



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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New Smyrna Beach Middle School

1200 S MYRTLE AVE

New Smyrna Beach, FL 32168

386-426-7450

[http://myvolusiaschools.org/school/newsmyrnabeach/pages/  
default.aspx](http://myvolusiaschools.org/school/newsmyrnabeach/pages/default.aspx)

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 63%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 20%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> B	<b>2009-10</b> A
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## **Purpose and Outline of the SIP**

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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**

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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**

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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**

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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**

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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**

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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
Prevent	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

New Smyrna Beach Middle School

##### Principal

Joseph Rawlings

##### School Advisory Council chair

Ann Jones

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

Name	Title
Joseph Rawlings	Principal
Becky Porter	Assistant Principal
Amy McLain	Reading Coach
Ann Jones	SAC Chair
Timi Harvey	Reading Lead Teacher
Rocky Sorrice	Language Arts Lead Teacher
Debbie Triplett	Media Specialist
Betty Adams	IEP Facilitator/ESE Co-Lead Teacher
Timothy Tully	Science Lead Teacher
Lee McFarland	Social Studies Lead Teacher
Dave DeGroff	Math Lead Teacher
Julian Doster	Math Teacher

#### District-Level Information

##### District

Volusia

##### Superintendent

Dr. Margaret A Smith

##### Date of school board approval of SIP

12/10/2013

### 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

Our SAC includes 8 Parents who are not School District Employees, 4 parents who work at other schools and are School District Employees, 1 Support Staff Member, the Principal, a Community

Member from the City of Edgewater, the School Media Specialist, a World History Teacher, and a Science Teacher who also is the SAC Chair. Our SAC secretary is a non-employee parent.

**Involvement of the SAC in the development of the SIP**

Our SAC team has been updated on the school's progress on standardized tests in the 2012-2013 school year, the school's grade, and where we would like to focus our SIP this year. We have asked for their help in developing community involvement goals and parent involvement goals in addition to any other goals/strategies they can help us to develop and implement at our school.

**Activities of the SAC for the upcoming school year**

New Smyrna Beach Middle School's SAC meets the 3rd Tuesday of most months during the school year. This group reviews the previous month's minutes and approves them. They learn about ongoing activities in the school and their input or suggestions are welcomed. They are advised of climate survey results and offer suggestions on ways to improve our school. Our members are also advised of our progress on FCAT and our school grades and are invited to offer ideas and suggestions. When there is school improvement money available, our SAC reviews teacher requests for funds and determines which requests to fund.

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

We have no school improvement funds that have been made available to our school.

**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**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Joseph Rawlings**

Principal

Years as Administrator: 8

Years at Current School: 3

**Credentials**

BS Elementary  
Education; M Ed  
in Educational  
Leadership  
Certified in  
Elementary  
Education K-12,  
and Ed  
Leadership

**Performance Record**

2013: C School (HS: R56, M50, ALG. 98, W60. S54; LG: 57, M60; L25%: R54, M57)  
 2012: C School (HS: R58, M47, W81, S53; LG: R61, M:54 L25%: R53, M52)\*  
 2011: B School (HS: R71, M65, W84, S60; LG: R59, M64, L25%: R60, M61; AYP 79%)  
 2010 DeBary Elementary School B School (HS:R82,M82,W79,S68; LG:R65,M61; L25%:R42,M62;AYP92%)  
 2009:A School (HS:R69,M62,W87,S37; LG:R69,M75; L25%:R59,M87;AYP100%)  
 2008 Campbell Middle School C School: (HS:R61,M52,W93,S25; LG:R59,M60; L25%:R57,M69; AYP:77%)2007 C School (HS:R58,M50,W84,S30; LG: R57,M63; L25%: R59,M66; AYP: 74%)  
 2006: B School (HS:R58,M50,W84; LG: R64,M65; L25%: R70; AYP:85%)  
 2005 Turie T.Small Elementary; A School (HS:R64,M59,W93; LG:R72,M72; L25%:R50;AYP:100%)  
 2004 A School (HS:R54,M59,W93; LG:R72,M72; L25%: R70; AYP:97%)  
 \*HS = High Standards, R = Reading, M = Math, W = Writing, S = Science, LG = Learning Gains, L25% = Lowest 25%  
 ALG = EOC Algebra



**Rebecca Porter**

Asst Principal

Years as Administrator: 3

Years at Current School: 24

**Credentials**

Masters Degree in Educational Leadership  
 Certification: Elementary Ed K-6, Journalism, Educational Leadership

**Performance Record**

2013: C School (HS: R56, M50, ALG. 98, W60. S54; LG: 57, M60; L25%: R54, M57)  
 2012: C School (HS: R58, M47, W81, S53; LG: R61, M:54 L25%: R53, M52)\*  
 2011: NA: First year as administrator.  
 \*HS = High Standards, R = Reading, M = Math, W = Writing, S = Science, LG = Learning Gains, L25% = Lowest 25%  
 ALG = EOC Algebra

**Thomas Casey**

Asst Principal

Years as Administrator: 11

Years at Current School: 12

**Credentials**

BS in Music Educat  
 MS Education Leadership  
 Certified in Ed Leadership  
 Music Ed,  
 Special Ed

**Performance Record**

2013: C School (HS: R56, M50, ALG. 98, W60. S54; LG: 57, M60; L25%: R54, M57)  
 2012: C School (HS: R58, M47, W81, S53; LG: R61, M:54 L25%: R53, M52)\*  
 2011: B School (HS: R71, M65, W84, S60; LG: R59, M64, L25%: R60, M61; AYP 79%)  
 2010 A School(HS:R73,M68,W91,S59; LG:R62,M69; L25%:R60,M65;AYP 82)  
 2009 A SCHOOL (HS:R75,64,W94,S59; LG:R68.M65; L25%:R67,M62; AYP:85)  
 2008 A SCHOOL (HS:R71,M65,W91,S55; LG:R63,M68; L25%R57,M66;AYP:90)  
 2007 B SCHOOL (HS:R69,M58,W94,S51; LG:R63,M63; L25%:R59,M65;AYP:85)  
 2006 B SCHOOL(HS:R63,M58,W93; LG:R59,M64;L25%R64; AYP87)  
 2005 B SCHOOL (HS: R63,M58,W88; LG;R59,M64; L25%:R64;AYP83)  
 2004 B SCHOOL (HS:R63,M64,W92; LG:R61,M67; L25%58;AYP:87)  
 2003 A SCHOOL (HS:R67,M61,W94; LG:R67,M64; L25%:R71;)  
 2002 B SCHOOL (HS: R62,M58,W69; LG: R62,M63; L25%:R70)  
 2001 Silver Sands Middle School: C School  
 \*HS = High Standards, R = Reading, M = Math, W = Writing, S = Science, LG = Learning Gains, L25% = Lowest 25%  
 ALG = EOC Algebra



**Amy McLain**

Full-time / School-based                      Years as Coach: 8                      Years at Current School: 26

**Areas**                      Reading/Literacy

**Credentials**                      Master's Degree in Reading. Bachelor's Degree in English.  
Certified: Reading K-12; English 6-12; English 5-9; ESOL

**Performance Record**

2013: C School 2(HS: R56, M50, ALG. 98, W60. S54; LG: 57, M60; L25%: R54, M57)012: C School (HS: R58, M47, W81, S53; LG: R61, M:54 L25%: R53, M52)\*

2011: B School (HS: R71, M65, W84, S60; LG: R59, M64, L25%: R60, M61; AYP 79%)

2010 A School(HS:R73,M68,W91,S59; LG:R62,M69; L25%:R60,M65;AYP 82)

2009 A SCHOOL (HS:R75,64,W94,S59; LG:R68.M65; L25%:R67,M62; AYP:85)

2008 A SCHOOL (HS:R71,M65,W91,S55; LG:R63,M68; L25%R57,M66;AYP:90)

2007 B SCHOOL (HS:R69,M58,W94,S51; LG:R63,M63; L25%:R59,M65;AYP:85)

\*HS = High Standards, R = Reading, M = Math, W = Writing, S = Science, LG = Learning Gains, L25% = Lowest 25%  
ALG = EOC Algebra

**Classroom Teachers**

**# of classroom teachers**

74

**# receiving effective rating or higher**

74, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

74, 100%

**# ESOL endorsed**

17, 23%

**# reading endorsed**

13, 18%

**# with advanced degrees**

32, 43%

**# National Board Certified**

4, 5%

**# first-year teachers**

1, 1%

**# with 1-5 years of experience**

13, 18%

**# with 6-14 years of experience**

22, 30%

**# with 15 or more years of experience**

38, 51%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**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**

New Teacher Programs (Individualized PD, peer classroom visits, mentors, PAR Teachers; Professional Development, PLC Activities, Network w/Community & Business Partners, Promotion of School through Website, Student Showcase, Participation in District Job Fair and Recruitment Activities.

All administrators are responsible for these activities: Joseph Rawlings, Principal; Rebecca Porter, AP; Thomas Casey, AP; Michael Rinaldi, AP.

**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**

Mentee is Vaneesha Persad and she is being mentored by Susan Clemons, who is a highly qualified teacher with years of experience teaching both 6th and 7th grade. Vaneesha is a first year teacher and is also working with a district-assigned Peer Assistance and Review (PAR) Teacher.

Mentoring activities include coaching, observations, collaborative lesson planning, and Empowering Educator Excellence Program.

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

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

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

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a

strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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

? The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress

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

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

### **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**

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

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

. School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school

## Literacy Leadership Team (LLT)

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

Name	Title
Amy McLain	Literacy Coach
Debbie Triplett	Media Specialist
Timi Harvey	Reading Department Chair
Rocky Sorice	Language Arts Chair
Erin Keeran	Social Studies Teacher
Jodi Alligood	Avid Science Teacher
Beanka Colee	Math Teacher
Florida Thomas	Elective Teacher
Michelle Spano	Media Clerk

### How the school-based LLT functions

The Literacy Leadership Team meets bi-monthly to discuss school-based literacy programs, initiatives and overall promotion of literacy in the classroom and across the campus.

### Major initiatives of the LLT

The major initiative of the LLT this year will be to facilitate the use of non-fiction text in all content areas during Stinger Time where students will read articles, answer high level questions about the articles, show the evidence in the text where they found their answers, and participate in classroom discussions about why their answers were correct over the incorrect answers.

## Every Teacher Contributes to Reading Instruction

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

Every classroom teacher is incorporating Common Core Literacy Standards, such as close reading and text-dependent questions into their lessons to support their students' critical reading and writing skills. During Stinger Time, every department has created lessons to reinforce reading in the content areas using appropriate strategies to ensure reading improvement. Departments will use time during PLC meetings to discuss the progress.

We have the support of a Reading Coach who ensures that all teachers receive professional development related to current reading research and instructional pedagogy.

## 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

New Smyrna Beach Middle School offers students elective courses in art, music, culinary arts, business, technology, and career study. Many of these courses focus on job skills. A daily focus of our school is for teachers and students to ask each other "why we are learning this?" to ensure that instruction is always relevant. Teachers provide non-fiction reading of current event articles that enable students to see their subject areas at work in the business world.

Several of our elective teachers are offering advanced courses to prepare student to continue their study in a preferred area throughout their education career to prepare them for life. Courses include culinary arts, graphic design, art, computers, agricultural science.

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

New Smyrna Beach Middle School offers elective courses in visual art, music, culinary arts, agriculture, technology, graphic design, computers and career study. Many of these courses focus on job skills. Every year, after FCAT testing, students participate in course selection that exposes them to next year's curriculum to inform their course selection. The eighth grade students participate in a Career Extravaganza with representatives from our local high school explaining the opportunities that are available at the high school and community members from different career areas to enlighten students about their careers.

**Strategies for improving student readiness for the public postsecondary level**

NA



## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	57%	No	69%
American Indian				
Asian	58%	53%	No	63%
Black/African American	45%	40%	No	51%
Hispanic	73%	63%	No	75%
White	68%	58%	No	72%
English language learners				
Students with disabilities	40%	25%	No	46%
Economically disadvantaged	60%	48%	No	64%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	307	28%	40%
Students scoring at or above Achievement Level 4	307	28%	29%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		54%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		41%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	598	53%	54%
Students in lowest 25% making learning gains (FCAT 2.0)	147	54%	55%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		15%

**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	224	60%	61%
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****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	51%	No	63%
American Indian				
Asian	74%	71%	No	77%
Black/African American	38%	32%	No	45%
Hispanic	63%	48%	No	66%
White	61%	53%	No	65%
English language learners				
Students with disabilities	37%	20%	No	43%
Economically disadvantaged	52%	44%	No	57%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	298	27%	39%
Students scoring at or above Achievement Level 4	248	23%	24%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	73%	74%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		14%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	634	60%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	158	57%	58%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	110	56%	61%
Middle school performance on high school EOC and industry certifications	107	97%	98%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	46%	47%
Students scoring at or above Achievement Level 4	58	52%	53%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	24%	25%
Students scoring at or above Achievement Level 4	114	30%	31%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		81%
Students scoring at or above Level 7	[data excluded for privacy reasons]		21%

**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)	33		40
Participation in STEM-related experiences provided for students	900	76%	80%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1130	95%	95%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**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			
Students who fail a mathematics course	50	4%	3%
Students who fail an English Language Arts course	86	7%	6%
Students who fail two or more courses in any subject	66	6%	5%
Students who receive two or more behavior referrals	469	34%	33%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	400	29%	28%

**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**

62% of our parents will attend Open House

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
# of Parents who attend Open House	721	61%%	62%%

**Area 10: Additional Targets****Additional targets for the school**

8th grade students are given the opportunity to participate in the Career Extravaganza in January in which they will learn about career fields that are offered in academies at New Smyrna Beach High School.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of students participating in Career Extravaganza in January.	400	96%	98%

## Goals Summary

- G1.** The percentage of students achieving high standards on FCAT reading will increase.
- G2.** The percentage of students achieving high standards on all FCAT subject tests will increase.
- G3.** The percentage of students achieving high standards on State Writing Assessments will increase.
- G4.** Decrease the number of students receiving discipline referrals, the number of discipline referrals students receive, and the number of students who receive suspensions.
- G5.** The percentage of students achieving high standards on FCAT math and Algebra I EOC will increase.
- G6.** Increase the opportunities for parents to be involved at our school.
- G7.** Community Members from different professions will be recruited to discuss their profession with 8th grades students during the Career Extravaganza to facilitate 8th grade students in choosing the career academy they will participate with in high school.
- G8.** The percentage of students achieving high standards on FCAT science will increase.

## Goals Detail

**G1.** The percentage of students achieving high standards on FCAT reading will increase.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Social Studies
- Science
- Science - Middle School

### Resources Available to Support the Goal

- Non-fiction texts and current event articles

### Targeted Barriers to Achieving the Goal

- Students may be unable to analyze text to determine what evidence would support their argument and beliefs.

## Plan to Monitor Progress Toward the Goal

### Reading Assessments

#### Person or Persons Responsible

Reading Teachers, Reading Coach

#### Target Dates or Schedule:

Through-out School year

#### Evidence of Completion:

Increased percentage of students achieving high standards on FCAT Reading

**G2.** The percentage of students achieving high standards on all FCAT subject tests will increase.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

#### Resources Available to Support the Goal

- Training in I do it, We do it, You do it.

#### Targeted Barriers to Achieving the Goal

- Students are unable to collaborate in groups which foster the development of discussion and use of higher order thinking and questioning.

## Plan to Monitor Progress Toward the Goal

Students developing higher level thinking and depth of knowledge.

#### Person or Persons Responsible

Teachers, Reading Coach, Administration

#### Target Dates or Schedule:

Throughout school year

#### Evidence of Completion:

Increased achievement on assessments in all subject areas.

**G3. The percentage of students achieving high standards on State Writing Assessments will increase.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Traditional FCAT Writes Rubric
- PARCC Rubric

**Targeted Barriers to Achieving the Goal**

- Inconsistency in assessing traditional FCAT Writing
- Language Arts teachers have little experience with using the new PARCC Rubric

**Plan to Monitor Progress Toward the Goal**

Increase in number of students achieving higher scores on Volusia Writes

**Person or Persons Responsible**

Teachers, District, Administration

**Target Dates or Schedule:**

Volusia Writes class assignments

**Evidence of Completion:**

Increased scores on Volusia Writes essays



**G4.** Decrease the number of students receiving discipline referrals, the number of discipline referrals students receive, and the number of students who receive suspensions.

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- The Revealers, Internet Safety Pledge

**Targeted Barriers to Achieving the Goal**

- Students bully other students either in person or through cyber-bullying causing disruptions and fighting on campus.

**Plan to Monitor Progress Toward the Goal**

Decrease in number of discipline referrals for bullying and resulting suspensions.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Through-out the school year.

**Evidence of Completion:**

Decreased number of discipline referrals for bullying.

**G5. The percentage of students achieving high standards on FCAT math and Algebra I EOC will increase.**

**Targets Supported**

**Resources Available to Support the Goal**

- Curriculum Maps
- Common Core Standards

**Targeted Barriers to Achieving the Goal**

- Not all math teachers are familiar with common core standards and are implementing them into their lessons.
- Students who struggle with simple math concepts which affects their ability to achieve high standards on FCAT math.

**Plan to Monitor Progress Toward the Goal**

Use of Common Core Strategies in Math Lessons

**Person or Persons Responsible**

Administration/District

**Target Dates or Schedule:**

FCAT Math Tests

**Evidence of Completion:**

Increased percentage of students achieving high standards on FCAT math and Algebra 1 EOC

**G6. Increase the opportunities for parents to be involved at our school.**

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parent Newsletter, Open House, Connect ED, Parent Conferences

**Targeted Barriers to Achieving the Goal**

- Parents are not aware of school expectations.

**Plan to Monitor Progress Toward the Goal**

Parent Involvement

**Person or Persons Responsible**

Administration/Guidance

**Target Dates or Schedule:**

Throughout school year

**Evidence of Completion:**

Number of parents attending school events such as "coffee talks" and other parent involvement opportunities.

**G7.** Community Members from different professions will be recruited to discuss their profession with 8th grades students during the Career Extravaganza to facilitate 8th grade students in choosing the career academy they will participate with in high school.

**Targets Supported**

**Resources Available to Support the Goal**

- Chamber of Commerce and other community members.

**Targeted Barriers to Achieving the Goal**

- Students who are indecisive about the career path they on which they would like to base their high school academy choice.

**Plan to Monitor Progress Toward the Goal**

Community Professionals Speakers at Career Extravaganza

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

January 16, 2014

**Evidence of Completion:**

Completion of Career Extravaganza with Community Professionals volunteers.

**G8.** The percentage of students achieving high standards on FCAT science will increase.

**Targets Supported**

- Science
- Science - Middle School

**Resources Available to Support the Goal**

- "Focus on Achievement" Weekly Power Points provided by the District Science Office

**Targeted Barriers to Achieving the Goal**

- Students are tested in 8th grade on curriculum taught in 6th and 7th grade and must retain that knowledge for the FCAT Science exam in 8th grade.

**Plan to Monitor Progress Toward the Goal**

Increase of percentage of students showing growth on science assessments.

**Person or Persons Responsible**

District Science Office; teachers, science contacts

**Target Dates or Schedule:**

At beginning of school year, middle of school year and end of school year.

**Evidence of Completion:**

Percentage of students showing growth on science district assessments and FCAT science.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The percentage of students achieving high standards on FCAT reading will increase.

**G1.B1** Students may be unable to analyze text to determine what evidence would support their argument and beliefs.

**G1.B1.S1** Students will read non-fiction text and articles in reading, language arts, social studies, and science classes during Stinger time and answer high level questions and document the evidence they used to answer questions. They will then discuss their answers and evidence and why they chose their answers with peers. The teacher will then conduct a whole class discussion about the article, the questions, and the evidence the students used to answer the questions.

### **Action Step 1**

Using the non-fiction texts and articles during Stinger Time.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

During Stinger Time

#### **Evidence of Completion**

Monitoring by administration during walk throughs

### **Action Step 2**

Locating high interest non-fiction texts and articles and create higher level questions.

#### **Person or Persons Responsible**

Principal, Department Chairs, Reading Coach

#### **Target Dates or Schedule**

Prior to usage of text.

#### **Evidence of Completion**

The finished product

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

Using non-fiction text or articles in Stinger Time

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Stinger Time

**Evidence of Completion**

Observation of usage during walk-throughs

### Plan to Monitor Effectiveness of G1.B1.S1

Reading, Math, Science, Social Studies, and Language Arts assessments

**Person or Persons Responsible**

Teachers, Reading Coach, Administration

**Target Dates or Schedule**

Through-out the school year

**Evidence of Completion**

Increased reading comprehension and therefore increased scores on assessments.

**G2.** The percentage of students achieving high standards on all FCAT subject tests will increase.

**G2.B1** Students are unable to collaborate in groups which foster the development of discussion and use of higher order thinking and questioning.

**G2.B1.S1** Teachers will gradually release their students through "I do it, We do it, and You do it" methods to guide students to be able to collaborate in groups to foster the development of discussion and using higher order thinking and increasing the depth of knowledge of content.

**Action Step 1**

Teachers will be trained in how to use gradual release with the "I do it, We do it, You do it" method of teaching.

**Person or Persons Responsible**

Reading Coach, Administration

**Target Dates or Schedule**

During PLC's or Professional Development; Faculty Meetings sharing Best Practices, Professional Development Days.

**Evidence of Completion**

Completion of Training

**Facilitator:**

Reading Coach

**Participants:**

Teachers

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

Teaching students how to collaborate in groups to increase the development of discussion and gain depth of knowledge of content area or texts by using higher order thinking.

**Person or Persons Responsible**

Administration, Reading Coach

**Target Dates or Schedule**

During class time and stinger time walk throughs and observation

**Evidence of Completion**

Administration observation.

### Plan to Monitor Effectiveness of G2.B1.S1

Gradual Release of students to collaborate to increase depth of knowledge of content and text.

#### Person or Persons Responsible

Teachers, Reading Coach, Administration

#### Target Dates or Schedule

Class Time, Stinger Time

#### Evidence of Completion

Observation of students collaborating with each other and discussing content or text using higher order thinking.

**G3.** The percentage of students achieving high standards on State Writing Assessments will increase.

### G3.B1 Inconsistency is assessing traditional FCAT Writing

**G3.B1.S1** Teachers will collaborate by assessing several student essays using traditional FCAT Writes rubric. Teachers will understand the requirements to properly assess the students' writing responses.

#### Action Step 1

Collaboration of Language Arts Teachers to assess student essays with traditional FCAT Writes rubric

#### Person or Persons Responsible

8th Grade Teachers, Department Chair, Administration

#### Target Dates or Schedule

During PLC time

#### Evidence of Completion

The consistent assessment of student essays during PLC time.

#### Facilitator:

#### Participants:

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

Properly assessing student writing using FCAT Writes rubric.

#### Person or Persons Responsible

Teachers, Administration

#### Target Dates or Schedule

During class time

#### Evidence of Completion

Observation of properly assessed student writing.

### Plan to Monitor Effectiveness of G3.B1.S1

Increased number of students writing high level essays.

#### Person or Persons Responsible

Teachers, Dept. Chair, Administration

#### Target Dates or Schedule

Class time

#### Evidence of Completion

Higher scores on FCAT writes.

### G3.B2 Language Arts teachers have little experience with using the new PARCC Rubric

**G3.B2.S1** 6th and 7th Grade teachers will collaborate by assessing several student essays using the new PARCC Rubric. Teachers will understand the requirements to properly assess the students' writing responses.

#### Action Step 1

Understanding of PARCC rubric

#### Person or Persons Responsible

6th and 7th Grade Teachers

#### Target Dates or Schedule

During PLC meetings

#### Evidence of Completion

Properly assessed student writings



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

Proper PARCC assessment of student writing

**Person or Persons Responsible**

Teachers, Dept. Chair, Administration

**Target Dates or Schedule**

PLC meetings

**Evidence of Completion**

Dept. Chair and administration observation

### Plan to Monitor Effectiveness of G3.B2.S1

Proper usage of PARCC Rubric

**Person or Persons Responsible**

Teachers, Administration, Dept. Chair

**Target Dates or Schedule**

Writing assignments in class

**Evidence of Completion**

Increased scores on writing assignments.

**G4.** Decrease the number of students receiving discipline referrals, the number of discipline referrals students receive, and the number of students who receive suspensions.

**G4.B1** Students bully other students either in person or through cyber-bullying causing disruptions and fighting on campus.

**G4.B1.S1** During Electives, students will read "The Revealers" which will enlighten them to the harmful effects of bullying.

**Action Step 1**

Reading "The Revealers"

**Person or Persons Responsible**

Elective Teachers

**Target Dates or Schedule**

Stinger Time

**Evidence of Completion**

Completion of book and a decrease in incidents of bullying.

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

Reading "The Revealers"

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Stinger Time

**Evidence of Completion**

Walk-thru observations

### Plan to Monitor Effectiveness of G4.B1.S1

There will be a decrease in the incidents of bullying on campus.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Through out the year

#### Evidence of Completion

A decrease in referrals for bullying.

**G4.B1.S2** Students will be taught about the harmfulness of cyber-bullying and will be asked to sign an Internet Safety Pledge.

#### Action Step 1

Students will read and sign an Internet Safety Pledge

#### Person or Persons Responsible

Elective Teachers

#### Target Dates or Schedule

Stinger Time

#### Evidence of Completion

Signed pledges

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

Administration Observation

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Walk throughs during Stinger Time

#### Evidence of Completion

Observation of discussion of Internet safety pledge and students signing Internet Safety Pledge

### Plan to Monitor Effectiveness of G4.B1.S2

Decrease in disruptions due to cyber-bullying

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Through-out school year

**Evidence of Completion**

Decrease of referrals for student disruption due to cyber-bullying

**G4.B1.S3** Students will create THINK posters, appear on school news to present do's and don'ts of good student behavior.

**Action Step 1**

Student created posters and news spots

**Person or Persons Responsible**

Elective Teachers and Media Specialist

**Target Dates or Schedule**

During Stinger Time and Media assistant classes

**Evidence of Completion**

Completed posters and news spots..

### Plan to Monitor Fidelity of Implementation of G4.B1.S3

Administration observation

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Stinger Time

**Evidence of Completion**

Administration notes for VSET

### Plan to Monitor Effectiveness of G4.B1.S3

Students being respectful of other students and teachers

#### Person or Persons Responsible

Administration and teachers

#### Target Dates or Schedule

Throughout school year

#### Evidence of Completion

Decrease in discipline referrals

**G4.B1.S4** Administration and teachers will give positive reinforcement for good behavior and no referrals.

#### Action Step 1

Good news referrals disbursed to teachers

#### Person or Persons Responsible

Administration and clerical

#### Target Dates or Schedule

As needed

#### Evidence of Completion

Receipt of good news referrals written by teachers

### Plan to Monitor Fidelity of Implementation of G4.B1.S4

Students doing the right thing

#### Person or Persons Responsible

Administration and teachers

#### Target Dates or Schedule

Throughout school year

#### Evidence of Completion

Increased number of students receiving good news referrals and a decrease number of students receiving discipline referrals.

## Plan to Monitor Effectiveness of G4.B1.S4

Students doing the right thing

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Throughout school year

### Evidence of Completion

Decrease in number of students receiving discipline referrals and suspensions. Increase in the number of students attending good news referral celebrations and receiving no referral awards.

**G5.** The percentage of students achieving high standards on FCAT math and Algebra I EOC will increase.

**G5.B2** Not all math teachers are familiar with common core standards and are implementing them into their lessons.

**G5.B2.S1** The math teachers will attend an all-day Math PLC meeting and during Stinger Planning Periods to collaborate and plan for Common Core alignment.

### Action Step 1

Math PLC meeting

### Person or Persons Responsible

All Math Teachers

### Target Dates or Schedule

September 2013

### Evidence of Completion

Minutes of PLC meeting

**Facilitator:**

**Participants:**

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

Math PLC Meetings

**Person or Persons Responsible**

Math Department Chair and Administration

**Target Dates or Schedule**

All-day PLC meeting in September 2013 and during Stinger Planning Period

**Evidence of Completion**

Minutes of PLC meetings

### Plan to Monitor Effectiveness of G5.B2.S1

Use of Common Core Standards in lessons being taught

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Walkthroughs and VSET

**Evidence of Completion**

Observations by Administration and increased scores on District Interim Assessments

### Plan to Monitor Fidelity of Implementation of G5.B2.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G5.B2.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G5.B3** Students who struggle with simple math concepts which affects their ability to achieve high standards on FCAT math.

**G5.B3.S1** The PE department will facilitate math-based games for students performing at Level 1 on FCAT math during PE Stinger Periods

### Action Step 1

PE teachers will use Data Warehouse to determine which of their students are on Level 1 in FCAT Math.

#### Person or Persons Responsible

PE Teachers

#### Target Dates or Schedule

During planning periods

#### Evidence of Completion

Lists of their students who are on Level 1 in FCAT Math

### Action Step 2

PE teachers will use Data Warehouse to determine which of their students are on Level 1 in FCAT Math.

#### Person or Persons Responsible

PE Teachers

#### Target Dates or Schedule

During planning periods

#### Evidence of Completion

Lists of their students who are on Level 1 in FCAT Math



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

Math based games for Level 1 Math students during PE Stinger Time

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

During Stinger Time Walk throughs

#### Evidence of Completion

Observations for VSET

### Plan to Monitor Effectiveness of G5.B3.S1

Math based games during PE Stinger Time for Level 1 Math students

#### Person or Persons Responsible

Math teachers

#### Target Dates or Schedule

During math classroom assessments and district assessments

#### Evidence of Completion

Increased scores on classroom assessments and district assessments.

**G6.** Increase the opportunities for parents to be involved at our school.

**G6.B1** Parents are not aware of school expectations.

**G6.B1.S1** Guidance Counselors will invite parents to parent workshops as "coffee talks" first thing in the morning.

#### Action Step 1

Coffee talks

#### Person or Persons Responsible

Guidance

#### Target Dates or Schedule

Designated mornings

#### Evidence of Completion

Sign-in sheet of parents who attend

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

Coffee Talks

### **Person or Persons Responsible**

Administration/Guidance

### **Target Dates or Schedule**

Designated mornings

### **Evidence of Completion**

Parent Sign-in sheets

## Plan to Monitor Effectiveness of G6.B1.S1

Parent Coffee Talks about school expectations

### **Person or Persons Responsible**

Guidance

### **Target Dates or Schedule**

Throughout school year

### **Evidence of Completion**

Increased compliance with school expectations by students and parents.

**G7.** Community Members from different professions will be recruited to discuss their profession with 8th grades students during the Career Extravaganza to facilitate 8th grade students in choosing the career academy they will participate with in high school.

**G7.B1** Students who are indecisive about the career path they on which they would like to base their high school academy choice.

**G7.B1.S1** Administration will attend Chamber of Commerce Meetings to recruit community professionals for the Career Extravaganza in January.

**Action Step 1**

Attending Chamber of Commerce Meetings to recruit community professionals

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Monthly meetings at Chamber

**Evidence of Completion**

Principal Attendance at Meetings

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

Recruitment of Community Professionals for Career Extravaganza

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

August 2013 - January 2014

**Evidence of Completion**

Community Professionals agreeing to be speakers

### Plan to Monitor Effectiveness of G7.B1.S1

Community Professionals volunteering to speak at the Career Extravaganza in January

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

August 2013 - January 2014

#### Evidence of Completion

List of Community Professionals who have volunteered.

**G8.** The percentage of students achieving high standards on FCAT science will increase.

**G8.B1** Students are tested in 8th grade on curriculum taught in 6th and 7th grade and must retain that knowledge for the FCAT Science exam in 8th grade.

**G8.B1.S1** 8th Grade students will review concepts taught in 6 - 8 grades by reviewing "Focus on Achievement" weekly powerpoints.

#### Action Step 1

Focus on Achievement Power points

#### Person or Persons Responsible

Provided by District Science Department; discussed by classroom science teachers

#### Target Dates or Schedule

During science class

#### Evidence of Completion

Observation by Administration and District Personnel

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

Use of "Focus on Achievement" weekly powerpoints

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

During VSET observations and walk-throughs

#### Evidence of Completion

Administration observations. district personnel visits

## **Plan to Monitor Effectiveness of G8.B1.S1**

Focus on Achievement weekly power points

### **Person or Persons Responsible**

Administration, District Science Office

### **Target Dates or Schedule**

District Assessments at beginning and mid-year

### **Evidence of Completion**

Increase in percentage of students correctly answering questions on District Assessments

## 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.** The percentage of students achieving high standards on all FCAT subject tests will increase.

**G2.B1** Students are unable to collaborate in groups which foster the development of discussion and use of higher order thinking and questioning.

**G2.B1.S1** Teachers will gradually release their students through "I do it, We do it, and You do it" methods to guide students to be able to collaborate in groups to foster the development of discussion and using higher order thinking and increasing the depth of knowledge of content.

### PD Opportunity 1

Teachers will be trained in how to use gradual release with the "I do it, We do it, You do it" method of teaching.

#### Facilitator

Reading Coach

#### Participants

Teachers

#### Target Dates or Schedule

During PLC's or Professional Development; Faculty Meetings sharing Best Practices, Professional Development Days.

#### Evidence of Completion

Completion of Training

**G3.** The percentage of students achieving high standards on State Writing Assessments will increase.

**G3.B1** Inconsistency is assessing traditional FCAT Writing

**G3.B1.S1** Teachers will collaborate by assessing several student essays using traditional FCAT Writes rubric. Teachers will understand the requirements to properly assess the students' writing responses.

**PD Opportunity 1**

Collaboration of Language Arts Teachers to assess student essays with traditional FCAT Writes rubric

**Facilitator**

**Participants**

**Target Dates or Schedule**

During PLC time

**Evidence of Completion**

The consistent assessment of student essays during PLC time.

**G5.** The percentage of students achieving high standards on FCAT math and Algebra I EOC will increase.

**G5.B2** Not all math teachers are familiar with common core standards and are implementing them into their lessons.

**G5.B2.S1** The math teachers will attend an all-day Math PLC meeting and during Stinger Planning Periods to collaborate and plan for Common Core alignment.

**PD Opportunity 1**

Math PLC meeting

**Facilitator**

**Participants**

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Minutes of PLC meeting

## Appendix 2: Budget to Support School Improvement Goals