2013-2014 SCHOOL IMPROVEMENT PLAN

South Sumter Middle School
773 NW 10TH AVE
Webster, FL 33597
352-793-2232

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	70%

Alternative/ESE Center	Charter School	Minority Rate
No	No	27%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	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.

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 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

South Sumter Middle School

Principal

Allen Shirley

School Advisory Council chair

Robert Piwowar

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

Name	Title
Valery Aguilar	Department Head
Gaylyn Grant	Reading Coach
Rachel Hill	Department Head
Doris Jacobs	Department Head
Marc Johnson	Department Head
Jewl-Lee Lessem	Department Head
Cory Lowery	Department Head
Gisela Orrach	Department Head
Joanna Couch	Team Leader
Jennifer Heigham	Team Leader
Dieter Kadur	Testing Coordinator
Stacy Morrison	Team Leader
Desa-Rae Shirley	Team Leader
Deanna Strickland	Team Leader
Gail Williams	Team Leader
Robert Piwowar	Assistant Principal
Jennifer Wyatt	Assistant Principal
Allen Shirley	Principal

District-Level Information

District

Sumter

Superintendent

Mr. Richard A Shirley

Date of school board approval of SIP

6/18/2013

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 SAC is compiled of teachers, parents, and community members by demographics that represent the school as a whole. The members are as follows:
Robert Piwowar - SAC Chair
Joanna Couch - Secretary
Sarah Doyle
Tocarra Everett
Lisa Femerling
Amanda Figerora
Anne Foote-Collins
Stefanie Leggett
Lisa Malone
Rebecca McCorkle
Paula Panicola
Vicki Sanchez
Desa Shirley
Wanda Woodbury
Cindy Young

Involvement of the SAC in the development of the SIP

Data is brought to and reviewed by the SAC at the quarterly meetings. This data and feedback from members is used to create goals for the SIP. The SIP is presented,reviewed and approved by all SAC members at the SAC meeting in the Spring.

Activities of the SAC for the upcoming school year

The SAC meets quarterly to discuss safety concerns, the school improvement budget, data, student successes as well as dress code revisions for the following year. The conversations and suggestions made by the SAC members are used to influence policy and procedure changes at the school.

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

$1300 anticipated expense for Clickers for Math Classes, New Computers for the AVID classroom.

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:

Allen Shirley

Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	B.A. Interdisciplinary Natural Sciences M.Ed. Educational 6-12 Biology Educational Leadership School Principal
Performance Record	2012-2013 LPES, A 2011-2012 LPES, A 2010-2011 SSHS, B, AYP No 2009-2010 SSHS, A, AYP, No 2008-2009 SSHS, A, APY, No

Jennifer Wyatt

Asst Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	B.S. Music Education M.Ed. Education Administration Music K-12 Educational Leadership School Principal
Performance Record	2012-2013 WWES, C, AYP No 2011-2012 WWES, B, AYP No 2010-2011 WWES, A, AYP No 2009-2010 WWES, B, AYP No 2008-2009 WWES, A, AYP Yes 2007-2008 WWES, C, AYP No 2006-2007 WWES C, AYP No

Robert Piwowar		
Asst Principal	Years as Administrator: 3	Years at Current School: 8

Credentials	6-12 Social Studies Educational Leadership School Principal B.S. Secondary Education, M.Ed.Educational Leadership
Performance Record	2012-2013 SSMS, B, AYP No 2011-2012 SSMS, A, AYP No 2010-2011 SSMS, A, AYP No 2009-2010 SSMS, A, AYP No 2008-2009 SSMS, A, AYP No 2007-2008 SSMS, A, AYP No 2006-2007 SSMS, A, AYP No

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Gaylyn Grant		
Full-time / School-based	Years as Coach: 7	Years at Current School: 7

Areas	Reading/Literacy
Credentials	Reading Endorsed Middle Grade Integrated 5-9
Performance Record	2012-2013 B, AYP No 2011-2012 A, AYP No 2010-2011 A, AYP No 2009-2010 A, AYP No 2008-2009 A, AYP No 2007-2008 A, AYP No

Classroom Teachers

of classroom teachers
52

receiving effective rating or higher
45, 87%

Highly Qualified Teachers
92%

 # certified in-field

48, 92%

 # ESOL endorsed

7, 13%

 # reading endorsed

14, 27%

 # with advanced degrees

4, 8%

 # National Board Certified

0, 0%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

19, 37%

 # with 6-14 years of experience

27, 52%

 # with 15 or more years of experience

8, 15%

Education Paraprofessionals

# of paraprofessionals

5

 # Highly Qualified

5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # 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

The district utilizes Troops to Teachers and Teacher to Teachers as a recruitment opportunities. Prospective employees apply for positions by completing an online application on the district's website. Principal's review and verify certification and qualifications prior to hiring.
The Director of Human Resources and the Principal are the individuals responsible for recruitment.

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

The mentor/mentee pairings are based on teacher experience and the subjects being taught. All mentors are certified Clinical Educators. New teachers complete the district's New Teacher Program under the direction of their mentor. The program includes: monthly checklists of responsibilities, observations made by the mentor as well as guided meetings throughout the year.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets weekly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional practices, evaluate implementation, make decisions, and practice new processes and skills.

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

A representative from the MTSS Leadership Team meets with the School Advisory Council (SAC) and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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

MTSS is implemented with fidelity. Fidelity is vital in universal screening, instructional delivery, and progress monitoring. The intervention plans must be applied consistently and accurately. The administrator has the responsibility of ensuring fidelity by monitoring the delivery of instruction and progress monitoring.

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: Progress Monitoring and Reporting Network (PMRN), Discovery Education Assessment (DEA), Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, District Benchmark Assessments, Mid year: DEA, District Benchmark assessment, End of year: District Benchmark Assessments, FCAT Frequency of Data Chats: monthly for data analysis.

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

We will train our staff during faculty meetings, professional learning community meetings, and district inservices. Our staff will be taught how the MTSS model works and how to refer a student for the MTSS

process. They will be introduced to the MTSS School Based Team and also notified as to who the district contacts are. If a child is struggling with the core curriculum, he or she may need additional assistance, which can be provided in Tier 2. In Tier 2 we employ a standard protocol intervention approach. We utilize student data to group students based upon a target skill need and provide appropriate research-based interventions. We apply the interventions for an appropriate number of weeks in order to give the child additional instruction using research-based materials and strategies to allow the student to achieve the educational standards necessary for success. The student will move to Tier 3 for more individualized support.

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: 3,690

Lower performing students may be enrolled in after school instruction to preview and master standards.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers will implement pre and post tests using Discovery Education Assessments (DEA) for math and reading.

Who is responsible for monitoring implementation of this strategy?

The principal will monitor implementation of DEA assessments.

Literacy Leadership Team (LLT)

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

Name	Title
Gaylyn Grant	Reading Coach
Valery Aguilar	Reading Department Chair
Desa Rae Shirley	Math Department Chair/7A Team Leader
Erin Lewis	Civics Teacher
Tiffany Terry	Intensive Reading Teacher
Joanna Couch	ESE Language Arts Teacher/ ESE Team Leader
Kim Tyson	Media Specialist
Jennifer Wyatt	Assistant Principal
Robert Piwowar	Assistant Principal
Allen Shirley	Principal

How the school-based LLT functions

The Literacy Leadership Team will meet once a month. At that time, communication of disaggregated data which specifies the needs of students will be assessed. In addition, as the LLT is composed of content area teachers and reading teachers, professional development needs will be addressed for all disciplines with strong regard to student literacy benchmarks and common core standards such as those noted in the Florida adopted Next Generation Standards. Furthermore, school wide literacy incentives such as Literacy Week will be planned for implementation and later reflected upon to further improvement. Finally, the LLT will provide a means of communicating any information addressing literacy that may occur between the district, school, and reading department.

Major initiatives of the LLT

The major initiatives of the LLT this year will specifically involve meeting the literacy needs of our subgroup populations as determined by assessment of disaggregated data. At this point, it will be the role of the LLT to seek out research based strategies or best practices that would be most effective in addressing subgroup literacy needs; furthermore, the LLT will note which disciplines are most conducive to implementation of a particular strategy. Just as importantly as deciding on specific research based strategies will be the role of the LLT to encourage their pervasive use in classrooms throughout the campus. Finally, the LLT will actively support instructional differentiation in all disciplines. Such support may involve the selection of teachers to attend professional workshops on differentiation, selection of literature written on the topic of instructional differentiation, or selection of electronically based training in differentiating student instruction.

Every Teacher Contributes to Reading Instruction

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

The school will ensure every teacher contributes to the reading improvement of every student by requiring the teachers to incorporate writing across the curriculum to deepen text to comprehension through the DBQ project, Achieve3000, and Close readings. The school will also ensure every teacher contributes to the reading improvement by utilizing the "7" tested skills (standards) through the district initiative "Skill-of-the-Month". Every teacher is required to teach, display, and apply these skills in the classroom. Lastly, every teacher contributes to the reading improvement by implementing strategies such as marking the text, chucking the text, higher order thinking questions, Socratic seminars, KWL charts, learning logs, and interactive notebooks.

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

SSMS utilizes AVID strategies in all courses. Eligible students are placed into an AVID elective to learn college readiness skills. The school has a college readiness week. Each grade has accelerated courses in language arts, science, math, and reading. Seventh and Eighth grade students can take Algebra I to obtain high school credit. Eighth grade students can also take a geometry course and a physical science course for high school credit.

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

All students in 7th or 8th grade must take an elective course that includes a career planning component. Students must pass the course, create a career plan, and have this plan signed by their parents,

themselves, and their instructor for promotion. This fosters conversations between parents, instructors, and students about future course selections and career options. If the promotion requirement is met in 7th grade, students must revisit their career plan in 8th grade. Students are also required to conduct interest surveys to help them decide which career/course path to choose. AVID students also receive this component with the AVID elective. The AVID program accelerates student learning by teaching students college readiness skills. Students learn information about future courses and colleges that are suited to their interests.

Strategies for improving student readiness for the public postsecondary level

SSMS offers Algebra 1, Geometry and Physical Science Honors that select students may take to earn high school credits. AVID strategies including the use of Cornell Notes are utilized in all classes to foster a college and career readiness envoronment.

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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	216	27%	32%
Students scoring at or above Achievement Level 4	237	30%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		38%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		72%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	399	57%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	417	59%	64%

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	181	78%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	225	28%	33%
Students scoring at or above Achievement Level 4	225	28%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		49%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	367	52%	57%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	15%	20%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	21	100%	100%
Middle school performance on high school EOC and industry certifications	21	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	45%	50%
Students scoring at or above Achievement Level 4	51	55%	60%

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	47	20%	25%
Students scoring at or above Achievement Level 4	71	30%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

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)	4		5
Participation in STEM-related experiences provided for students	836	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	43	5%	10%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	2%	2%

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	9	1%	0%
Students who fail a mathematics course	5	1%	0%
Students who fail an English Language Arts course	2	1%	0%
Students who fail two or more courses in any subject	8	1%	0%
Students who receive two or more behavior referrals	166	20%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	47	56%	51%

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

SSMS plans to increase communication between the parents and school and increase the number of parents that attend school functions.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parental Involvement	634	77%	80%

Goals Summary

G1. Based on the analysis of 2013 FAA Reading data 97% of the students test in grades 6-8 earned a score of 4,5, or 6. In 2014, students will increase reading scores where at least 100% of all students will achieve a Level 4, 5, or 6 of the 2014 FAA.

G2. Based on the analysis of the 2013 FCAT 2.0 Math data, 56% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 66% of the students in grades 6-8 will earn a score of 3 or higher.

G3. Based on the analysis of the 2013 FCAT 2.0 Writing data, 78% of the students tested in grade 8 earned a score of 3.5 or higher. In 2014, 83% of the students in grade 8 will earn a score of 3.5 or higher.

G4. Based on the analysis of the 2013 FCAT 2.0 Science data, 50% of the students tested in grade 8 earned a score of 3 or higher. In 2014, 55% of the students in grade 8 will earn a score of 3 or higher.

G5. Parent involvement will increase by 5% for the 2013-2014 school year.

G6. Based on the analysis of 2013 FAA Math data 44% of the students test in grades 6-8 earned a score of 4,5, or 6. In 2014, students will increase reading scores where at least 49% of all students will achieve a Level 4, 5, or 6 of the 2014 FAA.

G7. Based on the analysis of 2013 FAA Writing data 100% of the students test in grades 6-8 earned a score of 4 or higher. In 2014, 100% of all students will achieve a Level 4 or higher 2014 FAA Writing.

G8. Based on the analysis of the 2013 FCAT 2.0 Math test, 15% of students in the lowest quartile showed learning gains. In 2014, 20% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.

G9. Based on the analysis of the 2013 FCAT 2.0 Reading test, 57% of students showed learning gains. In 2014, 62% of students will make learning gains on the 2014 FCAT 2.0 Reading assessment.

G10. Based on the analysis of the 2013 FCAT 2.0 Math test, 52% of students showed learning gains. In 2014, 57% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.

G11. Based on the analysis of 2013 FAA Science, 0 students tested in grades 6-8 earned a score of 4,5, or 6. In 2014, 100% of all students tested will achieve a Level 4 or higher of the 2014 FAA.

G12. Based on the analysis of the 2013 FCAT 2.0 Reading test, 59% of students in the lowest quartile showed learning gains. In 2014, 64% of students will make learning gains on the 2014 FCAT 2.0 Reading assessment.

G13. Based on the analysis of the 2013 FCAT 2.0 Reading data, 57% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 67% of the students in grades 6-8 will earn a score of 3 or higher.

Goals Detail

G1. Based on the analysis of 2013 FAA Reading data 97% of the students test in grades 6-8 earned a score of 4,5, or 6. In 2014, students will increase reading scores where at least 100% of all students will achieve a Level 4, 5, or 6 of the 2014 FAA.

Targets Supported

Resources Available to Support the Goal
- Unique Learning Systems
- News-2-You
- SRA Reading Mastery

Targeted Barriers to Achieving the Goal
- Ensuring that all access points are taught.

Plan to Monitor Progress Toward the Goal

Working with timelines and access point guidelines.

Person or Persons Responsible
Administration, Reading Coach

Target Dates or Schedule:
Periodically throughout the year

Evidence of Completion:
Classroom assessments, numerous trials, FAA 2014

G2. Based on the analysis of the 2013 FCAT 2.0 Math data, 56% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 66% of the students in grades 6-8 will earn a score of 3 or higher.

Targets Supported

Resources Available to Support the Goal

- Curriculum Maps

- Professional Learning Communities plan and collaborate with other teachers to develop lesson plans that address student weaknesses.

- Performance Matters: helps teachers determine areas to target

- After-school program for selected underperforming students

- Successmaker in 6th period for selected students

- AVID strategies are used school wide.

Targeted Barriers to Achieving the Goal

- Ensuring that all standards and benchmarks are taught, data is used to drive instruction, and identifying gaps and overlap in curriculum.

- Students need additional instructional time to master math benchmarks and strands.

- Academically high achieving students are not challenged in standard math course.

- Consistent collaboration between teachers and lesson development.Connecting math concepts with other subject areas.

Plan to Monitor Progress Toward the Goal

Teachers will incorporate math concepts into social studies and science lessons. Math teachers will collaborate to develop lesson that focused on necessary target areas.

Person or Persons Responsible

Administration, department chairs, AVID coordinator, teachers

Target Dates or Schedule:

Teachers will collaborate throughout the year to develop lessons that incorporate the necessary math skills.

Evidence of Completion:

PLC and department meeting minutes, 2014 FCAT Math

G3. Based on the analysis of the 2013 FCAT 2.0 Writing data, 78% of the students tested in grade 8 earned a score of 3.5 or higher. In 2014, 83% of the students in grade 8 will earn a score of 3.5 or higher.

Targets Supported

- Writing

Resources Available to Support the Goal

- Core Connections/Writers in Control training

- Curriculum Maps and timelines

- Writing rubrics will be discussed with students and reviewed after each common assesment

- The Language Arts Department will meet to participate in Lesson Study and engage in data chats.

- Common Assessments are analyzed to guide instruction

- Language Arts teacher will collaborate with other content area teacher to provide "Writing to Learn" opportunities.

Targeted Barriers to Achieving the Goal

- Ensuring that all standards and benchmarks are taught.

- Students do not clearly understand the writing rubric used for FCAT Writing.

- Consistent collaboration between teachers for lesson development. Consistent use of data to improve instruction.

- In other content areas, students do a limited amount of writing.

Plan to Monitor Progress Toward the Goal

Students should be writing across the curriculum.

Person or Persons Responsible
teachers, administration

Target Dates or Schedule:
The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion:
Walkthrough data; administrative, PLC, and department meeting conference minutes

G4. Based on the analysis of the 2013 FCAT 2.0 Science data, 50% of the students tested in grade 8 earned a score of 3 or higher. In 2014, 55% of the students in grade 8 will earn a score of 3 or higher.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Curriculum Maps

- Gizmos

- Professional Learning Communities will plan and collaborate with other teachers to develop lesson plans that address student background knowledge weaknesses throughout a lesson.

- Sumter Environmental Educational Center

Targeted Barriers to Achieving the Goal

- Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.

- Classroom instruction tends to be more lecture based. Students have difficulty developing a working knowledge of the scientific method through basic instruction.

- Students have difficulty understanding content area vocabulary.

- Students have limited experience with science in a real world setting and in math.

Plan to Monitor Progress Toward the Goal

Analysis of data to determine the instructional needs of students. Science teachers will participate in lesson study to formulate exemplary lessons.

Person or Persons Responsible

Administration, Department Chairs

Target Dates or Schedule:

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion:

PLCs minutes, department meeting minutes, 2014 FCAT Science scores, lessons created, classroom projects/tests

G5. Parent involvement will increase by 5% for the 2013-2014 school year.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- A newsletters is provided each quarter

- Upon request, email is used to inform parents of school events and class assignments.

- Teachers on campus who serve as translators as needed for Spanish speaking parents. The school will translate forms and information into parent's native language when possible.

- The school will hold an Open House and orientation each fall.

- The school will provide "Parent Tips" to parents in English and Spanish.

- Teachers and staff will work with parents to schedule parent/teacher conferences during the school year.

- The school's website will be maintained with current events and links to teams.

- Teams will send positive postcards, positive referrals, and positive phone calls to selected students every nine-week grading period.

- Sixth grade team will provide weekly assignment sheets to students.

- Student planners along with parent notes will be used to communicate with parents.

- Seventh grade teachers will provide weekly assignment sheets the first 9 weeks and then teach students how to correctly fill out their planners. Eighth grade teachers will refresh students on how to used their planners the first 9 weeks.

Targeted Barriers to Achieving the Goal
- Communication with parents

- Bringing school staff and parents together

- Providing tips to struggling parents.

- Scheduling conferences is difficult for parents.

- Sixth grade students have difficulty transitioning to middle school.

Plan to Monitor Progress Toward the Goal

Sixth grade teams will provide weekly assignment sheets to students.

Person or Persons Responsible
Administration,team leaders

Target Dates or Schedule:
weekly

Evidence of Completion:
Assignment sheets, school climate survey

G6. Based on the analysis of 2013 FAA Math data 44% of the students test in grades 6-8 earned a score of 4,5, or 6. In 2014, students will increase reading scores where at least 49% of all students will achieve a Level 4, 5, or 6 of the 2014 FAA.

Targets Supported

Resources Available to Support the Goal
- Unique Learning Systems
- News-2-You
- Florida Access Points

Targeted Barriers to Achieving the Goal
- Connecting math concepts with other subject areas.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:
When given content that can be related to math, ESE teachers will use mathematical terms in other classes.

Evidence of Completion:
2014 FAA

G7. Based on the analysis of 2013 FAA Writing data 100% of the students test in grades 6-8 earned a score of 4 or higher. In 2014, 100% of all students will achieve a Level 4 or higher 2014 FAA Writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- Unique Learning Systems
- News-2-You
- Florida Access Points

Targeted Barriers to Achieving the Goal
- Students need to be writing across the curriculum and teachers need to cover all ELA access points.

Plan to Monitor Progress Toward the Goal

Teachers will have students writing in all content areas. Language Arts teacher will use Unique Leaning Systems to teach writing access points.

Person or Persons Responsible
ESE Teachers, Administration

Target Dates or Schedule:
Throughout the Year.

Evidence of Completion:
2014 FAA

G8. Based on the analysis of the 2013 FCAT 2.0 Math test, 15% of students in the lowest quartile showed learning gains. In 2014, 20% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.

Targets Supported

Resources Available to Support the Goal
- Successmaker
- Teachers will target specific students during 6th period to work on specific skills.
- Gizmos
- Professional Learning Communities
- Performance Matters will be used to analyze data to target specific mathematical skills.

Targeted Barriers to Achieving the Goal
- Ensuring that data is used to drive instruction and identify gaps and overlaps in the curriculum and ensuring that all benchmarks are taught.
- Students need additional time to master benchmarks and strands. They need additional practice in developing math fluency skills.

Plan to Monitor Progress Toward the Goal

Selected students who are not proficient will receive targeted instruction during 6th period.

Person or Persons Responsible
Administration, Math Department Chair

Target Dates or Schedule:
The administrative team will meet with teachers periodically to analyze data to target specific students.

Evidence of Completion:
2014 FCAT Math scores, Common Assessments

G9. Based on the analysis of the 2013 FCAT 2.0 Reading test, 57% of students showed learning gains. In 2014, 62% of students will make learning gains on the 2014 FCAT 2.0 Reading assessment.

Targets Supported

Resources Available to Support the Goal
- Sixth period will be used to target specific reading skills.
- Intensive Reading Classes
- The reading coach will provide resources and guidance to help teachers focus on specific skills.
- SRA Placement tests, SRA Mastery Tests, FCAT tests, NAEP data, STAR tests, and DEA tests will be used to guide instruction and also help determine appropriate placement of students.
- Curriculum Maps

Targeted Barriers to Achieving the Goal
- Some students need additional time to master reading standards.
- Placement of students into the appropriate reading class.
- Ensuring that all standards and benchmarks are taught.

Plan to Monitor Progress Toward the Goal

All reading teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Next Generation Sunshine State Standards are taught.

Person or Persons Responsible
Administration, Teachers, Reading Coach

Target Dates or Schedule:
The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion:
2014 FCAT Reading

G10. Based on the analysis of the 2013 FCAT 2.0 Math test, 52% of students showed learning gains. In 2014, 57% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.

Targets Supported

Resources Available to Support the Goal
- Gizmos
- Teachers will utilize PLCs to engage in data chats and Lesson Study.
- Big Ideas Math
- Performance Matters will be utilized to target specific skills deficits.

Targeted Barriers to Achieving the Goal
- Ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum and ensuring that all benchmarks and standards are taught.
- Students need additional instructional time to master math benchmarks and strands and need additional practice in developing math fluency skills.

Plan to Monitor Progress Toward the Goal

The school will prove an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period.

Person or Persons Responsible
Administration, Teachers

Target Dates or Schedule:
The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion:
After School roster, 6th period roster, 2014 FCAT Math data

G11. Based on the analysis of 2013 FAA Science, 0 students tested in grades 6-8 earned a score of 4,5, or 6. In 2014, 100% of all students tested will achieve a Level 4 or higher of the 2014 FAA.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- Gizmos
- Unique Learning Systems
- Access Point Standards

Targeted Barriers to Achieving the Goal
- Understanding that science is in everyday life and use of math.

Plan to Monitor Progress Toward the Goal

Teachers will conduct classroom tests and projects throughout the school year.

Person or Persons Responsible
Administration, Teachers

Target Dates or Schedule:
Classroom test/projects are given throughout the year.

Evidence of Completion:
2014 FAA Math

G12. Based on the analysis of the 2013 FCAT 2.0 Reading test, 59% of students in the lowest quartile showed learning gains. In 2014, 64% of students will make learning gains on the 2014 FCAT 2.0 Reading assessment.

Targets Supported

Resources Available to Support the Goal
- Sixth period will be used to target specific reading skills.

- Intensive Reading Classes

- The reading coach will provide resources and guidance to help teachers focus on specific skills.

- SRA Placement tests, SRA Mastery Tests, FCAT tests, NAEP data, STAR tests, and DEA tests will be used to guide instruction and also help determine appropriate placement of students.

- Curriculum Maps

Targeted Barriers to Achieving the Goal
- Some students need additional time to master reading standards.

- Placement of bottom quartile students into the appropriate intensive reading class.

- Tier 2 bottom quartile students need targeted instructional strategies in a small group setting.

Plan to Monitor Progress Toward the Goal

Tier 2 students will be scheduled with a highly qualified reading teacher for an additional intervention period.

Person or Persons Responsible
Administration, Teachers, Reading Coach, RTI Team

Target Dates or Schedule:
The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed. RTI data will be collected and analyzed weekly.

Evidence of Completion:
2014 FCAT Reading

G13. Based on the analysis of the 2013 FCAT 2.0 Reading data, 57% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 67% of the students in grades 6-8 will earn a score of 3 or higher.

Targets Supported

Resources Available to Support the Goal
- Reading Coach
- Learning Focused Strategies
- Achieve 3000
- Successmaker
- AVID strategies
- Resources shared through in-house system (R-drive)
- Learning Communities: plan and collaborate with other teachers and develop lesson plans that address student background knowledge weaknesses throughout a lesson
- Reading coach visitation to classrooms and working with students in the bottom quartile
- District involvement and walk-throughs with reading teachers at least 3 times for the year

Targeted Barriers to Achieving the Goal
- Students have difficulty comprehending content area vocabulary, decoding, and/ or comprehension of grade level texts.
- Teachers must make sure that data is used to drive instruction and identify gaps and overlaps in the curriculum.
- Consistent collaboration between teachers for lesson development must occur.
- Students struggle to self-select reading material within their instructional reading range.

Plan to Monitor Progress Toward the Goal

analysis of progression of data

Person or Persons Responsible
administrative team, reading coach

Target Dates or Schedule:
Administration will meet in PLCs and department meetings periodically throughout the year to review data.

Evidence of Completion:
PLC minutes and department meeting minutes, 2014 FCAT Reading

Action Plan for Improvement

Problem Solving Key

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

G1. Based on the analysis of 2013 FAA Reading data 97% of the students test in grades 6-8 earned a score of 4,5, or 6. In 2014, students will increase reading scores where at least 100% of all students will achieve a Level 4, 5, or 6 of the 2014 FAA.

G1.B1 Ensuring that all access points are taught.

G1.B1.S1 Working with timelines and access point guidelines.

Action Step 1

Working with timelines and access point guidelines.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Classroom assessments, numerous trials, FAA 2014

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

Working with timelines and access point guidelines.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Classroom assessments, numerous trials, FAA 2014

Plan to Monitor Effectiveness of G1.B1.S1

Working with timelines and access point guidelines.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Classroom assessments, numerous trials, FAA 2014

G2. Based on the analysis of the 2013 FCAT 2.0 Math data, 56% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 66% of the students in grades 6-8 will earn a score of 3 or higher.

G2.B1 Ensuring that all standards and benchmarks are taught, data is used to drive instruction, and identifying gaps and overlap in curriculum.

G2.B1.S1 All mathematics teachers will follow the district curriculum map in oder to ensure that all prioritized skills from the Common Core State Standards and Next Generation Sunshine State Standards are taught. Math teachers will meet monthly for data chats to determine areas to target.

Action Step 1

Assurance that all standards are taught and that data are used to drive instruction.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

PLCs and the math department will meet periodically throughout the school year to discuss data and curriculum maps.

Evidence of Completion

PLC and department meeting minutes.

Facilitator:

Math Department Head

Participants:

All Math Teachers

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

Assurance that all standards are taught and that data are used to drive instruction.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

PLCs and the math department will meet periodically throughout the school year to discuss data and curriculum maps.

Evidence of Completion

PLC and department meeting minutes

Plan to Monitor Effectiveness of G2.B1.S1

Assurance that all standards are taught and that data are used to drive instruction.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

PLCs and the math department will meet periodically throughout the school year to discuss data and curriculum maps.

Evidence of Completion

PLC and department meeting minutes

G2.B2 Students need additional instructional time to master math benchmarks and strands.

G2.B2.S1 The school will provide after an after school program for students that are not successful in math. Priority will be given to students who score Level 1 or 2 of the FCAT 2.0 Math assessment.

Action Step 1

Additional time need to be provided to students to ensure mastery of math standards.

Person or Persons Responsible

Administrative team, PLCs (math teachers)

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teachers in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team and the classroom teacher.

Evidence of Completion

administrative conference minutes, PLC conference minutes, 2014 FCAT Math

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

Additional time need to be provided to students to ensure mastery of math standards.

Person or Persons Responsible

Administrative team, PLCs (math teachers)

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teachers in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team and the classroom teacher.

Evidence of Completion

administrative conference minutes, PLC conference minutes, 2014 FCAT Math

Plan to Monitor Effectiveness of G2.B2.S1

Additional time need to be provided to students to ensure mastery of math standards.

Person or Persons Responsible

Administrative team, PLCs (math teachers)

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teachers in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team and the classroom teacher.

Evidence of Completion

administrative conference minutes, PLC conference minutes, 2014 FCAT Math

G2.B3 Academically high achieving students are not challenged in standard math course.

G2.B3.S1 Students scoring Level 3, 4, and 5 on the 2013 FCAT will be considered for Advanced Math, Algebra I Honors, and Geometry using a variety of data sources.

Action Step 1

The administrative team and math department chair or designated teacher will analyze data to determine student placement in more rigorous, accelerated courses using a variety of data sources.

Person or Persons Responsible

administrative team, math department chair, designated math teacher

Target Dates or Schedule

Administrative team will meet with math teachers periodically to determine students who need to be placed in more rigorous courses.

Evidence of Completion

2014 FCAT Math

Plan to Monitor Fidelity of Implementation of G2.B3.S1

The administrative team and math department chair or designated teacher will analyze data to determine student placement in more rigorous, accelerated courses using a variety of data sources.

Person or Persons Responsible

administrative team, math department chair, designated math teacher

Target Dates or Schedule

Administrative team will meet with math teachers periodically to determine students who need to be placed in more rigorous courses.

Evidence of Completion

2014 FCAT Math

Plan to Monitor Effectiveness of G2.B3.S1

The administrative team and math department chair or designated teacher will analyze data to determine student placement in more rigorous, accelerated courses using a variety of data sources.

Person or Persons Responsible

administrative team, math department chair, designated math teacher

Target Dates or Schedule

Administrative team will meet with math teachers periodically to determine students who need to be placed in more rigorous courses.

Evidence of Completion

2014 FCAT Math

G2.B4 Consistent collaboration between teachers and lesson development.Connecting math concepts with other subject areas.

G2.B4.S1 Science teacher will incorporate data analysis and measurement, and social studies teachers will incorporate reading and interpreting graphs and charts into their respective curriculum. Teachers will incorporate the use of Cornell Notes in classes. Teachers will develop lesson plans in PLCs that are focused on target areas.

Action Step 1

Teachers will incorporate math concepts into social studies and science lessons. Math teachers will collaborate to develop lesson that focused on necessary target areas.

Person or Persons Responsible

Administration, department chairs, AVID coordinator, teachers

Target Dates or Schedule

Teachers will collaborate throughout the year to develop lessons that incorporate the necessary math skills.

Evidence of Completion

PLCs and department meeting agenda/minutes

Facilitator:

Math Department Head

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Teachers will incorporate math concepts into social studies and science lessons. Math teachers will collaborate to develop lesson that focused on necessary target areas.

Person or Persons Responsible

Administration, department chairs, AVID coordinator, teachers

Target Dates or Schedule

Teachers will collaborate throughout the year to develop lessons that incorporate the necessary math skills.

Evidence of Completion

PLCs and department meeting agenda/minutes

Plan to Monitor Effectiveness of G2.B4.S1

Teachers will incorporate math concepts into social studies and science lessons. Math teachers will collaborate to develop lesson that focused on necessary target areas.

Person or Persons Responsible

Administration, department chairs, AVID coordinator, teachers

Target Dates or Schedule

Teachers will collaborate throughout the year to develop lessons that incorporate the necessary math skills.

Evidence of Completion

PLCs and department meeting agenda/minutes

G3. Based on the analysis of the 2013 FCAT 2.0 Writing data, 78% of the students tested in grade 8 earned a score of 3.5 or higher. In 2014, 83% of the students in grade 8 will earn a score of 3.5 or higher.

G3.B1 Ensuring that all standards and benchmarks are taught.

G3.B1.S1 All language arts teachers will follow the district curriculum map or prioritized skills and course timeline. All language arts teachers will go through Core Connections training to learn how to plan lessons based on Common Core State Standards.

Action Step 1

Language Arts teachers will follow the district curriculum maps of prioritized skills and course timeline.

Person or Persons Responsible

Administration, Language Arts Department Chair

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and department meeting minutes

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

Language Arts teachers will follow the district curriculum maps of prioritized skills and course timeline.

Person or Persons Responsible

Administration, Language Arts Department Chair

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC adn department meeting minutes

Plan to Monitor Effectiveness of G3.B1.S1

Language Arts teachers will follow the district curriculum maps of prioritized skills and course timeline.

Person or Persons Responsible

Language Arts Department chair, administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC adn department meeting minutes

G3.B2 Students do not clearly understand the writing rubric used for FCAT Writing.

G3.B2.S1 The Language Arts department will teach students about the Florida Writing Assessment Rubric by points and have students use the rubric for peer evaluations to score writing.

Action Step 1

Students will demonstrate understanding of the Florida Writing Assessment Rubric.

Person or Persons Responsible

Administration, Language Arts Department Chair

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Writing Results

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

Students will demonstrate understanding of the Florida Writing Assessment Rubric.

Person or Persons Responsible

Language Arts Department Chair, Administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Writing Results

Plan to Monitor Effectiveness of G3.B2.S1

Students will demonstrate understanding of the Florida Writing Assessment Rubric.

Person or Persons Responsible

Language Arts Department Chair, Administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Writing Results

G3.B3 Consistent collaboration between teachers for lesson development. Consistent use of data to improve instruction.

G3.B3.S1 The Language Arts department will meet weekly to participate in Lesson Study. The Language Arts department will meet twice a month for data chats.

Action Step 1

Participation in lesson study and bi-monthly data chats by Language Arts department.

Person or Persons Responsible

Language Arts teachers

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to discuss data periodically.

Evidence of Completion

Lessons from Lesson Study, minutes from PLCs and/or department meetings

Facilitator:

Language Arts Department Head

Participants:

All Language Arts Teachers

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

Participation in lesson study and bi-monthly data chats by Language Arts department.

Person or Persons Responsible

Language Arts teachers, administration

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to discuss data periodically.

Evidence of Completion

Lessons from Lesson Study, minutes from PLCs and/or department meetings

Plan to Monitor Effectiveness of G3.B3.S1

Participation in lesson study and bi-monthly data chats by Language Arts department.

Person or Persons Responsible

Language Arts teachers, adminsitration

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to discuss data periodically.

Evidence of Completion

Lessons from Lesson Study, minutes from PLCs and/or department meetings

G3.B4 In other content areas, students do a limited amount of writing.

G3.B4.S1 Language Arts teachers will collaborate with other content area teachers to provide "Writing to Learn" opportunities.

Action Step 1

Students will be writing across the curriculum.

Person or Persons Responsible

Teachers, administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

Walkthrough data; administrative, PLC, and department meeting conference minutes

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Students will be writing across the curriculum.

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

Walkthrough data; administrative, PLC, and department meeting conference minutes

Plan to Monitor Effectiveness of G3.B4.S1

Students should be writing across the curriculum.

Person or Persons Responsible

administration, teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

Walkthrough data; administrative, PLC, and department meeting conference minutes

G4. Based on the analysis of the 2013 FCAT 2.0 Science data, 50% of the students tested in grade 8 earned a score of 3 or higher. In 2014, 55% of the students in grade 8 will earn a score of 3 or higher.

G4.B1 Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.

G4.B1.S1 Teachers will follow the district curriculum map and course timeline or prioritized skills to ensure all students receive guaranteed and viable curriculum

Action Step 1

Ensure that students are taught the standards. Standards will be prioritized to ensure all students receive guaranteed and viable curriculum.

Person or Persons Responsible

Administration, Science Department Chair

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to review data periodically.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores

Facilitator:

Science Department Head

Participants:

All Science Teachers

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

Ensure that students are taught the standards. Standards will be prioritized to ensure all students receive guaranteed and viable curriculum.

Person or Persons Responsible

Administration, Science Department Chair

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to review data periodically.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores

Plan to Monitor Effectiveness of G4.B1.S1

Ensure that students are taught the standards. Standards will be prioritized to ensure all students receive guaranteed and viable curriculum.

Person or Persons Responsible

Administration, Science Department Chair

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to review data periodically.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores

G4.B1.S2 Ensuring that data is used to drive instruction and identifying gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.

Action Step 1

Analysis of data to determine the instructional needs of students. Science teachers will participate in lesson study to formulate exemplary lessons.

Person or Persons Responsible

Administration, Science Department Chair, teachers

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to review data periodically and create lessons based on what student needs.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores

Facilitator:

Science Department Head

Participants:

All Science Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Analysis of data to determine the instructional needs of students. Science teachers will participate in lesson study to formulate exemplary lessons.

Person or Persons Responsible

Administration, Science Department Chair

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to review data periodically and create lessons based on what student needs.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores

Plan to Monitor Effectiveness of G4.B1.S2

Analysis of data to determine the instructional needs of students. Science teachers will participate in lesson study to formulate exemplary lessons.

Person or Persons Responsible

Administration, Science Department Chair

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to review data periodically and create lessons based on what student needs.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores

G4.B2 Classroom instruction tends to be more lecture based. Students have difficulty developing a working knowledge of the scientific method through basic instruction.

G4.B2.S1 Science teachers will increase hands-on, guided inquiry lessons.

Action Step 1

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID Coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

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

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

Plan to Monitor Effectiveness of G4.B2.S1

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

G4.B2.S2 Students will conduct a scientific inquiry using the scientific method and use Gizmo virtual labs.

Action Step 1

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID Coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

Plan to Monitor Effectiveness of G4.B2.S2

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

G4.B2.S3 All students will complete a science project using the scientific method.

Action Step 1

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID Coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

Plan to Monitor Effectiveness of G4.B2.S3

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

G4.B2.S4 Students will incorporate the use of Cornell Notes in classes to increase understanding.

Action Step 1

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID Coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

Plan to Monitor Fidelity of Implementation of G4.B2.S4

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

Plan to Monitor Effectiveness of G4.B2.S4

Analysis of data to determine the need for increasing inquiry lessons.

Person or Persons Responsible

Administration, Science Department Chair, AVID coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and administrative conference minutes

G4.B3 Students have difficulty understanding content area vocabulary.

G4.B3.S1 Teachers will incorporate content area reading strategies and specific vocabulary strategies to increase student comprehension of science text.

Action Step 1

Incorporate of reading strategies and specific vocabulary strategies

Person or Persons Responsible

Administration, Science Department Chair

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to discuss data periodically.

Evidence of Completion

Minutes of PLC and department meetings

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

Incorporate of reading strategies and specific vocabulary strategies

Person or Persons Responsible

Administration, Science Department Chair

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to discuss data periodically.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores

Plan to Monitor Effectiveness of G4.B3.S1

Incorporate of reading strategies and specific vocabulary strategies

Person or Persons Responsible

Administration, Science Department Chair

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to discuss data periodically.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores

G4.B4 Students have limited experience with science in a real world setting and in math.

G4.B4.S1 Students participate in Environmental Science Activities through the Sumter Environmental Education Center.

Action Step 1

Students need to increase opportunities to use science in real world settings and in math.

Person or Persons Responsible

Administration, Department Chairs

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC and department meeting conference minutes, 2014 FCAT Science scores, classroom tests/ projects

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Students need to increase opportunities to use science in real world settings and in math.

Person or Persons Responsible

Administration, Department Chairs

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores, classroom projects/tests

Plan to Monitor Effectiveness of G4.B4.S1

Students need to increase opportunities to use science in real world settings and in math.

Person or Persons Responsible

Administration, Department Chairs

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores, classroom projects/tests

G5. Parent involvement will increase by 5% for the 2013-2014 school year.

G5.B1 Communication with parents

G5.B1.S1 A newsletter will be provided each quarter, teams will send out a weekly newsletter to parents via email, and the school's website will be maintained with current events and have links to teams.

Action Step 1

Communication with parents will occur throughout the school year about school events.

Person or Persons Responsible

Administration, Team Leaders

Target Dates or Schedule

A newsletter will be provided each quarter, teams will send out a weekly newsletter to parents via email, and the school's website will be maintained periodically with current events and have links to teams.

Evidence of Completion

The school climate survey will be analyzed in the spring. Sample of above stated strategies.

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

The school climate survey will be analyzed in the spring. Sample of above stated strategies.

Person or Persons Responsible

Administration, Team Leaders

Target Dates or Schedule

A newsletter will be provided each quarter, teams will send out a weekly newsletter to parents via email, and the school's website will be maintained periodically with current events and have links to teams.

Evidence of Completion

The school climate survey will be analyzed in the spring. Sample of above stated strategies.

Plan to Monitor Effectiveness of G5.B1.S1

Communication with parents will occur throughout the school year about school events.

Person or Persons Responsible

Administration, Team Leaders

Target Dates or Schedule

A newsletter will be provided each quarter, teams will send out a weekly newsletter to parents via email, and the school's website will be maintained periodically with current events and have links to teams.

Evidence of Completion

The school climate survey will be analyzed in the spring. Sample of above stated strategies.

G5.B1.S2 The school will translate forms and information into parent's native language when possible.

Action Step 1

Translation of forms and information in parent's native language when possible.

Person or Persons Responsible

Administration

Target Dates or Schedule

Administration will receive feedback from teams and parents throughout the year.

Evidence of Completion

School climate survey will be analyzed in the Spring.

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

Translation of forms and information in parent's native language when possible.

Person or Persons Responsible

Administration

Target Dates or Schedule

Administration will receive feedback from teams and parents throughout the year.

Evidence of Completion

School climate survey will be analyzed in the Spring.

Plan to Monitor Effectiveness of G5.B1.S2

Translation of forms and information in parent's native language when possible.

Person or Persons Responsible

Administration

Target Dates or Schedule

Administration will receive feedback from teams and parents throughout the year.

Evidence of Completion

School climate survey will be analyzed in the Spring.

G5.B1.S3 Teams will send positive postcards, send positive referrals, and make positive phone calls to selected students every nine-week graduating period.

Action Step 1

Teachers will make contact with parents regarding positive behavior and achievement.

Person or Persons Responsible

administration, team leaders, teachers

Target Dates or Schedule

Periodically throughout the year.

Evidence of Completion

Data regarding the amount of positive parent contacts will be collected.

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

Teachers will make contact with parents regarding positive behavior and achievement.

Person or Persons Responsible

administration, team leaders, teachers

Target Dates or Schedule

Periodically throughout the year.

Evidence of Completion

Data regarding the amount of positive parent contacts will be collected.

Plan to Monitor Effectiveness of G5.B1.S3

Teachers will make contact with parents regarding positive behavior and achievement.

Person or Persons Responsible

administration, team leaders, teachers

Target Dates or Schedule

Periodically throughout the year.

Evidence of Completion

Data regarding the amount of positive parent contacts will be collected.

G5.B1.S4 Student planners along with parent notes will be used to communicate with parents.

Action Step 1

Students will document their assignments in their planners to inform their parents about assignments.

Person or Persons Responsible

students, teachers, administration

Target Dates or Schedule

Weekly

Evidence of Completion

School climate survey will be analyzed in the Spring.

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

Students will document their assignments in their planners to inform their parents about assignments.

Person or Persons Responsible

teachers, administration, students

Target Dates or Schedule

weekly

Evidence of Completion

School climate survey will be analyzed in the Spring.

Plan to Monitor Effectiveness of G5.B1.S4

Students will document their assignments in their planners to inform their parents about assignments.

Person or Persons Responsible

teachers, administration, students

Target Dates or Schedule

weekly

Evidence of Completion

School climate survey will be analyzed in the Spring.

G5.B2 Bringing school staff and parents together

G5.B2.S1 The school will hold an open house and orientation each fall.

Action Step 1

SSMS will involve parents in school events on campus.

Person or Persons Responsible

administration, team leader

Target Dates or Schedule

The school will hold events every fall.

Evidence of Completion

Meeting sign in sheets will be collected. School climate survey will be analyzed in the Spring.

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

SSMS will involve parents in school events on campus.

Person or Persons Responsible

administration, team leaders

Target Dates or Schedule

The school will hold events every fall.

Evidence of Completion

Meeting sign in sheets will be collected. School climate survey will be analyzed in the Spring.

Plan to Monitor Effectiveness of G5.B2.S1

SSMS will involve parents in school events on campus.

Person or Persons Responsible

administration, team leaders

Target Dates or Schedule

The school will hold events every fall.

Evidence of Completion

Meeting sign in sheets will be collected. School climate survey will be analyzed in the Spring.

G5.B3 Providing tips to struggling parents.

G5.B3.S1 The school will provide "Parent Tips" to parents in English and Spanish.

Action Step 1

"Parent Tips" will be provided to struggling parents.

Person or Persons Responsible

Administration, guidance

Target Dates or Schedule

As needed

Evidence of Completion

Meeting sign in sheets, school climate survey

Plan to Monitor Fidelity of Implementation of G5.B3.S1

"Parent Tips" will be provided to struggling parents.

Person or Persons Responsible

administration, guidance

Target Dates or Schedule

as needed

Evidence of Completion

meeting sign in sheets, school climate survey

Plan to Monitor Effectiveness of G5.B3.S1

"Parent Tips" will be provided to struggling parents.

Person or Persons Responsible

administration, guidance

Target Dates or Schedule

as needed

Evidence of Completion

meeting sign in sheets, school climate survey

G5.B4 Scheduling conferences is difficult for parents.

G5.B4.S1 Teachers and staff will work with parents to schedule parent/teacher conferences during the school year.

Action Step 1

Parent conferences will be scheduled as needed.

Person or Persons Responsible

Administration, team leaders

Target Dates or Schedule

As needed

Evidence of Completion

conference records, school climate survey

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Parent conferences will be scheduled as needed.

Person or Persons Responsible

Administration, team leaders

Target Dates or Schedule

As needed

Evidence of Completion

Conference notes, school climate survey

Plan to Monitor Effectiveness of G5.B4.S1

Parent conferences will be scheduled as needed.

Person or Persons Responsible

Administration, team leaders

Target Dates or Schedule

As needed

Evidence of Completion

Conference minutes, school climate survey

G5.B5 Sixth grade students have difficulty transitioning to middle school.

G5.B5.S1 Sixth grade teams will provide weekly assignment sheets to students.

Action Step 1

Sixth grade teams will provide weekly assignment sheets to students.

Person or Persons Responsible

Team leaders

Target Dates or Schedule

weekly

Evidence of Completion

Assignment sheets, school climate survey

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Sixth grade teams will provide weekly assignment sheets to students.

Person or Persons Responsible

administration, team leaders

Target Dates or Schedule

weekly

Evidence of Completion

Assignment sheets, school climate survey

Plan to Monitor Effectiveness of G5.B5.S1

Sixth grade teams will provide weekly assignment sheets to students.

Person or Persons Responsible

administration, team leaders

Target Dates or Schedule

weekly

Evidence of Completion

Assignment sheets, school climate survey

G6. Based on the analysis of 2013 FAA Math data 44% of the students test in grades 6-8 earned a score of 4,5, or 6. In 2014, students will increase reading scores where at least 49% of all students will achieve a Level 4, 5, or 6 of the 2014 FAA.

G6.B1 Connecting math concepts with other subject areas.

G6.B1.S1 ESE teachers will point out mathematical terms in other content areas.

Action Step 1

ESE teachers will point out mathematical terms in other content areas.

Person or Persons Responsible

ESE Teachers, Administration

Target Dates or Schedule

When given content that can be related to math, ESE teachers will use mathematical terms in other classes.

Evidence of Completion

2014 FAA

Plan to Monitor Fidelity of Implementation of G6.B1.S1

ESE teachers will point out mathematical terms in other content areas.

Person or Persons Responsible

ESE Teachers, Administration

Target Dates or Schedule

When given content that can be related to math, ESE teachers will use mathematical terms in other classes.

Evidence of Completion

2014 FAA

Plan to Monitor Effectiveness of G6.B1.S1

ESE teachers will point out mathematical terms in other content areas.

Person or Persons Responsible

ESE Teachers, Administration

Target Dates or Schedule

When given content that can be related to math, ESE teachers will use mathematical terms in other classes.

Evidence of Completion

2014 FAA

G7. Based on the analysis of 2013 FAA Writing data 100% of the students test in grades 6-8 earned a score of 4 or higher. In 2014, 100% of all students will achieve a Level 4 or higher 2014 FAA Writing.

G7.B1 Students need to be writing across the curriculum and teachers need to cover all ELA access points.

G7.B1.S1 Teachers will have students writing in all content areas. Language Arts teacher will use Unique Leaning Systems to teach writing access points.

Action Step 1

Teachers will have students writing in all content areas. Language Arts teacher will use Unique Leaning Systems to teach writing access points.

Person or Persons Responsible

ESE Teachers, Administration

Target Dates or Schedule

Throughout the year.

Evidence of Completion

2014 FAA

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Teachers will have students writing in all content areas. Language Arts teacher will use Unique Leaning Systems to teach writing access points.

Person or Persons Responsible

ESE Teachers, Administration

Target Dates or Schedule

Throughout the Year.

Evidence of Completion

2014 FAA

Plan to Monitor Effectiveness of G7.B1.S1

Teachers will have students writing in all content areas. Language Arts teacher will use Unique Leaning Systems to teach writing access points.

Person or Persons Responsible

ESE Teachers, Administration

Target Dates or Schedule

Throughout the year.

Evidence of Completion

2014 FAA

G8. Based on the analysis of the 2013 FCAT 2.0 Math test, 15% of students in the lowest quartile showed learning gains. In 2014, 20% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.

G8.B1 Ensuring that data is used to drive instruction and identify gaps and overlaps in the curriculum and ensuring that all benchmarks are taught.

G8.B1.S1 Math teachers will meet periodically for data chats.

Action Step 1

Math teachers will meet periodically for data chats to determine target areas for instruction.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

Math teachers will meet periodically for data chats to determine target areas for instruction.

Evidence of Completion

2014 FCAT Math scores, department meeting minutes, PLC minutes

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Math teachers will meet periodically for data chats to determine target areas for instruction.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

Math teachers will meet periodically for data chats to determine target areas for instruction.

Evidence of Completion

2014 FCAT Math scores, department meeting minutes, PLC minutes

Plan to Monitor Effectiveness of G8.B1.S1

Math teachers will meet periodically for data chats to determine target areas for instruction.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

Math teachers will meet periodically for data chats to determine target areas for instruction.

Evidence of Completion

2014 FCAT Math scores, department meeting minutes, PLC meeting minutes

G8.B1.S2 All math teachers will follow the district curriculum map in order to ensure prioritized blended Next Generation Sunshine State Standards are taught.

Action Step 1

All math teachers will follow the district curriculum map in order to ensure prioritized blended Next Generation Sunshine State Standards are taught.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

Teachers will meet periodically to discuss and analyze data to improve instruction.

Evidence of Completion

2014 FCAT Math scores, department meeting minutes, PLC minutes

Facilitator:

Math Department Head

Participants:

All Math Teachers

Plan to Monitor Fidelity of Implementation of G8.B1.S2

All math teachers will follow the district curriculum map in order to ensure prioritized blended Next Generation Sunshine State Standards are taught.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

Teachers will meet periodically to discuss and analyze data to improve instruction.

Evidence of Completion

2014 FCAT Math scores, department meeting minutes, PLC minutes

Plan to Monitor Effectiveness of G8.B1.S2

All math teachers will follow the district curriculum map in order to ensure prioritized blended Next Generation Sunshine State Standards are taught.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

Teachers will meet periodically to discuss and analyze data to improve instruction.

Evidence of Completion

2014 FCAT Math scores, department meeting minutes, PLC minutes

G8.B2 Students need additional time to master benchmarks and strands. They need additional practice in developing math fluency skills.

G8.B2.S1 The school provide an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class.

Action Step 1

Selected students who are not proficient will take place in an after school program.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

The administrative team and teachers will meet periodically to analyze data to target students to receive additional support.

Evidence of Completion

2014 FCAT Math scores, After School Program roster

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Selected students who are not proficient will take place in an after school program.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

The administrative team and teachers will meet periodically to analyze data to target students to receive additional support.

Evidence of Completion

2014 FCAT Math scores, After School Program roster

Plan to Monitor Effectiveness of G8.B2.S1

Selected students who are not proficient will take place in an after school program.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

The administrative team and teachers will meet periodically to analyze data to target students to receive additional support.

Evidence of Completion

2014 FCAT Math scores, After School Program roster

G8.B2.S2 During intervention period selected students of the bottom quartile will be provided math fluency activities during 6th period.

Action Step 1

Selected students who are not proficient will receive targeted instruction during 6th period.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

The administrative team will meet with teachers periodically to analyze data to target specific students.

Evidence of Completion

2014 FCAT Math scores, Common Assessments

Plan to Monitor Fidelity of Implementation of G8.B2.S2

Selected students who are not proficient will receive targeted instruction during 6th period.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

The administrative team will meet with teachers periodically to analyze data to target specific students.

Evidence of Completion

2014 FCAT Math scores, Common Assessments

Plan to Monitor Effectiveness of G8.B2.S2

Selected students who are not proficient will receive targeted instruction during 6th period.

Person or Persons Responsible

Administration, Math Department Chair

Target Dates or Schedule

The administrative team will meet with teachers periodically to analyze data to target specific students.

Evidence of Completion

2014 FCAT Math scores, Common Assessments

G9. Based on the analysis of the 2013 FCAT 2.0 Reading test, 57% of students showed learning gains. In 2014, 62% of students will make learning gains on the 2014 FCAT 2.0 Reading assessment.

G9.B1 Some students need additional time to master reading standards.

G9.B1.S1 The school will provide an after school program the 2nd, 3rd, and 4th quarter to students who are not proficient. Priority will be given to students who score a 1 or 2 on FCAT Reading. Students who are not proficient in reading will work on reading strategies in 6th period.

Action Step 1

The school will provide an after school program the 2nd, 3rd, and 4th quarter to students who are not proficient. Priority will be given to students who score a 1 or 2 on FCAT Reading. Students who are not proficient in reading will work on reading strategies in 6th period.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Data year be analyzed throughout the year to determine where students should be placed.

Evidence of Completion

6th period roster, after school roster, 2014 FCAT Reading

Plan to Monitor Fidelity of Implementation of G9.B1.S1

The school will provide an after school program the 2nd, 3rd, and 4th quarter to students who are not proficient. Priority will be given to students who score a 1 or 2 on FCAT Reading. Students who are not proficient in reading will work on reading strategies in 6th period.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Data year be analyzed throughout the year to determine where students should be placed.

Evidence of Completion

6th period roster, after school roster, 2014 FCAT Reading

Plan to Monitor Effectiveness of G9.B1.S1

The school will provide an after school program the 2nd, 3rd, and 4th quarter to students who are not proficient. Priority will be given to students who score a 1 or 2 on FCAT Reading. Students who are not proficient in reading will work on reading strategies in 6th period.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Data year be analyzed throughout the year to determine where students should be placed.

Evidence of Completion

6th period roster, after school roster, 2014 FCAT Reading

G9.B2 Placement of students into the appropriate reading class.

G9.B2.S1 Placement into the appropriate reading class will be based on the following data: FCAT Reading, FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests

Action Step 1

Placement into the appropriate reading class will be based on the following data: FCAT Reading, FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests

Person or Persons Responsible

Reading Coach, Teachers, Administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Reading, Class Roster, other Assessments (FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests)

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Placement into the appropriate reading class will be based on the following data: FCAT Reading, FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests

Person or Persons Responsible

Teachers, Reading Coach, Adminstration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Reading, Class Roster, other Assessments (FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests)

Plan to Monitor Effectiveness of G9.B2.S1

Placement into the appropriate reading class will be based on the following data: FCAT Reading, FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests.

Person or Persons Responsible

Teachers, Reading Coach, Administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Reading, Class Roster, other Assessments (FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests)

G9.B3 Ensuring that all standards and benchmarks are taught.

G9.B3.S1 All reading teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Next Generation Sunshine State Standards are taught.

Action Step 1

All reading teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Next Generation Sunshine State Standards are taught.

Person or Persons Responsible

Reading Coach, Teachers, Adminstration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Data

Facilitator:

Reading Department Head

Participants:

All Reading Teachers

Plan to Monitor Fidelity of Implementation of G9.B3.S1

All reading teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Next Generation Sunshine State Standards are taught.

Person or Persons Responsible

Administration, Reading Coach, Teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Reading

Plan to Monitor Effectiveness of G9.B3.S1

All reading teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Next Generation Sunshine State Standards are taught.

Person or Persons Responsible

Administration, Teachers, Reading Coach

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Reading

G10. Based on the analysis of the 2013 FCAT 2.0 Math test, 52% of students showed learning gains. In 2014, 57% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.

G10.B1 Ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum and ensuring that all benchmarks and standards are taught.

G10.B1.S1 Math teachers will meet periodically for data chats.

Action Step 1

Math teachers will meet periodically for data chats to select areas to target.

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion

PLC and department meeting minutes, 2014 FCAT Math data

Facilitator:

Math Department Head

Participants:

All Math Teachers

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Math teachers will meet periodically for data chats to select areas to target.

Person or Persons Responsible

administration, teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion

PLC and department meeting minutes, 2014 FCAT Math data

Plan to Monitor Effectiveness of G10.B1.S1

Math teachers will meet periodically for data chats to select areas to target.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion

PLC and department meeting minutes, 2014 FCAT Math data

G10.B1.S2 All math teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Common Core State Standards and Next Generation Sunshine State Standards are taught.

Action Step 1

All math teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Common Core State Standards and Next Generation Sunshine State Standards are taught.

Person or Persons Responsible

math teachers, administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion

2014 FCAT Math, PLC and department meeting minutes

Facilitator:

Math Department Head

Participants:

All Math Teachers

Plan to Monitor Fidelity of Implementation of G10.B1.S2

All math teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Common Core State Standards and Next Generation Sunshine State Standards are taught.

Person or Persons Responsible

Math Teachers, Administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion

2014 FCAT Math, Department and PLC meeting minutes

Plan to Monitor Effectiveness of G10.B1.S2

All math teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Common Core State Standards and Next Generation Sunshine State Standards are taught.

Person or Persons Responsible

Math Teachers, Administrators

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion

2014 FCAT Math, Department and PLC meeting minutes

G10.B2 Students need additional instructional time to master math benchmarks and strands and need additional practice in developing math fluency skills.

G10.B2.S1 The school will prove an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period.

Action Step 1

The school will prove an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion

2014 FCAT Math, 6th period roster, after school roster

Plan to Monitor Fidelity of Implementation of G10.B2.S1

The school will prove an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion

2014 FCAT Math, 6th period roster, after school roster

Plan to Monitor Effectiveness of G10.B2.S1

The school will prove an after school program during the second, third, and fourth quarters for students that are not currently successful in their mathematics class. Many lower performing students will receive targeted instruction during 6th period.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion

2014 FCAT Math, after school roster, 6th period roster

G11. Based on the analysis of 2013 FAA Science, 0 students tested in grades 6-8 earned a score of 4,5, or 6. In 2014, 100% of all students tested will achieve a Level 4 or higher of the 2014 FAA.

G11.B1 Understanding that science is in everyday life and use of math.

G11.B1.S1 Have ESE teachers point out that science and math are often in all areas as it is is taught with hands on experiences.

Action Step 1

Teachers will conduct classroom tests and projects throughout the school year.

Person or Persons Responsible

Teachers will conduct classroom tests and projects throughout the school year.

Target Dates or Schedule

Classroom test/projects are given throughout the year.

Evidence of Completion

2014 FAA

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Teachers will conduct classroom tests and projects throughout the school year.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Classroom test/projects are given throughout the year.

Evidence of Completion

2014 FAA Math

Plan to Monitor Effectiveness of G11.B1.S1

Teachers will conduct classroom tests and projects throughout the school year.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Classroom test/projects are given throughout the year.

Evidence of Completion

2014 FAA Math

G12. Based on the analysis of the 2013 FCAT 2.0 Reading test, 59% of students in the lowest quartile showed learning gains. In 2014, 64% of students will make learning gains on the 2014 FCAT 2.0 Reading assessment.

G12.B1 Some students need additional time to master reading standards.

G12.B1.S1 The school will provide an after school program the 2nd, 3rd, and 4th quarter to students who are not proficient. Priority will be given to students who score a 1 or 2 on FCAT Reading. Students who are not proficient in reading will work on reading strategies in 6th period.

Action Step 1

The school will provide an after school program the 2nd, 3rd, and 4th quarter to students who are not proficient. Priority will be given to students who score a 1 or 2 on FCAT Reading. Students who are not proficient in reading will work on reading strategies in 6th period.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Data year be analyzed throughout the year to determine where students should be placed.

Evidence of Completion

6th period roster, after school roster, 2014 FCAT Reading

Plan to Monitor Fidelity of Implementation of G12.B1.S1

The school will provide an after school program the 2nd, 3rd, and 4th quarter to students who are not proficient. Priority will be given to students who score a 1 or 2 on FCAT Reading. Students who are not proficient in reading will work on reading strategies in 6th period.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Data year be analyzed throughout the year to determine where students should be placed.

Evidence of Completion

6th period roster, after school roster, 2014 FCAT Reading

Plan to Monitor Effectiveness of G12.B1.S1

The school will provide an after school program the 2nd, 3rd, and 4th quarter to students who are not proficient. Priority will be given to students who score a 1 or 2 on FCAT Reading. Students who are not proficient in reading will work on reading strategies in 6th period.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Data year be analyzed throughout the year to determine where students should be placed.

Evidence of Completion

6th period roster, after school roster, 2014 FCAT Reading

G12.B2 Placement of bottom quartile students into the appropriate intensive reading class.

G12.B2.S1 Placement into the appropriate reading class will be based on the following data: FCAT Reading, FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests

Action Step 1

Placement into the appropriate reading class will be based on the following data: FCAT Reading, FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests

Person or Persons Responsible

Reading Coach, Teachers, Administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Reading, Class Roster, other Assessments (FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests)

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Placement into the appropriate reading class will be based on the following data: FCAT Reading, FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests

Person or Persons Responsible

Teachers, Reading Coach, Adminstration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Reading, Class Roster, other Assessments (FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests)

Plan to Monitor Effectiveness of G12.B2.S1

Placement into the appropriate reading class will be based on the following data: FCAT Reading, FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests.

Person or Persons Responsible

Teachers, Reading Coach, Administration

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Reading, Class Roster, other Assessments (FORF fluency data, SRA Placement tests, End-of-the year SRA Mastery Tests, STAR Tests, and/or FAIR Tests)

G12.B3 Tier 2 bottom quartile students need targeted instructional strategies in a small group setting.

G12.B3.S1 Tier 2 students will be scheduled with a highly qualified reading teacher for an additional intervention period.

Action Step 1

Tier 2 students will be scheduled with a highly qualified reading teacher for an additional intervention period.

Person or Persons Responsible

Reading Coach, Teachers, Administration, RTI Team

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed. RTI data will be collected and analyzed weekly.

Evidence of Completion

2014 FCAT Data

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Tier 2 students will be scheduled with a highly qualified reading teacher for an additional intervention period.

Person or Persons Responsible

Administration, Reading Coach, Teachers, RTI Team

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed. RTI data will be collected and analyzed weekly.

Evidence of Completion

2014 FCAT Reading

Plan to Monitor Effectiveness of G12.B3.S1

Tier 2 students will be scheduled with a highly qualified reading teacher for an additional intervention period.

Person or Persons Responsible

Administration, Teachers, Reading Coach, RTI Team

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed. RTI data will be collected and analyzed weekly.

Evidence of Completion

2014 FCAT Reading

G13. Based on the analysis of the 2013 FCAT 2.0 Reading data, 57% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 67% of the students in grades 6-8 will earn a score of 3 or higher.

G13.B1 Students have difficulty comprehending content area vocabulary, decoding, and/ or comprehension of grade level texts.

G13.B1.S1 Content area teachers will provide reading strategies/comprehension strategies/vocabulary strategies and use Cornell Notes with all students.

Action Step 1

Comprehending vocabulary

Person or Persons Responsible

Administration, Reading Coach, Avid Coordinator

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

Administrative conference minutes, PLC minutes

Facilitator:

Testing Coordinator and administration

Participants:

teachers, administrators

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Analysis of data regarding content area vocabulary

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

The administration team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, an final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

administrative conference minutes, PLC minutes

Plan to Monitor Effectiveness of G13.B1.S1

Analysis of progression of data regarding vocabulary development

Person or Persons Responsible

administration, reading coach

Target Dates or Schedule

The administration team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, an final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

PLC minutes, administrative conference minutes

G13.B2 Teachers must make sure that data is used to drive instruction and identify gaps and overlaps in the curriculum.

G13.B2.S1 Vertical teams of teachers will attend monthly meetings for data chats to determine instructional gaps.

Action Step 1

Identification of target areas to determine instructional gaps.

Person or Persons Responsible

administration, reading department chair

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

administrative conference notes, PLC conference notes

Facilitator:

administration, department chairs, reading coach

Participants:

teachers, administrative team

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Identification of target areas to determine instructional gaps.

Person or Persons Responsible

administration, reading department chair

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

teachers, administrative team

Plan to Monitor Effectiveness of G13.B2.S1

Identification of target areas to determine instructional gaps.

Person or Persons Responsible

administration, reading department

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

teachers, administrative team

G13.B3 Consistent collaboration between teachers for lesson development must occur.

G13.B3.S1 All reading teachers will participate in lesson study and department meetings.

Action Step 1

Collaboration between teachers to develop lessons that target student deficits throughout lessons

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. PLC meeting notes will be posted for administrative review.

Evidence of Completion

PLC conference minutes, 2014 FCAT Reading

Facilitator:

Reading Department Head

Participants:

All Reading Teachers

Plan to Monitor Fidelity of Implementation of G13.B3.S1

Collaboration between teachers to develop lessons that target student deficits throughout lessons.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. PLC meeting notes will be posted for administrative review.

Evidence of Completion

PLC conference minutes, 2014 FCAT Reading

Plan to Monitor Effectiveness of G13.B3.S1

Collaboration between teachers to develop lessons that target student deficits throughout lessons.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. PLC meeting notes will be posted for administrative review.

Evidence of Completion

PLC conference minutes, 2014 FCAT Reading

G13.B4 Students struggle to self-select reading material within their instructional reading range.

G13.B4.S1 Participation by all students in the Accelerated Reader program

Action Step 1

Students need to self-select reading material within their instructional reading range.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Administration will meet in PLCs and department meetings periodically throughout the year to review data.

Evidence of Completion

PLC and deparment meeting minutes

Plan to Monitor Fidelity of Implementation of G13.B4.S1

Students need to self-select reading material within their instructional reading range.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Administration will meet in PLCs and department meetings periodically throughout the year to review data.

Evidence of Completion

PLC minutes and department meeting minutes

Plan to Monitor Effectiveness of G13.B4.S1

Students need to self-select reading material within their instructional reading range.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Administration will meet in PLCs and department meetings periodically throughout the year to review data.

Evidence of Completion

PLC minutes and department meeting 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

Title II- The School is allotted Title II funds for professional development opportunities. Professional development for teachers and administrators are based on the School Improvement goals and student data.
Title X- Homeless: The district identifies homeless children during the registration process or when the family becomes homeless. The district then buys supplies through Title I dollars or clothing and other needed items through Homeless ARRA funds. Homeless students are not segregated and barriers to their education are eliminated.
Nutrition Programs: Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.
Violence Prevention Programs: SSMS has a Positive Behavior System (PBS) plan. The school also has a HELP BOX where student can anonymously identify studednts in need of help.

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.

G2. Based on the analysis of the 2013 FCAT 2.0 Math data, 56% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 66% of the students in grades 6-8 will earn a score of 3 or higher.

G2.B1 Ensuring that all standards and benchmarks are taught, data is used to drive instruction, and identifying gaps and overlap in curriculum.

G2.B1.S1 All mathematics teachers will follow the district curriculum map in oder to ensure that all prioritized skills from the Common Core State Standards and Next Generation Sunshine State Standards are taught. Math teachers will meet monthly for data chats to determine areas to target.

PD Opportunity 1

Assurance that all standards are taught and that data are used to drive instruction.

Facilitator

Math Department Head

Participants

All Math Teachers

Target Dates or Schedule

PLCs and the math department will meet periodically throughout the school year to discuss data and curriculum maps.

Evidence of Completion

PLC and department meeting minutes.

G2.B4 Consistent collaboration between teachers and lesson development.Connecting math concepts with other subject areas.

G2.B4.S1 Science teacher will incorporate data analysis and measurement, and social studies teachers will incorporate reading and interpreting graphs and charts into their respective curriculum. Teachers will incorporate the use of Cornell Notes in classes. Teachers will develop lesson plans in PLCs that are focused on target areas.

PD Opportunity 1

Teachers will incorporate math concepts into social studies and science lessons. Math teachers will collaborate to develop lesson that focused on necessary target areas.

Facilitator

Math Department Head

Participants

Math Teachers

Target Dates or Schedule

Teachers will collaborate throughout the year to develop lessons that incorporate the necessary math skills.

Evidence of Completion

PLCs and department meeting agenda/minutes

G3. Based on the analysis of the 2013 FCAT 2.0 Writing data, 78% of the students tested in grade 8 earned a score of 3.5 or higher. In 2014, 83% of the students in grade 8 will earn a score of 3.5 or higher.

G3.B3 Consistent collaboration between teachers for lesson development. Consistent use of data to improve instruction.

G3.B3.S1 The Language Arts department will meet weekly to participate in Lesson Study. The Language Arts department will meet twice a month for data chats.

PD Opportunity 1

Participation in lesson study and bi-monthly data chats by Language Arts department.

Facilitator

Language Arts Department Head

Participants

All Language Arts Teachers

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to discuss data periodically.

Evidence of Completion

Lessons from Lesson Study, minutes from PLCs and/or department meetings

G4. Based on the analysis of the 2013 FCAT 2.0 Science data, 50% of the students tested in grade 8 earned a score of 3 or higher. In 2014, 55% of the students in grade 8 will earn a score of 3 or higher.

G4.B1 Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.

G4.B1.S1 Teachers will follow the district curriculum map and course timeline or prioritized skills to ensure all students receive guaranteed and viable curriculum

PD Opportunity 1

Ensure that students are taught the standards. Standards will be prioritized to ensure all students receive guaranteed and viable curriculum.

Facilitator

Science Department Head

Participants

All Science Teachers

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to review data periodically.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores

G4.B1.S2 Ensuring that data is used to drive instruction and identifying gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.

PD Opportunity 1

Analysis of data to determine the instructional needs of students. Science teachers will participate in lesson study to formulate exemplary lessons.

Facilitator

Science Department Head

Participants

All Science Teachers

Target Dates or Schedule

Teachers will meet in PLCs and department meetings to review data periodically and create lessons based on what student needs.

Evidence of Completion

PLCs minutes, department meeting minutes, 2014 FCAT Science scores

G8. Based on the analysis of the 2013 FCAT 2.0 Math test, 15% of students in the lowest quartile showed learning gains. In 2014, 20% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.

G8.B1 Ensuring that data is used to drive instruction and identify gaps and overlaps in the curriculum and ensuring that all benchmarks are taught.

G8.B1.S2 All math teachers will follow the district curriculum map in order to ensure prioritized blended Next Generation Sunshine State Standards are taught.

PD Opportunity 1

All math teachers will follow the district curriculum map in order to ensure prioritized blended Next Generation Sunshine State Standards are taught.

Facilitator

Math Department Head

Participants

All Math Teachers

Target Dates or Schedule

Teachers will meet periodically to discuss and analyze data to improve instruction.

Evidence of Completion

2014 FCAT Math scores, department meeting minutes, PLC minutes

G9. Based on the analysis of the 2013 FCAT 2.0 Reading test, 57% of students showed learning gains. In 2014, 62% of students will make learning gains on the 2014 FCAT 2.0 Reading assessment.

G9.B3 Ensuring that all standards and benchmarks are taught.

G9.B3.S1 All reading teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Next Generation Sunshine State Standards are taught.

PD Opportunity 1

All reading teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Next Generation Sunshine State Standards are taught.

Facilitator

Reading Department Head

Participants

All Reading Teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

2014 FCAT Data

G10. Based on the analysis of the 2013 FCAT 2.0 Math test, 52% of students showed learning gains. In 2014, 57% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.

G10.B1 Ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum and ensuring that all benchmarks and standards are taught.

G10.B1.S1 Math teachers will meet periodically for data chats.

PD Opportunity 1

Math teachers will meet periodically for data chats to select areas to target.

Facilitator

Math Department Head

Participants

All Math Teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion

PLC and department meeting minutes, 2014 FCAT Math data

G10.B1.S2 All math teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Common Core State Standards and Next Generation Sunshine State Standards are taught.

PD Opportunity 1

All math teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Common Core State Standards and Next Generation Sunshine State Standards are taught.

Facilitator

Math Department Head

Participants

All Math Teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with teacher in the PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the midterm assessment we will identify specific benchmarks that may need to be reviewed. Formative Assessments will be reviewed by the administrative team by the classroom teacher.

Evidence of Completion

2014 FCAT Math, PLC and department meeting minutes

G13. Based on the analysis of the 2013 FCAT 2.0 Reading data, 57% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 67% of the students in grades 6-8 will earn a score of 3 or higher.

G13.B1 Students have difficulty comprehending content area vocabulary, decoding, and/ or comprehension of grade level texts.

G13.B1.S1 Content area teachers will provide reading strategies/comprehension strategies/vocabulary strategies and use Cornell Notes with all students.

PD Opportunity 1

Comprehending vocabulary

Facilitator

Testing Coordinator and administration

Participants

teachers, administrators

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

Administrative conference minutes, PLC minutes

G13.B2 Teachers must make sure that data is used to drive instruction and identify gaps and overlaps in the curriculum.

G13.B2.S1 Vertical teams of teachers will attend monthly meetings for data chats to determine instructional gaps.

PD Opportunity 1

Identification of target areas to determine instructional gaps.

Facilitator

administration, department chairs, reading coach

Participants

teachers, administrative team

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. The administrative team will meet with PLCs to analyze common assessment data after the baseline, midterm, and final assessments. After the mid-term assessment we will identify specific benchmarks that may need to be reviewed.

Evidence of Completion

administrative conference notes, PLC conference notes

G13.B3 Consistent collaboration between teachers for lesson development must occur.

G13.B3.S1 All reading teachers will participate in lesson study and department meetings.

PD Opportunity 1

Collaboration between teachers to develop lessons that target student deficits throughout lessons

Facilitator

Reading Department Head

Participants

All Reading Teachers

Target Dates or Schedule

The administrative team will meet weekly to analyze classroom walkthrough data and identify instructional issues or gaps. PLC meeting notes will be posted for administrative review.

Evidence of Completion

PLC conference minutes, 2014 FCAT Reading

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Based on the analysis of the 2013 FCAT 2.0 Math data, 56% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 66% of the students in grades 6-8 will earn a score of 3 or higher.	$1,457
G3.	Based on the analysis of the 2013 FCAT 2.0 Writing data, 78% of the students tested in grade 8 earned a score of 3.5 or higher. In 2014, 83% of the students in grade 8 will earn a score of 3.5 or higher.	$994
G4.	Based on the analysis of the 2013 FCAT 2.0 Science data, 50% of the students tested in grade 8 earned a score of 3 or higher. In 2014, 55% of the students in grade 8 will earn a score of 3 or higher.	$662
G8.	Based on the analysis of the 2013 FCAT 2.0 Math test, 15% of students in the lowest quartile showed learning gains. In 2014, 20% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.	$795
G9.	Based on the analysis of the 2013 FCAT 2.0 Reading test, 57% of students showed learning gains. In 2014, 62% of students will make learning gains on the 2014 FCAT 2.0 Reading assessment.	$1,192
G10.	Based on the analysis of the 2013 FCAT 2.0 Math test, 52% of students showed learning gains. In 2014, 57% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.	$1,590
G13.	Based on the analysis of the 2013 FCAT 2.0 Reading data, 57% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 67% of the students in grades 6-8 will earn a score of 3 or higher.	$1,192
	Total	$7,882

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Evidence-Based Program	Total
NA	$0	$0	$0	$0
Title II	$0	$4,901	$2,981	$7,882
	$0	$0	$0	$0
Total	$0	$4,901	$2,981	$7,882

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Based on the analysis of the 2013 FCAT 2.0 Math data, 56% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 66% of the students in grades 6-8 will earn a score of 3 or higher.

G2.B1 Ensuring that all standards and benchmarks are taught, data is used to drive instruction, and identifying gaps and overlap in curriculum.

G2.B1.S1 All mathematics teachers will follow the district curriculum map in oder to ensure that all prioritized skills from the Common Core State Standards and Next Generation Sunshine State Standards are taught. Math teachers will meet monthly for data chats to determine areas to target.

Action Step 1

Assurance that all standards are taught and that data are used to drive instruction.

Resource Type

Professional Development

Resource

Working collaboratively to review student data, review and improvement of assessments and academic achievement, improve differentiation of instructional strategies with emphasis on rigor and relevance, continued growth of subject area expertise.

Funding Source

Title II

Amount Needed

$795

G2.B4 Consistent collaboration between teachers and lesson development.Connecting math concepts with other subject areas.

G2.B4.S1 Science teacher will incorporate data analysis and measurement, and social studies teachers will incorporate reading and interpreting graphs and charts into their respective curriculum. Teachers will incorporate the use of Cornell Notes in classes. Teachers will develop lesson plans in PLCs that are focused on target areas.

Action Step 1

Teachers will incorporate math concepts into social studies and science lessons. Math teachers will collaborate to develop lesson that focused on necessary target areas.

Resource Type

Professional Development

Resource

Science and Social Studies teachers will work collaboratively to identify math concepts and skills that can be utilized in content area instruction.

Funding Source

Title II

Amount Needed

$662

G3. Based on the analysis of the 2013 FCAT 2.0 Writing data, 78% of the students tested in grade 8 earned a score of 3.5 or higher. In 2014, 83% of the students in grade 8 will earn a score of 3.5 or higher.

G3.B3 Consistent collaboration between teachers for lesson development. Consistent use of data to improve instruction.

G3.B3.S1 The Language Arts department will meet weekly to participate in Lesson Study. The Language Arts department will meet twice a month for data chats.

Action Step 1

Participation in lesson study and bi-monthly data chats by Language Arts department.

Resource Type

Evidence-Based Program

Resource

Language Arts teachers will work collaboratively to build a lesson study where they will analyze a best practice of teaching and work to develop that in their lesson plans.

Funding Source

Title II

Amount Needed

$994

G4. Based on the analysis of the 2013 FCAT 2.0 Science data, 50% of the students tested in grade 8 earned a score of 3 or higher. In 2014, 55% of the students in grade 8 will earn a score of 3 or higher.

G4.B1 Ensuring that all benchmarks and standards are taught, ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.

G4.B1.S1 Teachers will follow the district curriculum map and course timeline or prioritized skills to ensure all students receive guaranteed and viable curriculum

Action Step 1

Ensure that students are taught the standards. Standards will be prioritized to ensure all students receive guaranteed and viable curriculum.

Resource Type

Professional Development

Resource

Working collaboratively to review student data, review and improvement of assessments and academic achievement, improve differentiation of instructional strategies with emphasis on rigor and relevance, continued growth of subject area expertise.

Funding Source

Title II

Amount Needed

$662

G4.B1.S2 Ensuring that data is used to drive instruction and identifying gaps and overlaps in curriculum. Consistent collaboration between teachers for lesson development.

Action Step 1

Analysis of data to determine the instructional needs of students. Science teachers will participate in lesson study to formulate exemplary lessons.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G8. Based on the analysis of the 2013 FCAT 2.0 Math test, 15% of students in the lowest quartile showed learning gains. In 2014, 20% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.

G8.B1 Ensuring that data is used to drive instruction and identify gaps and overlaps in the curriculum and ensuring that all benchmarks are taught.

G8.B1.S2 All math teachers will follow the district curriculum map in order to ensure prioritized blended Next Generation Sunshine State Standards are taught.

Action Step 1

All math teachers will follow the district curriculum map in order to ensure prioritized blended Next Generation Sunshine State Standards are taught.

Resource Type

Evidence-Based Program

Resource

Math teachers will work to develop unit plans that utilize blended standards, ensuring that Next Generation Sunshine State Standards.

Funding Source

Title II

Amount Needed

$795

G9. Based on the analysis of the 2013 FCAT 2.0 Reading test, 57% of students showed learning gains. In 2014, 62% of students will make learning gains on the 2014 FCAT 2.0 Reading assessment.

G9.B3 Ensuring that all standards and benchmarks are taught.

G9.B3.S1 All reading teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Next Generation Sunshine State Standards are taught.

Action Step 1

All reading teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Next Generation Sunshine State Standards are taught.

Resource Type

Evidence-Based Program

Resource

Reading teachers will work to develop unit plans that utilize blended standards, ensuring that Next Generation Sunshine State Standards.

Funding Source

Title II

Amount Needed

$1,192

G10. Based on the analysis of the 2013 FCAT 2.0 Math test, 52% of students showed learning gains. In 2014, 57% of students will make learning gains on the 2014 FCAT 2.0 Math assessment.

G10.B1 Ensuring that data is used to drive instruction and identify gaps and overlaps in curriculum and ensuring that all benchmarks and standards are taught.

G10.B1.S1 Math teachers will meet periodically for data chats.

Action Step 1

Math teachers will meet periodically for data chats to select areas to target.

Resource Type

Professional Development

Resource

Working collaboratively to review student data, review and improvement of assessments and academic achievement, improve differentiation of instructional strategies with emphasis on rigor and relevance, continued growth of subject area expertise.

Funding Source

Title II

Amount Needed

$795

G10.B1.S2 All math teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Common Core State Standards and Next Generation Sunshine State Standards are taught.

Action Step 1

All math teachers will follow the district curriculum map in order to ensure that all prioritized skills from the Common Core State Standards and Next Generation Sunshine State Standards are taught.

Resource Type

Professional Development

Resource

Math teachers will work to develop unit plans that utilize blended standards, ensuring that Next Generation Sunshine State Standards.

Funding Source

Title II

Amount Needed

$795

G13. Based on the analysis of the 2013 FCAT 2.0 Reading data, 57% of the students tested in grades 6-8 earned a score of 3 or higher. In 2014, 67% of the students in grades 6-8 will earn a score of 3 or higher.

G13.B2 Teachers must make sure that data is used to drive instruction and identify gaps and overlaps in the curriculum.

G13.B2.S1 Vertical teams of teachers will attend monthly meetings for data chats to determine instructional gaps.

Action Step 1

Identification of target areas to determine instructional gaps.

Resource Type

Other

Resource

Teachers will meet monthly to review curriculum maps and identify gaps, overlap, language use to ensure progression from 6th through 8th grade improves with rigor and relevance as well as increase throughout the school year.

Funding Source

NA

Amount Needed

$0

G13.B3 Consistent collaboration between teachers for lesson development must occur.

G13.B3.S1 All reading teachers will participate in lesson study and department meetings.

Action Step 1

Collaboration between teachers to develop lessons that target student deficits throughout lessons

Resource Type

Professional Development

Resource

Reading teachers will work collaboratively to build a lesson study where they will analyze a best practice of teaching and work to develop that in their lesson plans.

Funding Source

Title II

Amount Needed

$1,192