



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Silver Sands Middle School

1300 HERBERT ST

Port Orange, FL 32129

386-322-7550

<http://myvolusiaschools.org/school/silversandsmiddle/pages/default.aspx>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
59%

Alternative/ESE Center
No

Charter School
No

Minority Rate
27%

School Grades History

2013-14
B

2012-13
A

2011-12
A

2010-11
A

2009-10
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Silver Sands Middle School

Principal

Rose Roland

School Advisory Council chair

Kristina Cromer

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

Name	Title
Robert Voges	Social Studies Department Chair
Kristina Cromer	Language Arts Department Chair
Laurie Gawriluk	PE Department Chair
Beth Wedge	Math Department Chair
Tosha Williams	Encore Department Chair
Patti Willems	ESE Department Chair
Cahrlotte Besse	Science Department Chair
Celeste Johnson	Reading Coach

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

During the course of the year, SAC members will work collaboratively with the principal to promote best practices for successful implementation of the School Improvement Plan goals.

Activities of the SAC for the upcoming school year

Activities of the SAC will include but are not limited to monthly meetings to discuss best practices throughout the school and participation in the 8 Step Problem Solving Process for School Improvement.

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

When called upon to do so, SAC members will vote to approve the use of SAC funds as requested by the faculty/staff and principal. All the while, SAC will adhere to and practice under the agreed upon by-laws. Specific allocations are to be determined based on department needs in regards to the level of support during implementation of school-wide goal(s).

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:

Rose Roland

Principal

Years as Administrator: 21

Years at Current School: 3

Credentials

Degrees:

BA Business Administration

MA Educational Leadership

Certification:

Exceptional Student Education (K-12)

Educational Leadership (K-12)

Performance Record

2013 A School (SSMS)(61% R/62% M; Lowest Q Gains 61%R/
73% M)

2012 A School (SSMS)(62% R/60% M;67% R/66% M;64 %R/62%
M)

2011 B School (SCHS), AYP 85% (65% R/87% M; 59% R/80% M;
40%R/ 71% M)

2010 B School (SCHS), AYP 82% (53% R/74% M;53% R/74% M;
43% R/65% M) *

2009 – B School (SCHS), AYP 85% (64% R/87% M; 58% R/82%
M; 46% R/71% M) *

2008 – A School (SCHS), AYP 100% (69% R/88% M; 67% R/
82% M; 48% R/69% M) *

2007 – C School (Taylor), AYP 64% (46% R/64% M; 52% R/64%
M; 61% R/63% M) *

2006 – C School (Taylor), AYP 72% (45% R/51% M; 51% R/
62%M; 55% Yes% M)

Eric Polite		
Asst Principal	Years as Administrator: 8	Years at Current School: 3
Credentials	Degrees: BA Sociology MA Educational Leadership Certification: Educational Leadership (K-12) Exceptional Student Education (K-12)	
Performance Record	2013 A School (SSMS)(61% R/62% M; Lowest Q Gains 61%R/73% M) 2012 A School (SSMS) (62% R/60% M;67% R/66% M;64 %R/62% M) 2011 - B School(SCHS)AYP 85% (65% R/87% M; 59% R/80% M; 40%R/ 71% M) 2010 – B School (SCHS), AYP 82% (65% R/86% M;59% R/77% M; 42% R/62% M) * 2009 – B School (SCHC), AYP 85% (64% R/87% M; 58% R/82% M; 46% R/71% M) * 2008 – A School (SCHS), AYP 100% (69% R/88% M; 67% R/82% M; 48% R/69% M) * 2007 – B School (SCHS), AYP 74% (61% R/85% M; 58% R/76% M; 42% R/59% M) * 2006 – B School (SCHS), AYP 82% (61% R/86% M; 57% R/79% M;45% R/NA% M)	

Kevin Flassig		
Asst Principal	Years as Administrator: 5	Years at Current School: 2
Credentials	Degrees: BS Exceptional Student Education MS Educational Leadership Certification: Specific Learning Disabled (K-12); Educational Leadership (K-12)	
Performance Record	2013 A School (SSMS)(61% R/62% M; Lowest Q Gains 61%R/73% M) 2010-2011 A, Proficiency R-77, M-74, Learning Gains R-70, M-70, Lowest 25% R-59, M-67, AYP-No 2009-2010 B, Proficiency R-71, M-68, Learning Gains R-59, M-60, Lowest 25% R-44, M-69, AYP-No 2008-2009 A, Proficiency R-69, M-62, Learning Gains R-69, M-75, Lowest 25% R-59, M-87, AYP-No	

Maite Porter		
Asst Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	BS Exceptional Student Education M.Ed Educational Leadership Certifications Exceptional Student Education Educational Leadership	
Performance Record	2013-C School, (53% R/50% M; 64%; Lowest Q Gains 58%R/57% M) 2011-B School, (54% R/52% M; 64% R/65%M; 58% R/60% M) 2010-A School, AYP 74% (74% R/57% M; 65% R/67% M; 67% R/68% M)* 2009-A School, AYP 72% (73% R/69% M; 65% R/70% M; 69% R/69% M) * 2008-A School, AYP 92% (72% R/69% M; 68% R/70% M; 70% R/67% M) *	

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Celeste Johnson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BA in Education MS in English Certifications: Elementary Education, K-6 English, 6-12 Middle Grades Integrated Curriculum, 5-9	
Performance Record	First year as an instructional coach.	

Classroom Teachers

of classroom teachers
67

receiving effective rating or higher
0%

Highly Qualified Teachers

100%

certified in-field

, 0%

ESOL endorsed

12, 18%

reading endorsed

12, 18%

with advanced degrees

27, 40%

National Board Certified

5, 7%

first-year teachers

2, 3%

with 1-5 years of experience

10, 15%

with 6-14 years of experience

20, 30%

with 15 or more years of experience

35, 52%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

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

Silver Sands Middle participates in the annual Volusia Schools job fair and instructional transfer fair in an effort to recruit highly qualified teachers. New teachers participate in the E3 program and are assigned a PAR evaluator who assists them throughout the year, ensuring they are on target with classroom management and lesson plan development. Administration offers leadership training

opportunities to staff looking to progress in their education career and support educational opportunities for said personnel.

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

Silver Sands Middle School participates in the E3 Program for teachers new to teaching or in-need of support for growth and development. Pairings are determined through the district coordinators and PAR teachers are assigned to those in-need.

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

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

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

The school 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 RtI 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.

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: 11,520

The Media Center is open to students needing access to resources and technology for thirty minutes before the start of each school day.

Core Academic Subjects- Teachers from all subject areas offer lunchtime and/or before/after school tutoring at times determined by the individual teacher.

A twenty-five minute remediation opportunity is offered daily and known as Warrior Time. During this time, students can engage in remediation for what they don't yet show proficiency or enrichment for what they've mastered.

PLC's meet weekly during common planning to collaborate on school-wide and/or individual student data trends, instructional practices/pacing and professional development efforts/focus.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Students, parents, teachers and administration should see an opportunity for extended instructional time that positively influences academic achievement, engagement and confidence measurable through classroom data and feedback opportunities. Two surveys for feedback are conducted each year, one by the Media Advisory Council and a second by the School Advisory Council.

Who is responsible for monitoring implementation of this strategy?

School Advisory Council
Media Advisory Council
Teachers
Administration

Literacy Leadership Team (LLT)

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

Name	Title
How the school-based LLT functions	
Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia MTSS Program. Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.	
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co teaching.	
Academic Coaches: Develops, leads, and evaluates school core content standards/ programs; identifies	

and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The LLT 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, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationships); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

Major initiatives of the LLT

Thinking Maps follow up training, Professional Learning Communities, Literacy Fair, and input with School Improvement Plan.

Every Teacher Contributes to Reading Instruction

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

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students’ critical reading and writing skills.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

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

Silver Sands Middle offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, “why are we learning this?” to ensure that instruction is always relevant. Teachers are also provided reading materials and “bell ringers” that are based on current events.

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

Silver Sands Middle offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing,

students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

Strategies for improving student readiness for the public postsecondary level

N/A

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	69%	61%	No	72%
American Indian				
Asian	80%	67%	No	82%
Black/African American	42%	38%	No	48%
Hispanic	71%	62%	No	74%
White	71%	63%	No	74%
English language learners	33%	18%	No	40%
Students with disabilities	45%	23%	No	51%
Economically disadvantaged	60%	52%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	324	30%	35%
Students scoring at or above Achievement Level 4	332	31%	36%

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>		20%
Students scoring at or above Level 7	11	42%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	640	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	150	56%	61%

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]		57%
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]		12%
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]		57%

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	268	69%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	12	80%	81%

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	66%	62%	No	69%
American Indian				
Asian	91%	75%	No	92%
Black/African American	43%	38%	No	49%
Hispanic	63%	57%	No	66%
White	68%	65%	No	71%
English language learners	42%	27%	No	48%
Students with disabilities	44%	33%	No	50%
Economically disadvantaged	58%	50%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	359	33%	38%
Students scoring at or above Achievement Level 4	298	28%	33%

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>		40%
Students scoring at or above Level 7	11	41%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	732	69%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	183	68%	73%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	124	55%	56%
Middle school performance on high school EOC and industry certifications	121	98%	99%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	30%	31%
Students scoring at or above Achievement Level 4	84	68%	69%

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	108	28%	33%
Students scoring at or above Achievement Level 4	141	36%	41%

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>		41%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		48%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		3
Participation in STEM-related experiences provided for students	125	7%	8%

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	83	7%	6%
Students who fail an English Language Arts course	63	5%	4%
Students who fail two or more courses in any subject	57	5%	4%
Students who receive two or more behavior referrals	256	19%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	292	22%	20%

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

Silver Sands Middle School will increase the number of informational meetings held for parents/guardians to support their understanding and use of Volusia Information Management systems as a way to stay informed from 1 to 2.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of Parent Information Meetings	1	100%	100%

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

Silver Sands Middle will increase our number of business partners.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
School and Business Partnerships	13	33%	35%

Goals Summary

- G1.** By implementing more text based reading/writing tasks across the content areas, learning gains in reading achievement will increase for students with specific consideration given to the lowest quartile subgroup .

Goals Detail

G1. By implementing more text based reading/writing tasks across the content areas, learning gains in reading achievement will increase for students with specific consideration given to the lowest quartile subgroup .

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing

Resources Available to Support the Goal

- Professional Learning Communities
- Volusia Instructional Management Systems- Pinnacle/PGS
- Professional Development
- Daily remediation time known as Warrior Time
- Student Achievement Databases- Data Warehouse and CrossPointe
- Classroom Technology
- Monthly and weekly recognition programs, such as, Warrior of the Week and Faculty/Staff Member of the month
- Curricular Resources- textbooks, curriculum maps and instructional calendars

Targeted Barriers to Achieving the Goal

- Adequate time for teachers to review data, plan differentiated instruction, and reflect/collaborate effectively.

Plan to Monitor Progress Toward the Goal

Teachers and administrators can expect an increase in the responsibility students play in the classroom, as well as, an increase in confidence and ability to deepen the complexity of text-based questions and evidence-driven discourse/writing.

Person or Persons Responsible

Teachers Students Administration School Based Leadership Team

Target Dates or Schedule:

Daily, weekly and monthly.

Evidence of Completion:

Evidence can come from data of common assessments, classroom walk-throughs, PLC reflections and dialogue and student feedback.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By implementing more text based reading/writing tasks across the content areas, learning gains in reading achievement will increase for students with specific consideration given to the lowest quartile subgroup .

G1.B1 Adequate time for teachers to review data, plan differentiated instruction, and reflect/collaborate effectively.

G1.B1.S1 Teachers will collaborate best practices regarding instructional pacing, common assessments and differentiation.

Action Step 1

Weekly meetings with subject area/grade-level PLC's to collaborate/reflect on best practices regarding instructional pacing, common assessments and differentiation. Specific attention by all subject areas will be given to a consistent infusion of the Gradual Release of Responsibility Model while using Danielson's Framework 3.b. Questioning and Discussion Techniques to monitor

Person or Persons Responsible

Administration Leadership Team (department chairs)

Target Dates or Schedule

Every Tuesday during subject area planning periods, lasting at least 35 minutes.

Evidence of Completion

PLC meeting minutes Pinnacle Walk-throughs

Facilitator:

Robert Voges School Based Leadership Team Administration

Participants:

Faculty

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

Observations will be conducted of PLC meetings and classroom instruction to monitor GRR model. Subject areas will develop rubrics to use for common assessments, as applicable. Teachers will also engage in reflection during the implementation of their DPP.

Person or Persons Responsible

Administration Robert Voges School Based Leadership Team Department Chairs

Target Dates or Schedule

Weekly, monthly or daily depending upon the level of need/guidance.

Evidence of Completion

Pinnacle walk-throughs can be conducted to monitor fidelity of common assessments.

Plan to Monitor Effectiveness of G1.B1.S1

Teachers and administrators can expect an increase in the responsibility students play in the classroom, as well as, an increase in confidence and ability to deepen the complexity of text-based questions and evidence-driven discourse/writing.

Person or Persons Responsible

Teachers Students Administration School Based Leadership Team

Target Dates or Schedule

Daily, weekly and monthly.

Evidence of Completion

Evidence can come from data of common assessments, classroom walk-throughs, PLC reflections and dialogue and student feedback.

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 X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

Silver Sands offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

Nutrition Programs

Silver Sands offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Nutrition and Wellness classes
- Running Club

Job Training

Silver Sands offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Silver Sands offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, and Health career clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA and FFEA.

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.

G1. By implementing more text based reading/writing tasks across the content areas, learning gains in reading achievement will increase for students with specific consideration given to the lowest quartile subgroup .

G1.B1 Adequate time for teachers to review data, plan differentiated instruction, and reflect/collaborate effectively.

G1.B1.S1 Teachers will collaborate best practices regarding instructional pacing, common assessments and differentiation.

PD Opportunity 1

Weekly meetings with subject area/grade-level PLC's to collaborate/reflect on best practices regarding instructional pacing, common assessments and differentiation. Specific attention by all subject areas will be given to a consistent infusion of the Gradual Release of Responsibility Model while using Danielson's Framework 3.b. Questioning and Discussion Techniques to monitor

Facilitator

Robert Voges School Based Leadership Team Administration

Participants

Faculty

Target Dates or Schedule

Every Tuesday during subject area planning periods, lasting at least 35 minutes.

Evidence of Completion

PLC meeting minutes Pinnacle Walk-throughs

Appendix 2: Budget to Support School Improvement Goals