase in proficiency in science.

Strategic Goals Detail

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

G1. A positive and proactive behavior plan will be developed that supports social/emotional learning and behavior and be used an as intervention to decrease suspension rates by 2 percent. `1a`

🔍 G085590

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	51.0

Targeted Barriers to Achieving the Goal `3`

- 1. Data systems for review of applicable data is not collected and reviewed on a regular basis.

- Not all staff and students are aware of school-wide procedures and behavior plan

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Student Information System (SIS)

- School News

- Digital media for presentations and facilitating of lessons

Plan to Monitor Progress Toward G1. `8`

Student discipline data including referrals, lunch detentions, and school-based Panther Intervention Reports (PIR)

Person Responsible
Janel Dorn

Schedule
Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion
Lunch detention spreadsheets, school-based infraction reports, spreadsheets of referral data, dis-aggregated by student infraction, administrative action, student name, and staff member who assigned discipline.

G2. By the end of the 2016-17 school year, all paraprofessionals and LRE/CO-Teachers will understand their role and implement strategies that support best practices in inclusive education environments, resulting in a 2% increase in the number of students making learning gains who performed at or below the 25th percentile in reading. 1a

🔍 G085591

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Teachers need professional development to be able to implement best practices and strategies in a co-teaching environment.

- Teachers need time and access to meet with co-teaching colleagues to plan effective instruction in a technology rich classroom.

- Paraprofessionals need professional development to be able to understand their role and implement best practices in an inclusive environment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SCS techonlogy equipment and trainers, district trainers, school administration, collaborative colleagues, outside educational organizations

Plan to Monitor Progress Toward G2. 8

Training logs, attendance rosters

Person Responsible
Kate Hefner

Schedule
Annually, from 8/29/2016 to 5/26/2017

Evidence of Completion
Training logs, attendance rosters and classroom observations

G3. By the end of the 2016-17 school year there will be a minimum of 2 percent increase in proficiency in reading. 1a

🔍 G085592

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	80.0

Targeted Barriers to Achieving the Goal 3

- Students present with reading deficits, particularly in the areas of non-fiction, informational text.

- Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

- Instructional staff need regularly scheduled opportunities to share ideas and successful instructional strategies with each other.

Resources Available to Help Reduce or Eliminate the Barriers 2

- All classroom teachers, administrators, paraprofessionals and support staff are critical resources in addition to district textbook resources, iReady data, and IXL.

Plan to Monitor Progress Toward G3. 8

Classroom formative and summative assessments.
iReady data.
Progress monitoring of FSA Level 1 and 2 students, not only in their reading and Language Arts class, but across their curriculum.

Person Responsible
Janel Dorn

Schedule
Monthly, from 8/22/2016 to 5/27/2017

Evidence of Completion
2016 FSA results.

G4. By the end of the 2016-17 school year there will be a minimum of 2 percent increase in proficiency in math. 1a

🔍 G085593

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	87.0

Targeted Barriers to Achieving the Goal 3

- Students present with math fluency deficits which are impedimented to mastering the grade level curriculum.

- Students need to see how math experts think and work through math problems

- Teachers need regularly scheduled opportunities to collaborate and to share ideas and successful instructional strategies with each other.

Resources Available to Help Reduce or Eliminate the Barriers 2

- All teachers, administrators,paraprofessionals and support staff are critical resources. Big Ideas textbook resources, IXL math, district common assessments.

Plan to Monitor Progress Toward G4. 8

Formative and summative assessments, and Math Benchmark assessments.

Person Responsible
Kate Hefner

Schedule
Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion
Classroom assessments, Math Benchmark assessments and FSA 2.0.

G5. By the end of the 2016-17 school year there will be a minimum of a 2 percent increase in proficiency in science. `1a`

`G085594`

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal `3`

- Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Class room teachers, mentors, coaches, district level curriculum specialist, administrators and support staff, technology rich, classrooms, professional development offerings.

Plan to Monitor Progress Toward G5. `8`

Classroom formative and summative assessments, Science Benchmark testing results and Science FCAT 2.0.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

End of year Science FCAT 2.0 and Biology Honors Results

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. A positive and proactive behavior plan will be developed that supports social/emotional learning and behavior and be used an as intervention to decrease suspension rates by 2 percent. 1

🔑 G085590

G1.B1 1. Data systems for review of applicable data is not collected and reviewed on a regular basis. 2

🔑 B227476

G1.B1.S1 Use SIS to easily collect and review applicable data. Data will be collected and analyzed on a monthly basis. 4

🔑 S240020

Strategy Rationale

By identifying the areas of student improvement, administration can identify early warning signs of students in need of interventions, staff in need of professional development, school-wide needs of expectation communication.

Action Step 1 5

Support team will collect and analyze student discipline data.

Person Responsible

Janel Dorn

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

Data will be discussed monthly at support team meetings.

Person Responsible

Janel Dorn

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

spreadsheet of staff and student discipline data, meeting agendas

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

Data will be reviewed by administration

Person Responsible

Janel Dorn

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Spreadsheets of data, dis-aggregated by student infraction, administrative action, student name, and staff member who assigned discipline.

G1.B2 Not all staff and students are aware of school-wide procedures and behavior plan 2

🔑 B227477

G1.B2.S1 Development of school-wide expectations that will be posted in all classrooms, common areas, and on the morning news; lessons for each of these will be taught during thefirst week of school. 4

🔑 S240021

Strategy Rationale

Visual reminder of expectations and lessons that explicitly model the expectations will develop a supportive community.

Action Step 1 5

Development of a PBS poster and lessons

Person Responsible

Kate Hefner

Schedule

Evidence of Completion

Posters printed and hung around campus

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor morning news for implementation and collect check-list data during walk-throughs

Person Responsible

Kate Hefner

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Discuss observational data with PBS team at monthly meetings.

Person Responsible

Janel Dorn

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Walk-through data, staff input, meeting agendas

G2. By the end of the 2016-17 school year, all paraprofessionals and LRE/CO-Teachers will understand their role and implement strategies that support best practices in inclusive education environments, resulting in a 2% increase in the number of students making learning gains who performed at or below the 25th percentile in reading. `1`
🔑 G085591

G2.B1 Teachers need professional development to be able to implement best practices and strategies in a co-teaching environment. `2`
🔑 B227478

G2.B1.S1 Trainers will schedule time to work with individual teachers, PLCs and after school groups. `4`
🔑 S240022

Strategy Rationale

These meetings will be able to target training and maximize the benefit accrued.

Action Step 1 `5`

Training Calendars and attendance

Person Responsible

Kate Hefner

Schedule

Quarterly, from 8/17/2016 to 8/17/2016

Evidence of Completion

Completed training calendar.

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

Training schedule and participants

Person Responsible

Stacey Tinkis

Schedule

Quarterly, from 8/17/2016 to 5/26/2017

Evidence of Completion

FSA results, EOC results, FCAT Science results and classroom engagement and student depth of understanding.

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

Classroom observations

Person Responsible

Kate Hefner

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Observation notes, Classroom Indicators for Success, coordinated PD plan

G2.B1.S2 Identify professional development opportunities for staff members in inclusive environments.
4

🔑 S240023

Strategy Rationale

Research-based professional development will give staff members the structures and supports needed to be effective in an inclusive learning environment.

Action Step 1 5

Monitor meetings and professional development

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom observations and Instructional Indicators for Success.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom observation and feedback from participants.

Person Responsible

Janel Dorn

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom observation notes and Classroom Indicators for Success.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Collaboration during PLC and other scheduled meetings times. Provide coaching and feedback as needed.

Person Responsible

Janel Dorn

Schedule

Weekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Increased instructional capacity with staff members in LRE environments

G2.B2 Teachers need time and access to meet with co-teaching colleagues to plan effective instruction in a technology rich classroom. `2`

🔑 B227479

G2.B2.S1 Maintain fidelity to weekly, collaborative PLC meetings. `4`

🔑 S240024

Strategy Rationale

Consistent, collegial collaboration increases the knowledge base and implementation ability of all participants.

Action Step 1 `5`

Schedule weekly PLC meetings and assign members.

Person Responsible

Janel Dorn

Schedule

On 5/26/2017

Evidence of Completion

Completed schedule and weekly PLC reports.

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

Collect and review weekly PLC reports.

Person Responsible

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Weekly PLC reports and direct observation.

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

Provide PLCs "protected" meeting times.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

PLC meeting schedule without conflicting meetings.

G2.B2.S2 Add additional PLC meetings to increase the collaboration across campus. 4

🔑 S240025

Strategy Rationale

Collaboration between different levels of users increases the level of implementation for all users.

Action Step 1 5

Strategically assign and schedule teachers to additional PLC groups.

Person Responsible

Janel Dorn

Schedule

Annually, from 8/29/2016 to 5/26/2017

Evidence of Completion

PLC meeting schedule and feedback from participants.

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

Observation of PLC and feedback from participants.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Observation notes and classroom instruction.

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

Classroom observations.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Observation notes and Instructional Indicators for Success, Master Schedule allows for collaboration

G2.B3 Paraprofessionals need professional development to be able to understand their role and implement best practices in an inclusive environment. 2

🔍 B227480

G2.B3.S2 Identify professional development opportunities for staff members in inclusive environments. 4

🔍 S240027

Strategy Rationale

Research-based professional development will give staff members the structures and supports needed to be effective in an inclusive learning environment.

Action Step 1 5

Monitor meetings and professional development

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom observations and Instructional Indicators for Success.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

Classroom observation and feedback from participants.

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom observation notes and Classroom Indicators for Success.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Collaboration during PLC and other scheduled meetings times. Provide coaching and feedback as needed.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Increased instructional capacity with staff members in LRE environments

G3. By the end of the 2016-17 school year there will be a minimum of 2 percent increase in proficiency in reading. 1

🔍 G085592

G3.B1 Students present with reading deficits, particularly in the areas of non-fiction, informational text. 2

🔍 B227481

G3.B1.S1 Students who scored a Level 1 and Level 2 on the Reading FSA will participate in either an Intensive Reading class or receive direct instruction on reading from a CAR-PD certified teacher. All teachers will emphasize reading and comprehension in their content areas. There will be an increased emphasis on informational text and the eliciting of evidence to support comprehension. 4

🔍 S240028

Strategy Rationale

Action Step 1 5

Increased reading in the content areas. Increased reading of informational text and the use of textual evidence to demonstrate comprehension.

Person Responsible

Janel Dorn

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

Classroom observations.

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

Observation of classroom instruction to include reading in the content area and informational text.

Person Responsible

Janel Dorn

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Improved reading scores.

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

Classroom observations, formative and summative classroom assessments, iReady results.

Person Responsible

Janel Dorn

Schedule

Monthly, from 8/29/2016 to 8/29/2016

Evidence of Completion

iReady diagnostic results; FSA Reading scores.

G3.B2 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies. `2`

🔑 B227482

G3.B2.S1 Teachers will implement the Sarasota County Instructional model. They will implement Cornell Note Taking strategies, Reciprocal Teaching methods, Anticipation Guides, and the Frayer Model of vocabulary comprehension. Teachers will actively utilize Word Walls to emphasis current, content specific vocabulary. `4`

🔑 S240029

Strategy Rationale

Action Step 1 `5`

Training, review and reinforcement of the instructional strategies.

Person Responsible

Stacey Tinkis

Schedule

Semiannually, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom observation of teaching strategies.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Classroom observation of instruction.

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Fidelity of use of instructional strategies in each classroom.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Formative and summative classroom assessments, iReady results.

Person Responsible

Stacey Tinkis

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Results of summative classroom assessments, student grades,iReady results and 2016 FSA Reading results.

G3.B3 Instructional staff need regularly scheduled opportunities to share ideas and successful instructional strategies with each other. 2

🔑 B227483

G3.B3.S1 Administration and Master Scheduler will develop a schedule that provides for weekly grade level, content specific PLC meetings. 4

🔑 S240030

Strategy Rationale

Action Step 1 5

Develop Master Schedule that facilitates weekly, grade level, content specific PLC meetings.

Person Responsible

Kate Hefner

Schedule

Annually, from 8/29/2016 to 5/26/2017

Evidence of Completion

Completed Master Schedule.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Verify Master Schedule and planning times.

Person Responsible

Kate Hefner

Schedule

On 8/15/2016

Evidence of Completion

Finished Master Schedule

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Verify use of weekly PLC planning time.

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Observation of productive PLC meeting and review of minutes.

G3.B3.S2 Teachers will schedule and fully utilize collaborative planning time to share ideas and successful instructional strategies. `4`

🔑 S240031

Strategy Rationale

Action Step 1 `5`

Establish and utilize weekly collaborative planning time.

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Observation of meetings and classroom implementation of identified strategies.

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Participate and observe weekly PLC meetings.

Person Responsible

Janel Dorn

Schedule

On 5/26/2017

Evidence of Completion

Productive use of collaborative meeting time and implementation of shared strategies.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Effective implementation of high impact instructional strategies and interventions.

Person Responsible

Stacey Tinkis

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom observation and student learning gains as evidenced by assessment results.

G4. By the end of the 2016-17 school year there will be a minimum of 2 percent increase in proficiency in math. `1`

🔑 G085593

G4.B1 Students present with math fluency deficits which are impedimented to mastering the grade level curriculum. `2`

🔑 B227484

G4.B1.S1 Teachers will regularly monitor their students math fluency levels. They will implement in class interventions to address any deficits. Academic Intervention and Math Fluency classes will be established to provide additional fluency support and strategies for deficits that go beyond what can be addressed in the classroom. `4`

🔑 S240032

Strategy Rationale

Action Step 1 `5`

Progress monitor math fluency, identify specific needs, and develop interventions.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Math fluency test results and FSA 2017.

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

Progress monitoring of math fluency.

Person Responsible

Kate Hefner

Schedule

Every 6 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

Results of math fluency test, classroom assessments and FSA 2.0 2016.

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

Review math fluency scores, iReady progress and classroom summative assessments.

Person Responsible

Kate Hefner

Schedule

Every 6 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

2017 FSA Math Results

G4.B2 Students need to see how math experts think and work through math problems 2

🔑 B227485

G4.B2.S1 Math teachers will fully implement the iEngage Instructional Model. This includes the identification and articulation of clear content and vocabulary purposes each day, the implementation of a collaborative student team task and the guided instruction necessary for successful student completion, and opportunities for students to demonstrate independent content mastery. 4

🔑 S240033

Strategy Rationale

Action Step 1 5

Training, reinforcement and implementation of the Sarasota County Instructional model.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Observation of classroom instruction implementing the Sarasota County Instructional Model.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Fidelity of implementation of TechActive iEngage Instructional Model.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom observation of instruction.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Formative and summative assessments of content understanding and mastery.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom observation, student grades, FSA and iReady math results

G4.B3 Teachers need regularly scheduled opportunities to collaborate and to share ideas and successful instructional strategies with each other. [2]

🔍 B227486

G4.B3.S1 Administration will develop a Master Schedule that allows for weekly content and grade level specific PLC meetings. Teachers will utilize this time to collaborate and share successful instructional strategies. [4]

🔍 S240034

Strategy Rationale

Action Step 1 [5]

Develop Master Schedule that allows for content and grade level weekly PLC meetings.

Person Responsible

Kate Hefner

Schedule

On 5/26/2017

Evidence of Completion

Finished Master Schedule.

Action Step 2 [5]

Establish and utilize regularly schedule collaborative meeting times.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Observation of PLC's. Minutes of PLC meetings. Observation of classroom implementation of identified strategies.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Participate in and observe regular PLC meetings.

Person Responsible

Janel Dorn

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Observation and implementation of productive PLC meetings.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Productive PLC meetings and implementation of identified strategies.

Person Responsible

Janel Dorn

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Observation of PLC meetings and Math results..

G5. By the end of the 2016-17 school year there will be a minimum of a 2 percent increase in proficiency in science. 1

🔍 G085594

G5.B1 Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding. 2

🔍 B227487

G5.B1.S1 Science teachers will fully implement the Sarasota County instructional model. They will increase their use of science, informational text and routinely engage their students in Accountable Team Tasks. 4

🔍 S240035

Strategy Rationale

Action Step 1 5

Train, review and reinforce the use of the Sarasota County Instructional Model.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom observations.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Observation of classroom instructional strategies.

Person Responsible

Janel Dorn

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Successful and consistent implementation of the Sarasota County Instructional Model. Increased FCAT Science proficiency scores.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Formative and summative classroom assessments, Science Benchmark assessments and FCAT results

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Increased proficiency on FCAT 2.0 Science.

G5.B1.S2 Science teachers will optimize the utilization to their classrooms (if applicable). Thereby creating relevancy and engagement with the content. `4`

🔍 S240036

Strategy Rationale

Action Step 1 `5`

Attend training for LanSchool, Vernier, and TI-nSpire. Collaborate with other Sarasota County teachers to optimize utilization of assets.

Person Responsible

Kate Hefner

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Increased effective utilization of all components of the Sarasota County Middle School technology rich classroom environment.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Classroom observations of effective utilization.

Person Responsible

Kate Hefner

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Classroom teacher ability to fluidly use the technology in the TechActive classroom.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Classroom observations and student engagement.

Person Responsible

Kate Hefner

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Rigor and relevance in the science classroom. Increased Science FACT 2.0 and Biology Honors proficiency levels

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.A1 A310744	Development of a PBS poster and lessons	Hefner, Kate	8/22/2016	Posters printed and hung around campus	No End Date one-time
G3.B3.S1.MA1 M318797	Verify Master Schedule and planning times.	Hefner, Kate	7/1/2016	Finished Master Schedule	8/15/2016 one-time
G2.B1.S1.A1 A310745	Training Calendars and attendance	Hefner, Kate	8/17/2016	Completed training calendar.	8/17/2016 quarterly
G3.B1.S1.MA1 M318792	Classroom observations, formative and summative classroom assessments, iReady results.	Dorn, Janel	8/29/2016	iReady diagnostic results; FSA Reading scores.	8/29/2016 monthly
G2.MA1 M318791	Training logs, attendance rosters	Hefner, Kate	8/29/2016	Training logs, attendance rosters and classroom observations	5/26/2017 annually
G4.MA1 M318807	Formative and summative assessments, and Math Benchmark assessments.	Hefner, Kate	8/22/2016	Classroom assessments, Math Benchmark assessments and FSA 2.0.	5/26/2017 monthly
G5.MA1 M318812	Classroom formative and summative assessments, Science Benchmark testing results and Science FCAT...	Hefner, Kate	8/22/2016	End of year Science FCAT 2.0 and Biology Honors Results	5/26/2017 weekly
G2.B1.S1.MA1 M318781	Classroom observations	Hefner, Kate	8/29/2016	Observation notes, Classroom Indicators for Success, coordinated PD plan	5/26/2017 monthly
G2.B1.S1.MA1 M318782	Training schedule and participants	Tinkis, Stacey	8/17/2016	FSA results, EOC results, FCAT Science results and classroom engagement and student depth of understanding.	5/26/2017 quarterly
G2.B2.S1.MA1 M318785	Provide PLCs "protected" meeting times.	Hefner, Kate	8/29/2016	PLC meeting schedule without conflicting meetings.	5/26/2017 weekly
G2.B2.S1.MA1 M318786	Collect and review weekly PLC reports.		8/29/2016	Weekly PLC reports and direct observation.	5/26/2017 weekly
G2.B2.S1.A1 A310747	Schedule weekly PLC meetings and assign members.	Dorn, Janel	8/29/2016	Completed schedule and weekly PLC reports.	5/26/2017 one-time
G3.B1.S1.MA1 M318793	Observation of classroom instruction to include reading in the content area and informational text.	Dorn, Janel	8/29/2016	Improved reading scores.	5/26/2017 weekly
G3.B1.S1.A1 A310750	Increased reading in the content areas. Increased reading of informational text and the use of...	Dorn, Janel	8/29/2016	Classroom observations.	5/26/2017 daily
G3.B2.S1.MA1 M318794	Formative and summative classroom assessments, iReady results.	Tinkis, Stacey	8/29/2016	Results of summative classroom assessments, student grades,iReady results and 2016 FSA Reading results.	5/26/2017 monthly
G3.B2.S1.MA1 M318795	Classroom observation of instruction.	Tinkis, Stacey	8/29/2016	Fidelity of use of instructional strategies in each classroom.	5/26/2017 monthly
G3.B2.S1.A1 A310751	Training, review and reinforcement of the instructional strategies.	Tinkis, Stacey	8/22/2016	Classroom observation of teaching strategies.	5/26/2017 semiannually
G3.B3.S1.MA1 M318796	Verify use of weekly PLC planning time.	Tinkis, Stacey	8/22/2016	Observation of productive PLC meeting and review of minutes.	5/26/2017 weekly
G3.B3.S1.A1 A310752	Develop Master Schedule that facilitates weekly, grade level, content specific PLC meetings.	Hefner, Kate	8/29/2016	Completed Master Schedule.	5/26/2017 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1 🔍 M318801	Review math fluency scores, iReady progress and classroom summative assessments.	Hefner, Kate	8/22/2016	2017 FSA Math Results	5/26/2017 every-6-weeks
G4.B1.S1.MA1 🔍 M318802	Progress monitoring of math fluency.	Hefner, Kate	8/22/2016	Results of math fluency test, classroom assessments and FSA 2.0 2016.	5/26/2017 every-6-weeks
G4.B1.S1.A1 🔍 A310754	Progress monitor math fluency, identify specific needs, and develop interventions.	Hefner, Kate	8/22/2016	Math fluency test results and FSA 2017.	5/26/2017 weekly
G4.B2.S1.MA1 🔍 M318803	Formative and summative assessments of content understanding and mastery.	Hefner, Kate	8/22/2016	Classroom observation, student grades, FSA and iReady math results	5/26/2017 weekly
G4.B2.S1.MA1 🔍 M318804	Fidelity of implementation of TechActive iEngage Instructional Model.	Hefner, Kate	8/22/2016	Classroom observation of instruction.	5/26/2017 weekly
G4.B2.S1.A1 🔍 A310755	Training, reinforcement and implementation of the Sarasota County Instructional model.	Hefner, Kate	8/22/2016	Observation of classroom instruction implementing the Sarasota County Instructional Model.	5/26/2017 weekly
G4.B3.S1.MA1 🔍 M318805	Productive PLC meetings and implementation of identified strategies.	Dorn, Janel	8/22/2016	Observation of PLC meetings and Math results..	5/26/2017 weekly
G4.B3.S1.MA1 🔍 M318806	Participate in and observe regular PLC meetings.	Dorn, Janel	8/22/2016	Observation and implementation of productive PLC meetings.	5/26/2017 weekly
G4.B3.S1.A1 🔍 A310756	Develop Master Schedule that allows for content and grade level weekly PLC meetings.	Hefner, Kate	8/22/2016	Finished Master Schedule.	5/26/2017 one-time
G4.B3.S1.A2 🔍 A310757	Establish and utilize regularly schedule collaborative meeting times.	Hefner, Kate	8/22/2016	Observation of PLC's. Minutes of PLC meetings. Observation of classroom implementation of identified strategies.	5/26/2017 weekly
G5.B1.S1.MA1 🔍 M318808	Formative and summative classroom assessments, Science Benchmark assessments and FCAT results	Hefner, Kate	8/22/2016	Increased proficiency on FCAT 2.0 Science.	5/26/2017 weekly
G5.B1.S1.MA1 🔍 M318809	Observation of classroom instructional strategies.	Dorn, Janel	8/22/2016	Successful and consistent implementation of the Sarasota County Instructional Model. Increased FCAT Science proficiency scores.	5/26/2017 weekly
G5.B1.S1.A1 🔍 A310758	Train, review and reinforce the use of the Sarasota County Instructional Model.	Hefner, Kate	8/22/2016	Classroom observations.	5/26/2017 weekly
G2.B1.S2.MA1 🔍 M318783	Collaboration during PLC and other scheduled meetings times. Provide coaching and feedback as...	Dorn, Janel	8/26/2016	Increased instructional capacity with staff members in LRE environments	5/26/2017 weekly
G2.B1.S2.MA1 🔍 M318784	Classroom observation and feedback from participants.	Dorn, Janel	8/22/2016	Classroom observation notes and Classroom Indicators for Success.	5/26/2017 monthly
G2.B1.S2.A1 🔍 A310746	Monitor meetings and professional development	Hefner, Kate	8/22/2016	Classroom observations and Instructional Indicators for Success.	5/26/2017 weekly
G2.B2.S2.MA1 🔍 M318787	Classroom observations.	Hefner, Kate	8/22/2016	Observation notes and Instructional Indicators for Success, Master Schedule allows for collaboration	5/26/2017 weekly
G2.B2.S2.MA1 🔍 M318788	Observation of PLC and feedback from participants.	Hefner, Kate	8/29/2016	Observation notes and classroom instruction.	5/26/2017 weekly
G2.B2.S2.A1 🔍 A310748	Strategically assign and schedule teachers to additional PLC groups.	Dorn, Janel	8/29/2016	PLC meeting schedule and feedback from participants.	5/26/2017 annually
G2.B3.S2.MA1 🔍 M318789	Collaboration during PLC and other scheduled meetings times. Provide coaching and feedback as...	Hefner, Kate	8/22/2016	Increased instructional capacity with staff members in LRE environments	5/26/2017 weekly
G2.B3.S2.MA1 🔍 M318790	Classroom observation and feedback from participants.	Tinkis, Stacey	8/22/2016	Classroom observation notes and Classroom Indicators for Success.	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.A1 🔍 A310749	Monitor meetings and professional development	Tinkis, Stacey	8/22/2016	Classroom observations and Instructional Indicators for Success.	5/26/2017 weekly
G3.B3.S2.MA1 🔍 M318798	Effective implementation of high impact instructional strategies and interventions.	Tinkis, Stacey	8/22/2016	Classroom observation and student learning gains as evidenced by assessment results.	5/26/2017 weekly
G3.B3.S2.MA1 🔍 M318799	Participate and observe weekly PLC meetings.	Dorn, Janel	8/22/2016	Productive use of collaborative meeting time and implementation of shared strategies.	5/26/2017 one-time
G3.B3.S2.A1 🔍 A310753	Establish and utilize weekly collaborative planning time.	Tinkis, Stacey	8/26/2016	Observation of meetings and classroom implementation of identified strategies.	5/26/2017 weekly
G5.B1.S2.MA1 🔍 M318810	Classroom observations and student engagement.	Hefner, Kate	8/22/2016	Rigor and relevance in the science classroom. Increased Science FACT 2.0 and Biology Honors proficiency levels	5/26/2017 daily
G5.B1.S2.MA1 🔍 M318811	Classroom observations of effective utilization.	Hefner, Kate	8/22/2016	Classroom teacher ability to fluidly use the technology in the TechActive classroom.	5/26/2017 weekly
G5.B1.S2.A1 🔍 A310759	Attend training for LanSchool, Vernier, and TI-nSpire. Collaborate with other Sarasota County...	Hefner, Kate	8/22/2016	Increased effective utilization of all components of the Sarasota County Middle School technology rich classroom environment.	5/26/2017 daily
G3.MA1 🔍 M318800	Classroom formative and summative assessments. iReady data. Progress monitoring of FSA Level 1...	Dorn, Janel	8/22/2016	2016 FSA results.	5/27/2017 monthly
G1.MA1 🔍 M318780	Student discipline data including referrals, lunch detentions, and school-based Panther...	Dorn, Janel	8/22/2016	Lunch detention spreadsheets, school-based infraction reports, spreadsheets of referral data, dis-aggregated by student infraction, administrative action, student name, and staff member who assigned discipline.	6/2/2017 monthly
G1.B1.S1.MA1 🔍 M318776	Data will be reviewed by administration	Dorn, Janel	8/22/2016	Spreadsheets of data, dis-aggregated by student infraction, administrative action, student name, and staff member who assigned discipline.	6/2/2017 monthly
G1.B1.S1.MA1 🔍 M318777	Data will be discussed monthly at support team meetings.	Dorn, Janel	8/22/2016	spreadsheet of staff and student discipline data, meeting agendas	6/2/2017 monthly
G1.B1.S1.A1 🔍 A310743	Support team will collect and analyze student discipline data.	Dorn, Janel	8/22/2016		6/2/2017 monthly
G1.B2.S1.MA1 🔍 M318778	Discuss observational data with PBS team at monthly meetings.	Dorn, Janel	8/22/2016	Walk-through data, staff input, meeting agendas	6/2/2017 monthly
G1.B2.S1.MA1 🔍 M318779	Monitor morning news for implementation and collect check-list data during walk-throughs	Hefner, Kate	8/22/2016		6/2/2017 monthly

V. Professional Development Opportunities

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

G2. By the end of the 2016-17 school year, all paraprofessionals and LRE/CO-Teachers will understand their role and implement strategies that support best practices in inclusive education environments, resulting in a 2% increase in the number of students making learning gains who performed at or below the 25th percentile in reading.

G2.B1 Teachers need professional development to be able to implement best practices and strategies in a co-teaching environment.

G2.B1.S1 Trainers will schedule time to work with individual teachers, PLCs and after school groups.

PD Opportunity 1

Training Calendars and attendance

Facilitator

School-based, District trainers, and Non-District

Participants

Paraprofessionals and LRE/Co-Teachers

Schedule

Quarterly, from 8/17/2016 to 8/17/2016

G2.B1.S2 Identify professional development opportunities for staff members in inclusive environments.

PD Opportunity 1

Monitor meetings and professional development

Facilitator

School Based, District, and District-approved trainers

Participants

Paraprofessionals and LRE/Co-Teachers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

G2.B3 Paraprofessionals need professional development to be able to understand their role and implement best practices in an inclusive environment.

G2.B3.S2 Identify professional development opportunities for staff members in inclusive environments.

PD Opportunity 1

Monitor meetings and professional development

Facilitator

School Based, District, and District-approved trainers

Participants

Paraprofessionals and LRE/Co-Teachers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

G3. By the end of the 2016-17 school year there will be a minimum of 2 percent increase in proficiency in reading.

G3.B2 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

G3.B2.S1 Teachers will implement the Sarasota County Instructional model. They will implement Cornell Note Taking strategies, Reciprocal Teaching methods, Anticipation Guides, and the Frayer Model of vocabulary comprehension. Teachers will actively utilize Word Walls to emphasis current, content specific vocabulary.

PD Opportunity 1

Training, review and reinforcement of the instructional strategies.

Facilitator

Administrators, coaches, district personnel.

Participants

Classroom teachers, administrators, district personnel, and support staff.

Schedule

Semiannually, from 8/22/2016 to 5/26/2017

G5. By the end of the 2016-17 school year there will be a minimum of a 2 percent increase in proficiency in science.

G5.B1 Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding.

G5.B1.S1 Science teachers will fully implement the Sarasota County instructional model. They will increase their use of science, informational text and routinely engage their students in Accountable Team Tasks.

PD Opportunity 1

Train, review and reinforce the use of the Sarasota County Instructional Model.

Facilitator

Administrators, Lead teachers, coaches and district personnel.

Participants

Science teachers and administrators.

Schedule

Weekly, from 8/22/2016 to 5/26/2017

G5.B1.S2 Science teachers will optimize the utilization to their classrooms (if applicable). Thereby creating relevancy and engagement with the content.

PD Opportunity 1

Attend training for LanSchool, Vernier, and TI-nSpire. Collaborate with other Sarasota County teachers to optimize utilization of assets.

Facilitator

Administrators, Lead Teachers, District personnel, and outside trainers.

Participants

Classroom Science teachers, district personnel, administrators and support staff.

Schedule

Daily, from 8/22/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Support team will collect and analyze student discipline data.	$0.00
2	G1.B2.S1.A1	Development of a PBS poster and lessons	$0.00
3	G2.B1.S1.A1	Training Calendars and attendance	$0.00
4	G2.B1.S2.A1	Monitor meetings and professional development	$0.00
5	G2.B2.S1.A1	Schedule weekly PLC meetings and assign members.	$0.00
6	G2.B2.S2.A1	Strategically assign and schedule teachers to additional PLC groups.	$0.00
7	G2.B3.S2.A1	Monitor meetings and professional development	$0.00
8	G3.B1.S1.A1	Increased reading in the content areas. Increased reading of informational text and the use of textual evidence to demonstrate comprehension.	$0.00
9	G3.B2.S1.A1	Training, review and reinforcement of the instructional strategies.	$0.00
10	G3.B3.S1.A1	Develop Master Schedule that facilitates weekly, grade level, content specific PLC meetings.	$0.00
11	G3.B3.S2.A1	Establish and utilize weekly collaborative planning time.	$0.00
12	G4.B1.S1.A1	Progress monitor math fluency, identify specific needs, and develop interventions.	$0.00
13	G4.B2.S1.A1	Training, reinforcement and implementation of the Sarasota County Instructional model.	$0.00
14	G4.B3.S1.A1	Develop Master Schedule that allows for content and grade level weekly PLC meetings.	$0.00
15	G4.B3.S1.A2	Establish and utilize regularly schedule collaborative meeting times.	$0.00
16	G5.B1.S1.A1	Train, review and reinforce the use of the Sarasota County Instructional Model.	$0.00
17	G5.B1.S2.A1	Attend training for LanSchool, Vernier, and TI-nSpire. Collaborate with other Sarasota County teachers to optimize utilization of assets.	$0.00
		Total:	$0.00