



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fruit Cove Middle School

3180 RACE TRACK RD

Saint Johns, FL 32259

904-547-7880

<http://www-fcs.stjohns.k12.fl.us/>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
7%

Alternative/ESE Center
No

Charter School
No

Minority Rate
18%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Fruit Cove Middle School

Principal

Steve McCormick

School Advisory Council chair

Eric Hurst

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jeanette Murphy	Assistant Principal
Abbey Mander	Curriculum Coordinator
Lori Sisson	Instructional Literacy Coach

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The voting members of the SAC are faculty members, parents, and members of the community. The school principal is always a voting member. The SAC is co-chaired by two faculty members of the school. Position titles are Chair/Co-Chair.

Teachers: 5

Parents: 7

Business Partners: 2

Administration: 1

Support Staff: 1

Custodial Staff: 1

Involvement of the SAC in the development of the SIP

The SAC chair shares the needs and requests of the all stakeholders; students, teachers and parents, and community members.

Activities of the SAC for the upcoming school year

The SAC will approve the expenditure of requested funds that will directly impact instruction according to the SIP. The SAC will provide comment and dialogue on school related activities shared with the council by the principal. The SAC will approve the distribution method of school recognition money.

Projected use of school improvement funds, including the amount allocated to each project

The SAC will approve the expenditure of requested funds that will directly impact instruction according to the SIP. Teachers will request funds to spend on classroom materials, supplies or inservices that directly impact instruction in accordance with the goals of the SIP.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Steve McCormick

Principal

Years as Administrator: 13

Years at Current School: 7

Credentials

Bachelor's degree from The State University of New York at Cortland, a Master's degree from Indiana State University, and a Certificate in Educational Leadership from the University of North Florida

Performance Record

Principal at Fruit Cove Middle School 2007-Current-School Grade A
 2012-2013 Proficiency Scores:
 Reading: 87%
 Writing: 80% (3.5) 93% at 3.0
 Math:90%
 Science: 87%
 Lowest 25% LG Reading 82%
 Lowest 25% LG Math 84%

Lori Sisson		
Full-time / School-based	Years as Coach: 5	Years at Current School: 10
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	Master's in Education Reading Specialist Certification ESOL Endorsement English (6-9th) Reading (K-12th) Elementary (K-6th)	
Performance Record	Mrs. Sisson has taught Language Arts, Intensive Reading, and coached at Fruit Cove Middle School since 2003. She has contributed to Fruit Cove's school grade of A all those years by coaching teachers and monitoring student progress. 2012-2013 Scores Reading: 87% Writing: 80% (3.5) 93% at 3.0 Math:90% Science: 87% Lowest 25% LG Reading 82% Lowest 25% LG Math 84%	

Classroom Teachers

# of classroom teachers	70
# receiving effective rating or higher	70, 100%
# Highly Qualified Teachers	89%
# certified in-field	67, 96%
# ESOL endorsed	7, 10%
# reading endorsed	8, 11%
# with advanced degrees	21, 30%
# National Board Certified	6, 9%
# first-year teachers	2, 3%

with 1-5 years of experience

16, 23%

with 6-14 years of experience

26, 37%

with 15 or more years of experience

24, 34%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Strategy: District application (PATS/JOBS) Person Responsible: Administration

Strategy: Professional Learning Communities (CLT) Person Responsible: Principal

Strategy: Model Lessons Person Responsible: Instructional Literacy Coach

Strategy: Curriculum Development and Training Person Responsible: Administration

Strategy: New Teacher Mentor/Mentee Trainings Person Responsible: Administration

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers will attend a district Orientation.

Mentors will attend a new teacher Mentor training, and will be provided a mentoring handbook.

New teachers are introduced to their Mentors and are given a Fruit Cove introduction.

Mentors and Mentees establish a calendar of when they will meet, at least 3-4 times each month during the first four months of employment.

The new teacher Mentoring log should be kept of all meetings/observations. These logs should be shared with Administrators and submitted to Tricia Herring in PD.

Professional Learning opportunities will be provided monthly for new teachers.

School Admin will meet quarterly with the mentee and mentor team to discuss any challenges, success and provide feedback.

The pairings were based on the subject area taught and the ability to work together during the schools Collaborative Learning Teams (CLT's.)

Mentor: Mr. Richard Villadonigo Mentee: Ms. Renata Vallazza
Mentor: Ms. Lori Sisson Mentee: Ms. Jennifer Craft
Mentor: Ms. Nicole Thompson Mentee: Ms. Holly Borquion
Mentor: Ms. Brandi Thigpen Mentee: Mr. Tom McNerney
Mentor: Ms. Raina Greening Mentee: Ms. Nicole Guthrie

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The School district uses an RTI/MTSS database. Additionally, each student who is on a tier level must be met on regularly to follow up on their progress.

Prior to writing a RTI Plan for a student a per-intervention peer comparison has to be done, and the team must review the most recent report card and any relevant test scores.

To be sure any issues are not health related: Vision, hearing and Language screenings are done.

Observations are done, and progress monitoring data is gathered and shared with the team (including parents.) Students involved in the MTSS/RTI process are using Reading Plus and other interventions depending on the needs of the child. These programs, as well as the technology used to gain access to them are purchased with SAI Funds.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Team members are:

Principal - Steve McCormick
Assistant Principal – Jeanette Murphy
Curriculum Coordinator – Abbey Mander
Behavior Specialist – John Guy
School Counselor – Maureen Murray, Cathy Harrill
School Psychologist – James Langholz
MTSS Coach – Lorna Kirkham

Instructional Literacy Coach – Lori Sisson

Speech/Language Pathologist - Karen Curet

Responsibilities

- Member of core team
- Attends core meetings
- Attends Rti review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for Rti students into the Rti folder
- Updates data into the Rti digital database
- Schedules meetings to review Rti plans with teachers
- Performs speech and language screenings

- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences necessary
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts process testing for purposes of intervention planning
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Fidelity assessments are done for all students in the MTSS/Rti level 2/3 process. This includes answering the following questions while observing a student or RTI/MTSS meeting.

Was the intervention being implemented as stated on the intervention plan?

Was the strategy/program being utilized appropriately?

Was the student/staff fully engaged?

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data

Reading and Math - Florida Comprehensive Assessment Test (FCAT)

Reading - Florida Assessments for Instruction in Reading (FAIR), Gates McGinite

Math, Science - Discovery Education

Writing – Writing prompts

Behavior – Daily behavior charts, ABC data

Midyear Data

Reading - Florida Assessments for Instruction in Reading (FAIR)

Math, Science - Discovery Education

Writing – Writing prompts

Behavior – Daily behavior charts, ABC data

End of Year Data

Reading and Math - Florida Comprehensive Assessment Test (FCAT)

Reading - Florida Assessments for Instruction in Reading (FAIR), Gates McGinite

Reading, Math, Science - Discovery Education

Algebra, Geometry – End of Course Exams

Writing – Writing prompts

Behavior – Daily behavior charts, ABC data

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Leadership Team received initial district training. This team will receive additional district training throughout the school year. Professional Development on MTSS will be conducted for the staff as needed through out the school year.

Lorna Kirkham, Coordinator for Intervention Services, conducts monthly in person meetings with all School Psychologists and Diagnosticians. The MTSS contact will have monthly virtual meetings each month. In addition, Lorna Kirkham will be attending the weekly MTSS meetings at every school at least twice during the school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Fruit Cove offers an After-School Study Hall. This is available for students Monday through Thursday from 2 to 3 pm. During this time there is 1 certified teacher and a paraprofessional that assist students with needed remediation. Remediation is also offered during Learning Lunch This gives students the opportunity to complete any work or test/quizzes from being absent and get any necessary help.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

This program was very effective last year. Teachers saw a reduction in zero's, failing grades, as well as incomplete assignments. The teachers also found it helpful when dealing with students who were absent. Due to the effectiveness the program was increased from two days a week to four days a week.

Who is responsible for monitoring implementation of this strategy?

There are two paraprofessionals who monitor the day to day workings of the After- School Study Hall and Learning Lunch. The classroom teachers check the attendance of the students who attend Learning Lunch and After-School Study Hall.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Steve McCormick	Principal
Jeanette Murphy	Asst. Principal
Abbey Mander	Curriculum Coordinator
Lori Sisson	Instructional Literacy Coach
Cathy Harrill	Guidance
Maureen Murray	Guidance
Jennifer Jaegar	Media Specialist
ELA Teachers	English and Language Arts and Science and Social Studies

How the school-based LLT functions

The goal of the Literacy Leadership Team is to promote literacy, as defined as "...informed interactive communication using reading and writing." The team is in the process of identifying common school wide reading and writing strategies that will be modeled, taught, and practiced across the curriculum. A decision may be made at the end of the school year.

The Team uses Edmodo as a form of communication and to share resources.

Monthly ELA Professional Development Meetings will be held to model reading strategies and to share student's examples and successes.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team are:

- to continue promoting the school-wide common literacy strategies
- to effectively implement and High Effect-size instructional strategies.
- to focus on content area literacy and increase text complexity in all core subjects.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

At FCMS, a major focus is for all students to achieve a learning gain in reading. All content area teachers identify the level of their students by organizing and analyzing their students' FCAT data from the previous year. Teachers identify areas of strength and growth in the reading strands. CLT teams meet to form SMART goals and reading focus for their students. The administration has data chats each semester to discuss these goals and progress. In addition a number of FCMS of content area teachers are CARPD certified, and FCMS plans to offer the course again to recruit more teachers. In addition, Fruit Cove added an Advanced Reading course that every 6th graders must take if they are not in the intensive reading class.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The teachers' daily instructional blueprints enhance and indicate the relevance of what students are learning and how it connects to the real world. The teachers do this by providing the students with real world examples. Teachers' lessons include inviting professionals from the field to talk to the students.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

During the students 8th grade year the students and the parents are given a High School Choices Presentation from the Middle School 8th grade Guidance Counselor. Students are also get the "Middle School Blitz." Where the High School Career Academies share with the middle school students all of the offerings and options available to them in the county high schools. Every year in January 8th grade students can attend the High School Academy Showcase. Students and parents may see the High School Career Academies and speak with teachers and students. Finally, each year the High School Guidance Counselor or Registrar will come to the Middle School to do a presentation on the importance of classes and choices for the students high school years.

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	87%	No	89%
American Indian				
Asian	87%	92%	Yes	88%
Black/African American	86%	83%	No	87%
Hispanic	81%	78%	No	83%
White	88%	88%	Yes	89%
English language learners				
Students with disabilities	56%	52%	No	60%
Economically disadvantaged	80%	72%	No	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	374	28%	30%
Students scoring at or above Achievement Level 4	803	59%	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	943	77%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	118	82%	84%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		33%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	397	80%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	90%	90%	Yes	91%
American Indian				
Asian	93%	97%	Yes	94%
Black/African American	82%	81%	No	84%
Hispanic	86%	91%	Yes	87%
White	91%	91%	Yes	92%
English language learners				
Students with disabilities	66%	56%	No	69%
Economically disadvantaged	83%	81%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	308	23%	25%
Students scoring at or above Achievement Level 4	589	45%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	1046	86%	88%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	136	84%	86%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	469	71%	73%
Middle school performance on high school EOC and industry certifications	332	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	9%	8%
Students scoring at or above Achievement Level 4	251	91%	92%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4	57	100%	100%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	26%	27%
Students scoring at or above Achievement Level 4	305	61%	63%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	120	8%	15%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	90%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	100%
Students taking CTE industry certification exams	0	0%	100%
Passing rate (%) for students who take CTE industry certification exams		0%	75%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	100%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	182	14%	12%
Students who fail a mathematics course	12	1%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	1	0%	0%
Students who receive two or more behavior referrals	31	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	73	6%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

85% of the 329 surveyed FCMS parents say Fruit Cove provides opportunities to be involved in the School.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of parents who feel they are provided an opportunity to be involved in the school.	279	85%	87%

Area 10: Additional Targets

Additional targets for the school

A question will be added in the SAC survey to address parents view of the Character Counts program at Fruit Cove Middle School: "Do you feel the Character Counts program is emphasized at Fruit Cove?" Additionally, at Fruit Cove students, through service clubs will participate in community involvement activities. Fruit Cove will utilize the Engaged Citizenship course to include activities such as: Recycling, service clubs, transition programs, and parent informational nights.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our goal is to have 95% of parents feel the Character Counts program is emphasized at Fruit Cove according to the annual needs assessment survey given in the spring of 2014.			95%
			%

Goals Summary

- G1.** Fruit Cove will increase students with disabilities meeting proficiency in Mathematics.
- G2.** Fruit Cove will increase the number of student making learning gains in Mathematics.
- G3.** Fruit Cove will increase the number of students making learning gains in Reading.

Goals Detail

G1. Fruit Cove will increase students with disabilities meeting proficiency in Mathematics.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Middle School
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Study Island
- Intensive Math Class-All students with disabilities who are not proficient receive an additional math class in their schedule.

Targeted Barriers to Achieving the Goal

- Time for common planning with Intensive Math teacher and regular education math teacher.

Plan to Monitor Progress Toward the Goal

Individualized Education Plan (IEP) progress reports Study Island Data Discovery Education Data (Progress Monitoring) District Formative Assessments Data

Person or Persons Responsible

Administration, Curriculum Resource Coordinator, Instructional Literary Coach, Exceptional Student Teachers (ESE)

Target Dates or Schedule:

Quarterly

Evidence of Completion:

DATA Chats Collaborative Learning Teams minutes

G2. Fruit Cove will increase the number of student making learning gains in Mathematics.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- NGSSS & Common Core Mathematical Practices- High Yield Strategies, Performance tracker data, Intensive Math class, Discovery Education, Study island, Learning Lunch, Study Hall.

Targeted Barriers to Achieving the Goal

- Identifying areas of weakness and remediation.

Plan to Monitor Progress Toward the Goal

District Formative Assessments Discovery Education Progress Monitoring

Person or Persons Responsible

Administration, Curriculum Resource Coordinator, Instructional Literary Coach, Classroom Teachers, Collaborative Learning Teams.

Target Dates or Schedule:

After each progress monitoring window and after District Formative Assessments.

Evidence of Completion:

Data Chats-Discussion between Administration and teachers about progress monitoring scores and District Formative Assessments etc.. Collaborative Learning Teams minutes iObservation

G3. Fruit Cove will increase the number of students making learning gains in Reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Reading Plus, Study Island, Intensive Reading, advanced reading, Language Art Paraprofessional, CARPD trained teachers. Monthly school-wide literacy focus. Professional Development geared towards CCSS.

Targeted Barriers to Achieving the Goal

- Repeated exposure to reading strategies across content area is not consistent.

Plan to Monitor Progress Toward the Goal

Progress Monitoring Tools

Person or Persons Responsible

Administration, Curriculum Resource Coordinator, Instructional Literary Coach, Classroom Teachers,

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data Chats FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Fruit Cove will increase students with disabilities meeting proficiency in Mathematics.

G1.B1 Time for common planning with Intensive Math teacher and regular education math teacher.

G1.B1.S1 Collaborative Team time with regular education math teachers and Intensive Math teachers.

Action Step 1

The Intensive Math teacher plans with the regular education math teachers as well as pulls individual student data. The Intensive Math offers the student individualized remediation based on data, and front loading for future lessons.

Person or Persons Responsible

Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Guidance Counselor, Intensive Math Teacher and regular education math teachers.

Target Dates or Schedule

Monthly/biweekly

Evidence of Completion

Teacher lesson plans Collaborative Learning Team (CLT) minutes

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

Discovery Education Progress monitoring Study Island Data CLT minutes

Person or Persons Responsible

Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Classroom Teachers, Peer Evaluators

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Evaluations through Empowering Excellence in Educators- Marazano. (EEE) Progress Monitoring Data, Data Chats.

Plan to Monitor Effectiveness of G1.B1.S1

Progress Monitoring Tools District Formative Assessments

Person or Persons Responsible

Administration, CRC, Instructional Literacy Coach, Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chats with teachers and Collaborative Learning Teams,

G2. Fruit Cove will increase the number of student making learning gains in Mathematics.

G2.B1 Identifying areas of weakness and remediation.

G2.B1.S1 Performance Tracker Training, develop formative/common assessments, differentiated instruction and enrichment.

Action Step 1

Collaborative Learning Teams Develop formative assessments and common assessments. Through data determine effective high yield strategies. Plan reteach and enrichment activities/lessons. Data Chats Interventions and enrichment for students. Students who are not yet proficient are placed in Intensive Math class.

Person or Persons Responsible

Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Classroom Teachers

Target Dates or Schedule

Pre-planning Early release Wednesdays In-service days

Evidence of Completion

Collaborative Learning Teams (CLT) meetings Empowering Excellence in Educators Evaluation System (EEE) Lesson Plans Classroom Instructional Materials Progress Monitoring (Discovery Education)

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

Teacher Lesson Plans Learning Goals Focus Calendar Data Chats CLT minutes

Person or Persons Responsible

Administration, Curriculum Resource Coordinator, Instructional Literary Coach, Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Collaborative Learning Teams (CLT) minutes Empowering Excellence in Educators Evaluation System (EEE) Observational Data Classroom Instructional Materials

Plan to Monitor Effectiveness of G2.B1.S1

Progress Monitoring, Classroom Instructional Materials, Quarterly Exams, Scales, Learning Goals,

Person or Persons Responsible

Administration, Curriculum Resource Coordinator, Instructional Literary Coach, Classroom Teachers, Content Area Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chats-Discussion between Administration and teachers about progress monitoring scores and District Formative Assessments etc.. FCAT

G3. Fruit Cove will increase the number of students making learning gains in Reading.

G3.B1 Repeated exposure to reading strategies across content area is not consistent.

G3.B1.S1 The Instructional Literacy Coach will conduct professional development with all content areas to further develop their reading strategies toolbox. The highest effect-size strategies will be used through all content areas. Additionally, we added a 6th grade Advanced Reading class and we have a 7/8th grade pleasure reading course.

Action Step 1

The Instructional Literacy Coach will conduct Professional Development and model effective reading strategies.

Person or Persons Responsible

Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Classroom Teachers,

Target Dates or Schedule

In-service days Collaborative Learning Team Wednesdays

Evidence of Completion

The Instructional Literacy Coach will visit classrooms and observe the reading strategies in action.

Facilitator:

Instructional Literacy Coach

Participants:

Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Classroom Teachers,

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

Empowering Excellence in Educators (Marazno)

Person or Persons Responsible

Administration, Curriculum Resource Coordinator, Instructional Literacy Coach.

Target Dates or Schedule

After each Professional Development opportunity and during teacher observations.

Evidence of Completion

Collaborative Learning Team minutes Teacher Evaluations Instructional Literacy Coach observation

Plan to Monitor Effectiveness of G3.B1.S1

Progress Monitoring: FAIR District Formative Assessments (DFA's) FCAT

Person or Persons Responsible

Administration, Curriculum Resource Coordinator, Instructional Literary Coach, Classroom Teachers, (most specific gifted/blended)

Target Dates or Schedule

Teachers will monitor daily Instructional Literary Coach and Administration/Curriculum Resource Coordinator will monitor during observations

Evidence of Completion

DATA Chats Collaborative learning Team minutes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Fruit Cove Middle School will offer math remediation through our Intensive Math Class for students who scored a Level 1 or Level 2 in FCAT Math. In addition to teacher instruction they will receive further remediation through Study Island and Plato. Twenty-four computers will be used in the Intensive Math classes for student use on Study Island and Plato. Data will be pulled for each student through Performance Tracker and Discovery Education in order to target specific skills. Discovery Math will be administered 3 times a year to monitor progress. Each student is expected to achieve one year's academic growth.

Reading

Fruit Cove Middle School will offer reading remediation through our Intensive Reading class for students who scored a Level 1 or 2 in FCAT Reading. In addition to teacher instruction they will receive further remediation through Study Island & Reading Plus. Ten Computers and seventeen iPads will be used in the Intensive Reading classes for student use on Study Island and Reading Plus. Data will be pulled for each student through Performance Tracker and FAIR to target specific needs. FAIR will be administered 3 times a year to monitor progress and as an ongoing diagnostic tool. Each student is expected to achieve one year's academic growth.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. Fruit Cove will increase the number of students making learning gains in Reading.

G3.B1 Repeated exposure to reading strategies across content area is not consistent.

G3.B1.S1 The Instructional Literacy Coach will conduct professional development with all content areas to further develop their reading strategies toolbox. The highest effect-size strategies will be used through all content areas. Additionally, we added a 6th grade Advanced Reading class and we have a 7/8th grade pleasure reading course.

PD Opportunity 1

The Instructional Literacy Coach will conduct Professional Development and model effective reading strategies.

Facilitator

Instructional Literacy Coach

Participants

Administration, Curriculum Resource Coordinator, Instructional Literacy Coach, Classroom Teachers,

Target Dates or Schedule

In-service days Collaborative Learning Team Wednesdays

Evidence of Completion

The Instructional Literacy Coach will visit classrooms and observe the reading strategies in action.

Appendix 2: Budget to Support School Improvement Goals