

Martin County School District

Indiantown Middle School



2016-17 Schoolwide Improvement Plan

Indiantown Middle School

16303 SW FARM RD, Indiantown, FL 34956

martinschools.org/o/ims

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 was approved by the Martin County School Board on 11/15/2016.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Indiantown Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

Empower all learners.

b. Provide the school's vision statement.

Together is how we can change the world.

2. School Environment

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

As an International Baccalaureate World School, teachers and staff make it our objective to learn and share the individual cultures of our students. In order to determine the various cultures on our campus, an electronic survey is sent to students, so that we can collect this information. From there, we attempt to have flags displayed from as many countries that represent our students. In addition, the Media Center becomes a focal point, in showcasing literature/arts from the various cultures. Finally, cultures can often be celebrated/recognized through engaging lesson plan development. As a staff, we keep families informed through, Web Page updates, student newsletters, conferences, Remind, emails, and phone calls.

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

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

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.

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

Reward systems are in place for students displaying appropriate behaviors. The school has an established protocol for disciplinary incidents, clear behavior expectations (S.O.A.R), in which classroom teachers are supported in the implementation process. Student data trends are utilized within the MTSS process as well as for early interventions based on student attendance, behavior,

core academics, and standardized testing. In addition, to our behavioral system, we have looked at this indicator through the lens of instruction as well. As a result, the IMS staff is being trained and coached on student engagement strategies, using the Kagan Model. Ongoing training and support will occur throughout the year.

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.

Through MTSS, Collaborative Learning Teams and teacher/staff meetings we discuss student academic and social success

- Mentors assigned to students identified as needing academic and social advising and guidance.
- Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who are apart of the Mental Health Collaborative (Tykes and Teens, Legacy, Sequel)
- Engage with identified staff (i.e. school counselor, MTSS team) to provide a differentiated delivery of services based on student/school need. Include core (workshop and assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

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

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	3	8	12	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	11	13	14	0	0	0	0	0	38
Course failure in ELA or Math	0	0	0	0	0	0	12	17	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	6	12	12	0	0	0	0	0	30

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

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

B. Family and Community Engagement

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

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.

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

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Montessi, Linda	Other
Raimann, Jeff	Principal
Scott, Jacqueline	Instructional Coach
Rynca, Rose	Assistant Principal
Gullickson, Siddhi	Teacher, K-12
Daly, Pam	Teacher, K-12

b. Duties

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

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

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.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

front office.

Violence Prevention Programs

IMS uses the Drug Abuse Resistance Education Program (DARE) in grade 5. This is provided with a partnership between the Martin County School District and the Martin County Sheriff's Department. The guidance counselor and other staff provide interventions and assistance as requested. In addition, IMS will continue to communicate with the district's Certified Prevention Specialist and attempt to bring in guest speakers throughout the year.

Nutrition Programs

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

2. School Advisory Council (SAC)

a. Membership

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

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

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

b. Development of this school improvement plan

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

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

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

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

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

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

No

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

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

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

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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

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

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

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

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

Western Zone Supplements continue to play a role in providing compensation for additional PD for teachers at IMS.

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

Teachers new to Indiantown Middle School are assigned a mentor based on content area and specific experience with school programs and technology. School Administrators play a critical role in providing individualized Professional Development related to teacher pedagogy and online programs/databases.

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.

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

What standards have you covered in the last month?

What percentage of the students has mastered them?

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

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

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

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

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

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.

Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

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

Creating a schedule with a 90 minute reading block

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

Administering assessments which measure instructed standards

Monitoring progress at the class and grade level during CLT meetings

Conducting data chats with students

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

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

Full inclusion of all ESE students

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: Summer Program

Minutes added to school year: 2,400

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

Strategy Rationale

Reduction of Summer slide and ease of transition from elementary school

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Raimann, Jeff, raimanj@martinschools.org

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

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

Strategy: After School Program

Minutes added to school year: 4,500

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

Strategy Rationale

Tutoring students for skill gaps

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Raimann, Jeff, raimanj@martinschools.org

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

session rosters

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. Â§ 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.

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

The school also works to bridge the transition of the International Baccalaureate Diploma Program Candidates by providing a two week summer school program. These students have a desire to continue as IB students and this opportunity assists them to gain skills needed to be successful.

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.

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

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

The school is implementing a Business Technology Program this year.

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

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

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.

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.** Increase the percentage of students passing Civics End of Course Exam
- G2.** Increase in the overall % of students achieving a L3+ and/or making learning gains in ELA on State Assessments, as compared to SY2016. (FSA).
- G3.** Increase the overall average of writing domain scores as compared to SY 2016. The target average for all students is to score a 7 out of 10 on the FSA Writing Domain.
- G4.** increase in the overall % of students achieving a L3+ and/or making learning gains in Math on State Assessments, as compared to SY2016. (FSA).
- G5.** Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Science Assessment (Grade 5 and 8).

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. Increase the percentage of students passing Civics End of Course Exam **1a**

 G087157

Targets Supported **1b**

Indicator	Annual Target
Civics EOC Pass	65.0

Targeted Barriers to Achieving the Goal **3**

- Limited background vocabulary, text features

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

- Study Island

G2. Increase in the overall % of students achieving a L3+ and/or making learning gains in ELA on State Assessments, as compared to SY2016. (FSA). 1a

G087158

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	74.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common formative assessments
- Read 180
- i Ready
- IB Implementation
- HMH Materials
- Ready LAFS Resource with Assessment
- System 44
- Standards Based Mastery Assessments
- Imagine Learning
- Tutoring
- Implementation of Kagan Strategies (Professional Development)

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Rose Rynca

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G3. Increase the overall average of writing domain scores as compared to SY 2016. The target average for all students is to score a 7 out of 10 on the FSA Writing Domain. 1a

G087159

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	7.0

Targeted Barriers to Achieving the Goal 3

- Limited understanding of effective literacy instructional strategies.
- Lack of integration of literacy within all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development - Implementation of Engagement style strategies (Kagan)

Plan to Monitor Progress Toward G3. 8

Student progress will be monitored through the parallel writes, and common parallel writing assessments. Teachers will identify anchor papers to share in CLT scored against FSA rubric.

Person Responsible

Jacqueline Scott

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

student writing folders,journals, assessment results

G4. increase in the overall % of students achieving a L3+ and/or making learning gains in Math on State Assessments, as compared to SY2016. (FSA). 1a

G087160

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0
Geometry EOC Pass Rate	100.0
Algebra I EOC Pass Rate	100.0
Math Gains	75.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- I Can Learn
- iReady
- After school tutoring focusing on specific standards
- Implementation of Engagement style strategies (Kagan)

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Rose Rynca

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

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

G5. Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Science Assessment (Grade 5 and 8). 1a

G087161

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Students have limited Science vocabulary
- Students have limited background knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- Brainpop
- Interactive textbook (5th grade)
- After - School tutoring for targeted standards mastery
- Science Lab teacher
- Implementation of Engagement style strategies (Kagan)

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

Jeff Raimann

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G2. Increase in the overall % of students achieving a L3+ and/or making learning gains in ELA on State Assessments, as compared to SY2016. (FSA). 1

G087158

G2.B1 The need to more time on task by providing internet access for students after school (i Ready program) 2

B231712

G2.B1.S1 Provide after school tutoring with specific cohort of students to provide opportunities to progress on and master LAFS (iReady). Monthly tracking of progress to monitor effectiveness of sessions. 4

S244463

Strategy Rationale

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

Action Step 1 5

Provide after school tutoring to target specific student standard deficits

Person Responsible

Rose Rynca

Schedule

Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

session rosters

Action Step 2 5

Monitor the amount of time spent, lessons passed, instructional usage and how its impact on student achievement from each Growth Monitoring administration.

Person Responsible

Rose Rynca

Schedule

Monthly, from 8/8/2016 to 6/9/2017

Evidence of Completion

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

Bi-Weekly CLT meetings with focus on monitoring student outcomes.

Person Responsible

Rose Rynca

Schedule

Biweekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

common formative assessments

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

Administration and Coaches log progress of CLT during meetings.

Person Responsible

Rose Rynca

Schedule

Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Lead "A" team meetings

G2.B1.S2 Provide year-long professional development on best practices for teaching literacy in the content areas. 4

S244464

Strategy Rationale

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

Action Step 1 5

Professional Development aligning Kagan Structures, Task complexity alignment, and Marzano Revised Protocols

Person Responsible

Jacqueline Scott

Schedule

Monthly, from 8/8/2016 to 6/9/2017

Evidence of Completion

ERO sign in sheets, evaluations, lesson plans, observations

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

lesson plan review, classroom visitations, feedback

Person Responsible

Jacqueline Scott

Schedule

On 6/9/2016

Evidence of Completion

lesson plans, common assessments, observation

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

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

Person Responsible

Jacqueline Scott


Schedule

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

Evidence of Completion

lesson plans, CLT artifacts, common formative assessments

G2.B1.S3 Professional Development - Engagement Strategies 4

 S244465

Strategy Rationale

Implementation of Engagement style strategies (Kagan)

Action Step 1 5

2 training dates, 2 coaching days on campus

Person Responsible

Rose Rynca

Schedule

On 6/9/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Observations, lesson plans

Person Responsible

Schedule

Every 2 Months, from 8/8/2016 to 6/9/2017

Evidence of Completion

Lesson Plans, Observations from coaches and administration.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Lesson Plans

Person Responsible

Rose Rynca

Schedule

On 8/8/2016

Evidence of Completion

Lesson Plans

G3. Increase the overall average of writing domain scores as compared to SY 2016. The target average for all students is to score a 7 out of 10 on the FSA Writing Domain. 1

G087159

G3.B1 Limited understanding of effective literacy instructional strategies. 2

B231713

G3.B1.S1 Provide training in effective literacy strategies for all subject areas. 4

S244466

Strategy Rationale

a new assessment measure of proficiency.

Action Step 1 5

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

Person Responsible

Jacqueline Scott

Schedule

On 5/26/2017

Evidence of Completion

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

Action Step 2 5

All ELA teachers will be administering, scoring, and identifying anchor standards in a parallel writes for both informational and argumentative writing.

Person Responsible

Jacqueline Scott

Schedule

On 5/26/2017

Evidence of Completion

All scores will be reported to administration, by domain

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

Progress Monitoring of parallel writing with results reported to district for comparison.

Person Responsible

Jacqueline Scott

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data complied

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

CLT meetings to identify school-wide trends of strengths and next steps for instruction.
Identification of anchor papers which were graded against the FSA rubric.

Person Responsible


Jacqueline Scott

Schedule

On 5/26/2017


Evidence of Completion

G3.B2 Lack of integration of literacy within all content areas. 2

 B231714

G3.B2.S1 Teachers will work collaboratively to plan lessons that integrate literacy across content areas.

4

 S244467

Strategy Rationale

Increase student performance

Action Step 1 5

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

Person Responsible

Rose Rynca

Schedule

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

Evidence of Completion

lesson plans, observations, meeting notes

Action Step 2 5

Collaborate and implement Unit Writing program (ManageBac)

Person Responsible

Rose Rynca

Schedule

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

Evidence of Completion

Administration will monitor

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

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

Person Responsible

Jacqueline Scott

Schedule

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

Evidence of Completion

observation notes, lessons plan, feedback from team meetings

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

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

Person Responsible

Jacqueline Scott

Schedule

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

Evidence of Completion

Scored papers, meeting notes, teacher observations

G4. increase in the overall % of students achieving a L3+ and/or making learning gains in Math on State Assessments, as compared to SY2016. (FSA). 1

G087160

G4.B1 Reading proficiency hinders students ability to accurately demonstrate mastery of word problems and mathematics skills. 2

B231715

G4.B1.S1 I Can Learn - Math Program Web based 4

S244468

Strategy Rationale

Individualized self paced instruction and assessment for those students in Algebra and Geometry

Action Step 1 5

Use I Can Learn Program

Person Responsible

Jeff Raimann

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

Monitor reports, Lesson Plan, assessments

Person Responsible

Rose Rynca

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

Common Assessments

Person Responsible

Rose Rynca

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G5. Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Science Assessment (Grade 5 and 8). 1

G087161

G5.B1 Students have limited Science vocabulary 2

B231716

G5.B1.S1 Implement the use of Science journals/Notebooks at all grade levels to organize content in student friendly language. 4

S244469

Strategy Rationale

Increase time/usage of science vocabulary and material

Action Step 1 5

Students will be using journals to process science material learned

Person Responsible

Jeff Raimann

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Administrators review with teachers plan for implementation of science journals.

Action Step 2 5

Implementation of Kagan Strategies (Professional Development)

Person Responsible

Schedule

Daily, from 8/21/2016 to 6/2/2017

Evidence of Completion

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

Teachers will meet with administration monthly to discuss student achievement progress

Person Responsible

Jeff Raimann

Schedule

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

Evidence of Completion

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

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

Common assessments administration

Person Responsible

Jeff Raimann

Schedule

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

Evidence of Completion

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

G5.B1.S2 Utilize Collaborative Learning Teams to plan instructional strategies to support student achievement. This may include time to become more familiar with test blueprints/design. 4

S244470

Strategy Rationale

Action Step 1 5

Collaborative Team meetings to address student's progress in science

Person Responsible

Jeff Raimann

Schedule

Weekly, from 8/15/2016 to 5/27/2017

Evidence of Completion

Meeting minutes

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

CLT Meetings

Person Responsible

Jeff Raimann

Schedule

On 6/2/2016

Evidence of Completion

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

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

Science Journals

Person Responsible

Schedule

On 6/2/2016

Evidence of Completion

Student proficiency levels on vocabulary standards.

G5.B1.S3 Participate in professional development with district science coordinator to provide guidance in the district science framework. 4

S244471

Strategy Rationale

Use district personnel to support program

Action Step 1 5

Science Stem Scopes

Person Responsible

Siddhi Gullickson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans indicate stem scopes best practices

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Lesson Plan, Observations

Person Responsible

Jeff Raimann

Schedule

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

Evidence of Completion

Submission of weekly lesson plans.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

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

Person Responsible

Jeff Raimann

Schedule

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

Evidence of Completion

Reports generated to reflect student proficiency on standards.

G5.B1.S4 Provide After school Tutoring for targeted standard mastery 4

 S244472

Strategy Rationale

More time to master skills/standards

Action Step 1 5

After school tutoring

Person Responsible

Jeff Raimann

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

After -school rosters and formative assessment data

Person Responsible

Jeff Raimann

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 7

Lessons and standards-based formative assessments

Person Responsible

Siddhi Gullickson


Schedule

On 6/2/2016

Evidence of Completion

Attendance, lesson plans, item analysis.

G5.B2 Students have limited background knowledge **2**

 B231717

G5.B2.S1 Implement a hands on science lab class that focuses on student time in science content **4**

 S244473

Strategy Rationale

Provide students with science experiences to increase background knowledge

Action Step 1 **5**

Implementing lessons that enhance background knowledge as pertaining to target standards

Person Responsible

Siddhi Gullickson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student evidence and science journals

Plan to Monitor Fidelity of Implementation of G5.B2.S1 **6**

Analyze data from target standards

Person Responsible

Siddhi Gullickson

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student evidence and science journals to be used to analyze data and drive instruction on the target standards.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Analyze data as a science instruction team

Person Responsible

Siddhi Gullickson

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion





Student evidence, science journals, and assessment data will be analyzed as pertaining to target standards

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					
G5.B1.S4.MA1 M328633	After -school rosters and formative assessment data	Raimann, Jeff	9/1/2015	Attendance for tutoring sessions, lesson plans, monitoring of student progress on standards.	6/1/2016 monthly
G3.B2.S1.A1 A316548	Provide time for teachers to plan lessons that integrate Literacy across content areas	Rynca, Rose	8/18/2015	lesson plans, observations, meeting notes	6/2/2016 monthly
G5.B1.S1.MA1 M328626	Common assessments administration	Raimann, Jeff	10/1/2015	Teachers document and report to administration standards assessed and student progress on grade level standards.	6/2/2016 every-6-weeks
G5.B1.S1.MA1 M328627	Teachers will meet with administration monthly to discuss student achievement progress	Raimann, Jeff	10/2/2015	Discussion of the student data based on journal use and student achievement measured by district benchmark testing.	6/2/2016 monthly
G5.B1.S2.MA1 M328628	Science Journals		10/2/2015	Student proficiency levels on vocabulary standards.	6/2/2016 one-time
G5.B1.S2.MA1 M328629	CLT Meetings	Raimann, Jeff	10/2/2015	CLT artifacts submitted and reviewed bi-weekly to monitor students demonstrating proficiency.	6/2/2016 one-time
G5.B1.S3.MA1 M328630	Progress monitoring will occur through benchmark, summative, and formative assessment results....	Raimann, Jeff	10/2/2015	Reports generated to reflect student proficiency on standards.	6/2/2016 monthly
G5.B1.S3.MA1 M328631	Lesson Plan, Observations	Raimann, Jeff	10/2/2015	Submission of weekly lesson plans.	6/2/2016 monthly
G5.B1.S4.MA1 M328632	Lessons and standards-based formative assessments	Gullickson, Siddhi	10/2/2015	Attendance, lesson plans, item analysis.	6/2/2016 one-time
G3.B2.S1.MA1 M328620	After each common assessment, teams will meet to discuss student responses and collectively score...	Scott, Jacqueline	10/2/2015	Scored papers, meeting notes, teacher observations	6/5/2016 monthly
G3.B2.S1.A2 A316549	Collaborate and implement Unit Writing program (ManageBac)	Rynca, Rose	10/1/2015	Administration will monitor	6/5/2016 monthly
G2.B1.S2.MA1 M328613	Professional development will provide teachers with resources and tools they need to better target...	Scott, Jacqueline	10/2/2015	lesson plans, CLT artifacts, common formative assessments	6/5/2016 quarterly
G2.B1.S2.MA1 M328614	lesson plan review, classroom visitations, feedback	Scott, Jacqueline	10/2/2015	lesson plans, common assessments, observation	6/9/2016 one-time
G3.B2.S1.MA1 M328621	Lesson plans will be monitored, administration/literacy coach will assist in facilitating...	Scott, Jacqueline	8/8/2016	observation notes, lessons plan, feedback from team meetings	8/8/2016 monthly
G2.B1.S3.MA1 M328615	Lesson Plans	Rynca, Rose	8/8/2016	Lesson Plans	8/8/2016 one-time
G3.MA1 M328622	Student progress will be monitored through the parallel writes, and common parallel writing...	Scott, Jacqueline	8/15/2016	student writing folders, journals, assessment results	5/26/2017 weekly
G4.MA1 M328625	Progress monitoring will occur through benchmark, summative, and formative assessment results....	Rynca, Rose	8/16/2016	All teachers will meet with administrator monthly to discuss student progress through the standards Analyze data, lesson plans.	5/26/2017 monthly
G3.B1.S1.MA1 M328618	CLT meetings to identify school-wide trends of strengths and next steps for instruction....	Scott, Jacqueline	8/15/2016		5/26/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1 M328619	Progress Monitoring of parallel writing with results reported to district for comparison.	Scott, Jacqueline	8/15/2016	Data compiled	5/26/2017 quarterly
G3.B1.S1.A1 A316546	All teachers will be provided training in effective writing strategies/activities and student...	Scott, Jacqueline	8/15/2016	sign-in rosters, PD evaluations, identified strategies, student evidence	5/26/2017 one-time
G3.B1.S1.A2 A316547	All ELA teachers will be administering, scoring, and identifying anchor standards in a parallel...	Scott, Jacqueline	8/15/2016	All scores will be reported to administration, by domain	5/26/2017 one-time
G5.B1.S1.A1 A316551	Students will be using journals to process science material learned	Raimann, Jeff	8/15/2016	Administrators review with teachers plan for implementation of science journals.	5/26/2017 monthly
G5.B2.S1.MA1 M328634	Analyze data as a science instruction team	Gullickson, Siddhi	8/15/2016	Student evidence, science journals, and assessment data will be analyzed as pertaining to target standards	5/26/2017 monthly
G5.B2.S1.MA1 M328635	Analyze data from target standards	Gullickson, Siddhi	8/15/2016	Student evidence and science journals to be used to analyze data and drive instruction on the target standards.	5/26/2017 monthly
G5.B2.S1.A1 A316556	Implementing lessons that enhance background knowledge as pertaining to target standards	Gullickson, Siddhi	8/15/2016	Student evidence and science journals	5/26/2017 weekly
G5.B1.S3.A1 A316554	Science Stem Scopes	Gullickson, Siddhi	8/15/2016	Lesson plans indicate stem scopes best practices	5/26/2017 weekly
G5.B1.S4.A1 A316555	After school tutoring	Raimann, Jeff	8/15/2016	Lesson plans, attendance, monthly monitoring of standards assessed and student performance.	5/26/2017 weekly
G5.B1.S2.A1 A316553	Collaborative Team meetings to address student's progress in science	Raimann, Jeff	8/15/2016	Meeting minutes	5/27/2017 weekly
G2.MA1 M328617	Data from multiple sources (I ready, common assessments, standards mastery assessments, progress...	Rynca, Rose	8/15/2016	Data meetings . All teachers will meet with administrator monthly to discuss student progress through the standards.	6/2/2017 monthly
G5.MA1 M328636	Progress monitoring will occur through benchmark, summative, and formative assessment results....	Raimann, Jeff	8/15/2016	Administration monitors standards assessed, coaches work with collaborative learning teams to develop common assessments at each grade level.	6/2/2017 monthly
G4.B1.S1.MA1 M328623	Common Assessments	Rynca, Rose	8/15/2016	Administration monitors standards assessed, coaches work with collaborative learning teams to develop common assessments at each grade level.	6/2/2017 monthly
G4.B1.S1.MA1 M328624	Monitor reports, Lesson Plan, assessments	Rynca, Rose	8/15/2016	Weekly lesson plan collection, reports generated bi-monthly, item analysis and review of assessments are conducted during designated CLT time.	6/2/2017 monthly
G4.B1.S1.A1 A316550	Use I Can Learn Program	Raimann, Jeff	8/15/2016	Reports are generated from the I Can Learn indicating progress on mastery of MAFS.	6/2/2017 daily
G5.B1.S1.A2 A316552	Implementation of Kagan Strategies (Professional Development)		8/21/2016		6/2/2017 daily
G2.B1.S1.MA1 M328611	Administration and Coaches log progress of CLT during meetings.	Rynca, Rose	8/8/2016	Lead "A" team meetings	6/9/2017 weekly
G2.B1.S1.MA1 M328612	Bi-Weekly CLT meetings with focus on monitoring student outcomes.	Rynca, Rose	8/8/2016	common formative assessments	6/9/2017 biweekly
G2.B1.S1.A1 A316542	Provide after school tutoring to target specific student standard deficits	Rynca, Rose	8/8/2016	session rosters	6/9/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2  A316543	Monitor the amount of time spent, lessons passed, instructional usage and how its impact on student...	Rynca, Rose	8/8/2016		6/9/2017 monthly
G2.B1.S2.A1  A316544	Professional Development aligning Kagan Structures, Task complexity alignment, and Marzano Revised...	Scott, Jacqueline	8/8/2016	ERO sign in sheets, evaluations, lesson plans, observations	6/9/2017 monthly
G2.B1.S3.MA1  M328616	Observations, lesson plans		8/8/2016	Lesson Plans, Observations from coaches and administration.	6/9/2017 every-2-months
G2.B1.S3.A1  A316545	2 training dates, 2 coaching days on campus	Rynca, Rose	8/8/2016		6/9/2017 one-time

V. Professional Development Opportunities

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

G2. Increase in the overall % of students achieving a L3+ and/or making learning gains in ELA on State Assessments, as compared to SY2016. (FSA).

G2.B1 The need to more time on task by providing internet access for students after school (i Ready program)

G2.B1.S3 Professional Development - Engagement Strategies

PD Opportunity 1

2 training dates, 2 coaching days on campus

Facilitator

Kagan

Participants

All Faculty

Schedule

On 6/9/2017

G3. Increase the overall average of writing domain scores as compared to SY 2016. The target average for all students is to score a 7 out of 10 on the FSA Writing Domain.

G3.B1 Limited understanding of effective literacy instructional strategies.

G3.B1.S1 Provide training in effective literacy strategies for all subject areas.

PD Opportunity 1

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

Facilitator

Literacy Coach/ Administration

Participants

All Teachers

Schedule

On 5/26/2017

G5. Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Science Assessment (Grade 5 and 8).

G5.B1 Students have limited Science vocabulary

G5.B1.S1 Implement the use of Science journals/Notebooks at all grade levels to organize content in student friendly language.

PD Opportunity 1

Implementation of Kagan Strategies (Professional Development)

Facilitator

Participants

Schedule

Daily, from 8/21/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G2.B1.S1.A1	Provide after school tutoring to target specific student standard deficits				\$16,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0221 - Indiantown Middle School	Title I, Part A		\$16,000.00
			<i>Notes: After school tutoring program</i>			
2	G2.B1.S1.A2	Monitor the amount of time spent, lessons passed, instructional usage and how its impact on student achievement from each Growth Monitoring administration.				\$0.00
3	G2.B1.S2.A1	Professional Development aligning Kagan Structures, Task complexity alignment, and Marzano Revised Protocols				\$0.00
4	G2.B1.S3.A1	2 training dates, 2 coaching days on campus				\$0.00
5	G3.B1.S1.A1	All teachers will be provided training in effective writing strategies/activities and student evidence supporting the writing process.				\$0.00
6	G3.B1.S1.A2	All ELA teachers will be administering, scoring, and identifying anchor standards in a parallel writes for both informational and argumentative writing.				\$0.00
7	G3.B2.S1.A1	Provide time for teachers to plan lessons that integrate Literacy across content areas				\$0.00
8	G3.B2.S1.A2	Collaborate and implement Unit Writing program (ManageBac)				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0221 - Indiantown Middle School	Title I, Part A		\$1,500.00
			<i>Notes: ManageBac (unit planning and assessment reporting program)</i>			
9	G4.B1.S1.A1	Use I Can Learn Program				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0221 - Indiantown Middle School			\$4,000.00
10	G5.B1.S1.A1	Students will be using journals to process science material learned				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$200.00
			<i>Notes: Science Journals</i>			
11	G5.B1.S1.A2	Implementation of Kagan Strategies (Professional Development)				\$25,000.00

Martin - 0221 - Indiantown Middle School - 2016-17 SIP
Indiantown Middle School

	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0221 - Indiantown Middle School	Title I, Part A		\$25,000.00	
12	G5.B1.S2.A1	Collaborative Team meetings to address student's progress in science					\$0.00
13	G5.B1.S3.A1	Science Stem Scopes					\$0.00
14	G5.B1.S4.A1	After school tutoring					\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0221 - Indiantown Middle School	Title I, Part A		\$6,000.00	
15	G5.B2.S1.A1	Implementing lessons that enhance background knowledge as pertaining to target standards					\$0.00
					Total:	\$52,700.00	