Indiantown Middle School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 is pending approval by the Martin County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Indiantown Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We are committed to empowering, inspiring, and educating all learners.

b. Provide the school's vision statement.

School personnel, parents, students, and community members working in collaboration to ensure success for all learners.

2. School Environment

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

Teachers and staff make it our objective to learn and share many cultures with our students. In order to determine the various cultures represented on our campus, we are able to gather information from the FOCUS database. In addition, to teachers creating units of study which highlight various cultures, our Media Center becomes a focal point, in showcasing literature/arts from multiple cultures.

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

Is it our goal to clearly 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 Thunderbucks 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 weekly, for demonstrating the pillars of Character Counts, which focus on Respect, Responsibility, Fairness, Caring, Trustworthiness, and Citizenship.

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.

Our staff begins each year by teaching expectations with all students, while following a school-wide use of the PBIS program (Positive Behavioral Intervention Support), which rewards students that model the postive behaviors we are seeking from all students. All staff members document Classroom Managed Forms and Conduct Referrals using electronic databases (Rti:b and FOCUS). 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.
As mentioned, 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 has been 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. Below are some specific examples of strategies utilized to ensure needs are being met:
• 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The following criteria determines how students are identified by our Early Warning System Program:
i. 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.
ii. One or more suspensions, whether in school or out of school. Attendance is tracked daily.
iii. Course failure in English Language Arts or mathematics
iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Based upon this information, the MTSS Core team meets to create interventions/supports to address student needs. Examples of this include:
• 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	

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, Imagine Learning
• 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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 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

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	Instructional Coach

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 process of ensuring that our school has created a Professional Learning Community, where Collaborative Learning teams are planning lessons, utilizing common assessments and tracking/responding to data. The Leadership Team also meets with grade-level Team Leaders as a part of the shared decision making process, as it relates to items that impact school-wide concerns. The leadership team conducts classroom observations to determine the professional development needs for the school

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
Brizelda Montenegro	Parent
Cesar Montenegro	Parent
Angela Perez	Parent
Stella Aguiler	Parent
Rosa Nicolas	Parent
Bridget Howe	Parent
Nicholas Calise	Student
Jacqueline Scott	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The initial SAC meeting, 2016-2017 goals were reviewed as well as school-wide proficiency data. Data was compared to previous years' to determine growth, areas of improvement, and next steps for instructional decisions.

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 $16,460.55 (10/5/ 2017).

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.

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
Ayala, Ivana	School Counselor
Gullickson, Siddhi	Teacher, K-12
Raimann, Jeff	Principal
Montessi, Linda	Teacher, ESE

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

A year-long PD Calendar is created to ensure that teachers can work together in Collaborative Learning Teams, which meet twice a week, each time for 45 minutes. During this time teachers create intentional lesson plans, create common assessments, as well as discuss data and plan implementation of interventions. Coaches and administrators support and participate in the CLT meetings.

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

Examples of our strategies to secure highly effective teachers include:

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

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 Professional Development related to teacher pedagogy and online programs/databases. This year, we have dedicated a Team Leader (Jackie Scott - Literacy Coach) to lead a New Teacher Support Program.

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/instructional coach 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 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 75 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

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 a 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

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.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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 as compared to the SY 2017 data.

G2. Increase in the overall % of students achieving a L3+ and/or making learning gains in ELA on State Assessments, as compared to SY2017. (FSA).

G3. Increase the overall average of writing domain scores as compared to SY 2017. 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 SY2017. (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 as compared to the SY 2017 data. 1a

🔍 G098511

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

-

Plan to Monitor Progress Toward G1. 8

Common Formative Assessments, District Progress Monitoring

Person Responsible
Rose Rynca

Schedule
Every 6 Weeks, from 8/15/2017 to 5/25/2018

Evidence of Completion
CFA Data, PMT Data

G2. Increase in the overall % of students achieving a L3+ and/or making learning gains in ELA on State Assessments, as compared to SY2017. (FSA). 1a

🔍 G098512

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 assessements

- Read 180

- i Ready

- HMH Collections

- Ready LAFS Resource with Assessment

- 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 8/15/2017 to 5/24/2018

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 2017. The target average for all students is to score a 7 out of 10 on the FSA Writing Domain. `1a`

🔍 G098513

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 8/15/2017 to 5/24/2018

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 SY2017. (FSA). `1a`

🔍 G098514

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`

-
- 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 8/15/2017 to 5/24/2018

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`

🔑 G098515

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

- Implementation of Engagement style strategies (Kagan)

- STEMScopes

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 8/15/2017 to 5/24/2018

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 SY2017. (FSA). 1

🔑 G098512

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

🔑 B265013

G2.B1.S1 Provide year-long professional development on best practices for teaching literacy in the content areas. 4

🔑 S280916

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 8/15/2017 to 5/24/2018

Evidence of Completion

ERO Sign In Sheets, Evaluations, Lesson Plans, Observations

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

lesson plan review, classroom visitations, feedback

Person Responsible

Jacqueline Scott

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, Common Assessments, Observation

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `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 8/15/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, CLT Artifacts, Common Formative Assessments

G2.B1.S2 Professional Development - Engagement Strategies 4

S280917

Strategy Rationale

Implementation of Engagement style strategies (Kagan)

Action Step 1 5

SAM Club

Person Responsible

Jeff Raimann

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Observations, Walk Through Data

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

Observations, lesson plans

Person Responsible

Schedule

Every 2 Months, from 8/15/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, Observations from Coaches and Administration.

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

Lesson Plans

Person Responsible

Rose Rynca

Schedule

On 5/24/2018

Evidence of Completion

Lesson Plans

G3. Increase the overall average of writing domain scores as compared to SY 2017. The target average for all students is to score a 7 out of 10 on the FSA Writing Domain. [1]

🔑 G098513

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

🔑 B265014

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

🔑 S280918

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 5/24/2018

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 5/24/2018

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 8/15/2017 to 5/24/2018

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 5/24/2018

Evidence of Completion

Observations, lesson plan review

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

🔑 B265015

G3.B2.S1 Teachers will work collaboratively to plan lessons that integrate literacy across content areas. 4

🔑 S280919

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 8/15/2017 to 5/24/2018

Evidence of Completion

lesson plans, observations, meeting notes

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 8/15/2017 to 5/24/2018

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 8/15/2017 to 5/24/2018

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 SY2017. (FSA). `1`

🔑 G098514

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

🔑 B265016

G4.B1.S1 iReady Math Instruction `4`

🔑 S280920

Strategy Rationale

IReady provides students with individualized math instruction

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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`

🔑 G098515

G5.B1 Students have limited science vocabulary `2`

🔑 B265017

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

🔑 S280921

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 8/15/2017 to 5/24/2018

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

Jeff Raimann

Schedule

Daily, from 8/15/2017 to 5/24/2018

Evidence of Completion

Increase in student engagement

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 8/15/2017 to 5/24/2018

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 8/15/2017 to 5/24/2018

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(CLTs) to plan instructional strategies to support student achievement. This may include time to become more familiar with test blueprints/design. 4

🔑 S280922

Strategy Rationale

Increase teacher focus on best practices and standards

Action Step 1 5

Collaborative Learning Team (CLT) meetings to address student's progress in science

Person Responsible

Jeff Raimann

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

CLT artifacts, unwrapping standards, intentional lesson plans, formative assessment data, analysis of data

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

CLT Meetings

Person Responsible

Jeff Raimann

Schedule

On 5/24/2018

Evidence of Completion

CLT artifacts submitted and reviewed to monitor students demonstrating proficiency.

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

Science Journals

> ### Person Responsible
>
> Siddhi Gullickson
>
> ### Schedule
>
> Monthly, from 8/15/2017 to 5/24/2018
>
> ### *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`

🔑 S280923

> ### Strategy Rationale
>
> Use district personnel to support program

Action Step 1 `5`

Science STEMScopes

> ### Person Responsible
>
> Siddhi Gullickson
>
> ### Schedule
>
> Weekly, from 8/15/2017 to 5/24/2018
>
> ### *Evidence of Completion*
>
> Lesson plans indicate stem scopes best practices including hands on lessons

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

Lesson Plan, Observations

Person Responsible

Jeff Raimann

Schedule

Monthly, from 8/15/2017 to 5/24/2018

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 8/15/2017 to 5/24/2018

Evidence of Completion

Reports generated to reflect student proficiency on standards.

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

🔑 S280924

Strategy Rationale

More time to master skills/standards

> Action Step(s) Missing for Goal #5, Barrier #1, Strategy #4
> Complete one or more action steps for this Strategy or de-select it

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 10/2/2017 to 5/25/2018

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

Quarterly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Attendance, lesson plans, item analysis.

G5.B2 Students have limited background knowledge `2`

`🔑 B265018`

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

`🔑 S280925`

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 8/15/2017 to 5/24/2018

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 8/15/2017 to 5/24/2018

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 8/15/2017 to 5/24/2018

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
2018					
G4.B1.S1.MA1 🔑 M410539	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.MA1 🔑 M410540	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.A1 🔑 A378719	[no content entered]		No Start Date		No End Date one-time
G2.MA1 🔑 M410533	Data from multiple sources (I ready, common assessments, standards mastery assessments, progress...	Rynca, Rose	8/15/2017	Data meetings . All teachers will meet with administrator monthly to discuss student progress through the standards.	5/24/2018 monthly
G3.MA1 🔑 M410538	Student progress will be monitored through the parallel writes, and common parallel writing...	Scott, Jacqueline	8/15/2017	student writing folders,journals, assessment results	5/24/2018 weekly
G4.MA1 🔑 M410541	Progress monitoring will occur through benchmark, summative, and formative assessment results....	Rynca, Rose	8/15/2017	All teachers will meet with administrator monthly to discuss student progress through the standards Analyze data, lesson plans.	5/24/2018 monthly
G5.MA1 🔑 M410552	Progress monitoring will occur through benchmark, summative, and formative assessment results....	Raimann, Jeff	8/15/2017	Administration monitors standards assessed, coaches work with collaborative learning teams to develop common assessments at each grade level.	5/24/2018 monthly
G2.B1.S1.MA1 🔑 M410529	Professional development will provide teachers with resources and tools they need to better target...	Scott, Jacqueline	8/15/2017	Lesson Plans, CLT Artifacts, Common Formative Assessments	5/24/2018 quarterly
G2.B1.S1.MA1 🔑 M410530	lesson plan review, classroom visitations, feedback	Scott, Jacqueline	8/15/2017	Lesson Plans, Common Assessments, Observation	5/24/2018 monthly
G2.B1.S1.A1 🔑 A378714	Professional Development aligning Kagan Structures, Task complexity alignment, and Marzano Revised...	Scott, Jacqueline	8/15/2017	ERO Sign In Sheets, Evaluations, Lesson Plans, Observations	5/24/2018 monthly
G3.B1.S1.MA1 🔑 M410534	CLT meetings to identify school-wide trends of strengths and next steps for instruction....	Scott, Jacqueline	8/15/2017	Observations, lesson plan review	5/24/2018 one-time
G3.B1.S1.MA1 🔑 M410535	Progress Monitoring of parallel writing with results reported to district for comparison.	Scott, Jacqueline	8/15/2017	Data complied	5/24/2018 quarterly
G3.B1.S1.A1 🔑 A378716	All teachers will be provided training in effective writing strategies/activities and student...	Scott, Jacqueline	8/15/2017	sign-in rosters, PD evaluations, identified strategies, student evidence	5/24/2018 one-time
G3.B1.S1.A2 🔑 A378717	All ELA teachers will be administering, scoring, and identifying anchor standards in a parallel...	Scott, Jacqueline	8/15/2017	All scores will be reported to administration, by domain	5/24/2018 one-time
G3.B2.S1.MA1 🔑 M410536	After each common assessment, teams will meet to discuss student responses and collectively score...	Scott, Jacqueline	8/15/2017	Scored papers, meeting notes, teacher observations	5/24/2018 monthly
G3.B2.S1.MA1 🔑 M410537	Lesson plans will be monitored, administration/literacy coach will assist in facilitating...	Scott, Jacqueline	8/15/2017	observation notes, lessons plan, feedback from team meetings	5/24/2018 monthly
G3.B2.S1.A1 🔑 A378718	Provide time for teachers to plan lessons that integrate Literacy across content areas	Rynca, Rose	8/15/2017	lesson plans, observations, meeting notes	5/24/2018 monthly
G5.B1.S1.MA1 🔑 M410542	Common assessments administration	Raimann, Jeff	8/15/2017	Teachers document and report to administration standards assessed	5/24/2018 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				and student progress on grade level standards.	
G5.B1.S1.MA1 M410543	Teachers will meet with administration monthly to discuss student achievement progress	Raimann, Jeff	8/15/2017	Discussion of the student data based on journal use and student achievement measured by district benchmark testing.	5/24/2018 monthly
G5.B1.S1.A1 A378720	Students will be using journals to process science material learned	Raimann, Jeff	8/15/2017	Administrators review with teachers plan for implementation of science journals.	5/24/2018 monthly
G5.B1.S1.A2 A378721	Implementation of Kagan Strategies (Professional Development)	Raimann, Jeff	8/15/2017	Increase in student engagement	5/24/2018 daily
G5.B2.S1.MA1 M410550	Analyze data as a science instruction team	Gullickson, Siddhi	8/15/2017	Student evidence, science journals, and assessment data will be analyzed as pertaining to target standards	5/24/2018 monthly
G5.B2.S1.MA1 M410551	Analyze data from target standards	Gullickson, Siddhi	8/15/2017	Student evidence and science journals to be used to analyze data and drive instruction on the target standards.	5/24/2018 monthly
G5.B2.S1.A1 A378724	Implementing lessons that enhance background knowledge as pertaining to target standards	Gullickson, Siddhi	8/15/2017	Student evidence and science journals	5/24/2018 weekly
G2.B1.S2.MA1 M410531	Lesson Plans	Rynca, Rose	8/15/2017	Lesson Plans	5/24/2018 one-time
G2.B1.S2.MA1 M410532	Observations, lesson plans		8/15/2017	Lesson Plans, Observations from Coaches and Administration.	5/24/2018 every-2-months
G2.B1.S2.A1 A378715	SAM Club	Raimann, Jeff	8/15/2017	Observations, Walk Through Data	5/24/2018 weekly
G5.B1.S2.MA1 M410544	Science Journals	Gullickson, Siddhi	8/15/2017	Student proficiency levels on vocabulary standards.	5/24/2018 monthly
G5.B1.S2.MA1 M410545	CLT Meetings	Raimann, Jeff	8/15/2017	CLT artifacts submitted and reviewed to monitor students demonstrating proficiency.	5/24/2018 one-time
G5.B1.S2.A1 A378722	Collaborative Learning Team (CLT) meetings to address student's progress in science	Raimann, Jeff	8/15/2017	CLT artifacts, unwrapping standards, intentional lesson plans, formative assessment data, analysis of data	5/24/2018 weekly
G5.B1.S3.MA1 M410546	Progress monitoring will occur through benchmark, summative, and formative assessment results....	Raimann, Jeff	8/15/2017	Reports generated to reflect student proficiency on standards.	5/24/2018 monthly
G5.B1.S3.MA1 M410547	Lesson Plan, Observations	Raimann, Jeff	8/15/2017	Submission of weekly lesson plans.	5/24/2018 monthly
G5.B1.S3.A1 A378723	Science STEMScopes	Gullickson, Siddhi	8/15/2017	Lesson plans indicate stem scopes best practices including hands on lessons	5/24/2018 weekly
G5.B1.S4.MA1 M410548	Lessons and standards-based formative assessments	Gullickson, Siddhi	8/15/2017	Attendance, lesson plans, item analysis.	5/24/2018 quarterly
G5.B1.S4.MA1 M410549	After -school rosters and formative assessment data	Raimann, Jeff	10/2/2017	Attendance for tutoring sessions, lesson plans, monitoring of student progress on standards.	5/25/2018 monthly

V. Professional Development Opportunities

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

G3. Increase the overall average of writing domain scores as compared to SY 2017. 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 5/24/2018

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 8/15/2017 to 5/24/2018

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	Professional Development aligning Kagan Structures, Task complexity alignment, and Marzano Revised Protocols				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0221 - Indiantown Middle School	Title, I Part A		$7,000.00
				Notes: Professional Development		
2	G2.B1.S2.A1	SAM Club				**$0.00**
3	G3.B1.S1.A1	All teachers will be provided training in effective writing strategies/activities and student evidence supporting the writing process.				**$0.00**
4	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**
5	G3.B2.S1.A1	Provide time for teachers to plan lessons that integrate Literacy across content areas				**$0.00**
6	G4.B1.S1.A1					**$0.00**
7	G5.B1.S1.A1	Students will be using journals to process science material learned				**$200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$200.00
				Notes: Science Journals		
8	G5.B1.S1.A2	Implementation of Kagan Strategies (Professional Development)				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0221 - Indiantown Middle School	Title I, Part A		$2,000.00
9	G5.B1.S2.A1	Collaborative Learning Team (CLT) meetings to address student's progress in science				**$0.00**
10	G5.B1.S3.A1	Science STEMScopes				**$0.00**
11	G5.B2.S1.A1	Implementing lessons that enhance background knowledge as pertaining to target standards				**$0.00**
					Total:	**$9,200.00**