



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Suwannee Middle School

1730 WALKER AVE SW

Live Oak, FL 32064

386-647-4500

www.suwannee.k12.fl.us/sms

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 49%
Alternative/ESE Center No	Charter School No	Minority Rate 41%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 C
---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	15
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	28
Part III: Coordination and Integration	47
Appendix 1: Professional Development Plan to Support Goals	48
Appendix 2: Budget to Support Goals	0

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

Suwannee Middle School

Principal

Jerry Jolicoeur

School Advisory Council chair

David Reeves

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

Name	Title
Felecia Moss	Assistant Principal
Keri Bean	Assistant Principal

District-Level Information

District

Suwannee

Superintendent

Mr. Jerry A Scarborough

Date of school board approval of SIP

11/19/2013

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

Jay Jolicoeur Principal
 Jahnie Economou Teacher
 Sharan Dedge Non-Instructional Employee
 Tammy Dye Parent
 John Hendrick Parent
 David Reaves Parent
 Francis McCaskill Parent
 Tom Daniel Community Member
 Arnold Philmore Community Member
 Jennifer Mcmillan Parent
 Rhonda Scott Parent
 John Hendrick Parent
 Ronna Jones Parent
 Lisa Long Parent
 Lisa Garrison Parent
 Alicia Mills Parent
 Audrey Lewis Marshal Parent

SL McCall Student
Claudia Chancey Parent
Margaret E. Perez Parent

Involvement of the SAC in the development of the SIP

Training/Discussion of the SIP process and brainstorming ideas done in meetings throughout the year.

Activities of the SAC for the upcoming school year

SAC/Parent Night
Meeting Presentations
2013-2014

September 5, 2013-Title I Parent Night

September 17, 2013-Watch D.O.G.S. Pizza Night

September 19, 2013-SAC Meeting/Parent Night-Introduction to FOCUS for the Parents-Keri Bean

October 17, 2013-SAC Meeting/Parent Night-The Differences Type of Diplomas-Shawn Herring

November 21, 2013-SAC/Parent Night-Strategies to Prepare my student for FCAT-Angie Hester

December 19, 2013-SAC meeting to discuss business-Jay Jolicoeur

January 16, 2013-SAC/Parent Night-Industry Certification Opportunities at SMS-Keith Stavig and Jennifer Byrd

February 20, 2013-“Re” FOCUS and CHAMPS-Keri Bean

March 20, 2014- Prepare my student for College-Tiffany Bellenger

April 17, 2014- - Career Opportunities TBD

May 15, 2014-Begin School Improvement Plan-Dr. Felecia Moss and Jay Jolicoeur

June 19, 2014-Review FCAT Data for the school- Dr. Felecia Moss and Jay Jolicoeur

July 17, 2014-SAC meeting to discuss business-Jay Jolicoeur

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

NA

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jerry Jolicoeur		
Principal	Years as Administrator: 8	Years at Current School: 2
Credentials	Florida Certification: School Principal K-12/Educational Leadership Chemistry 6-12 Master's Degree-Educational Leadership from Florida Atlantic University Bachelor's Chemical Education-University of Central Florida	
Performance Record	1998-1999 C NA 1999-2000 A NA 2000-2001 C NA 2001-2002 B 2001-2002 Students making reading gains-59% Students making math gains-65% Lowest 25% Making Learning Gains in Reading-65% 2011-2012 A reading % Satisfactory or higher reading 60% math 72% writing 77% science 54% Gains: Reading 72 math 74 Reading lowest 25% 77 Math gains lowest 25% 84 2012-2013 C	

Felecia Moss		
Asst Principal	Years as Administrator: 21	Years at Current School: 1
Credentials	Bachelors Degree-Elem. Education- University of Florida Masters' Degree-Reading and Literacy-University of Florida Specialist Degree- Educational Leadership- University of Florida Doctorate Degree-Curriculum and Instruction-University of Florida Certifications: Ed. Leadership/School Principal K-12 Reading K-12 ESOL endorsement Elementary Education	
Performance Record		

Keri Bean

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

Credentials	B.S. in Education, Valdosta State University M. Ed. in Educational Leadership, Florida A & M University Certifications: Educational Leadership Mathematics 6-12 ESE K-12 Business Education 6-12 Reading Endorsement
--------------------	---

Performance Record	N/A
---------------------------	-----

Classroom Teachers

of classroom teachers

64

receiving effective rating or higher

54, 84%

Highly Qualified Teachers

100%

certified in-field

64, 100%

ESOL endorsed

22, 34%

reading endorsed

9, 14%

with advanced degrees

16, 25%

National Board Certified

2, 3%

first-year teachers

2, 3%

with 1-5 years of experience

18, 28%

with 6-14 years of experience

17, 27%

with 15 or more years of experience

19, 30%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

11, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

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

- 1) New teacher orientation provided by school administration
- 2) New teacher orientation with district personnel
- 3) All first year teachers are placed in the district's year long PECDES mentor-mentee. Mentor teachers have clinical education training
- 4) Frequent walkthroughs and monthly meetings with administration for feedback and support
- 5) Attend job fairs sponsored through NEFEC and other job fairs when resources allow
- 6) School mentoring partners for teachers new to Suwannee Middle
- 7) Post all positions internally and externally

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

- 1) All first year teachers are placed in the district's year long PECDES mentor-mentee. Mentor teachers have clinical education training.
- 2) Administrators and coaches do frequent walkthroughs and monthly meetings with novice teacher to provide feedback and support. More informal feedback is ongoing.
- 3) Veteran teachers, but new to SMS, are given peer support by someone on the same grade level with same teaching assignment.

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

Multi-Tiered Framework

Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

The MTSS involves the systematic use of multi-source assessment data to most efficiently

allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data.

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels.

Three tiers describe the level and intensity of the instruction/interventions provided across the continuum.

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

Step 1

Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

Step 2

Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

Step 3

Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

Step 4

Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

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

Tier 1: All teachers use a lesson plan format that covers all aspects of a comprehensive instructional sequence. These plans are submitted on-line weekly and reviewed by an administrator. Frequent walkthroughs and informal observations are conducted to give the teacher feedback and support as needed.

Tier 2: Teacher lesson plans depict differentiated instruction in the classroom. Small groups are used to provide additional support, remediation, and enrichment.

Tier 3: Teachers use data to determine supports who may need more intensive interventions. Data from progress monitoring, classroom formative assessments and teacher anecdotal records are used to determine specific needs of individual students.

Tier 3

Intensive Individualized Interventions and Supports

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction. Biweekly data meetings and weekly team meetings are used to plan activities for students in Tier 3. The leadership team is included in the data meeting and receive all notes from the team meetings.

Tier 2

Targeted Supplemental Interventions and Supports

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction. Administration review lesson plans to look for the grouping and researched based best practices that will used for supplemental support for students. Frequent walkthroughs allow administrators to support teachers and provide feedback.

Tier 1

Core Universal Instruction and Supports

General academic and behavior instruction and support is designed and differentiated for all students in all settings in need of individualized support. Weekly data meetings allow time to review individual students.

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

TIER 1 Data

- STAR Reading (baseline reading level, used for goal setting - every 9 weeks)
- STAR Math (baseline math level, used for goal setting - every 9 weeks)
- Discovery Education Assessment (annual yearly progress test - baseline, midyear, final in Math, Reading, and Science)
- Writing Prompt Data (monthly scores from Language Arts teacher, District Prompts)
- Benchmark Assessments from Florida Focus Achieves - FOCUS Student Information System
- Referrals for Behavior, Attendance Records, Classroom Grades

TIER 2 Data

- STAR Reading (baseline reading level, used for goal setting - every 9 weeks)
- STAR Math (baseline math level, used for goal setting - every 9 weeks)
- Discovery Education Assessment(annual yearly progress test - baseline, midyear, final in Math, Reading, and Science)
- Writing Prompt Data (monthly scores from Language Arts teacher, District Prompts)
- Benchmark Assessments from Florida Focus Achieves - FOCUS Student Information System
- FOCUS Student Information System - Referrals for Behavior, Attendance Records, Classroom Grades

TIER 3 Data

- STAR Reading (baseline reading level, used for goal setting - every 9 weeks)
- STAR Math (baseline math level, used for goal setting - every 9 weeks)
- Discovery Education Assessment (annual yearly progress test - baseline, midyear, final in Math, Reading, and Science)
- Writing Prompt Data (monthly scores from Language Arts teacher, District Prompts)
- Benchmark Assessments from Florida Focus Achieves - FOCUS Student Information System
- FOCUS Student Information System - Referrals for Behavior, Attendance Records, Classroom Grades

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

MTSS/RtI professional development has been delivered to faculty during early release by the school psychologist. During teachers' common planning time professional development will be provided by the school psychologist and school counselors throughout the year. The MTSS/RtI Leadership team will also evaluate the need for additional staff professional development during the RtI Leadership meetings.

We strive to consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integration of initiatives such as Common Core, Standards-based Instruction, Collegial Learning (i.e., Lesson Studies), Teacher/Leader Proficiency Model, and continuous school improvement.

Literacy Leadership Team (LLT)

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

Name	Title
Angie Hester	Reading Teacher
Lila Rissman	Reading/Language Arts/ELL
Mary Check-Cason	ELA teacher
Nikki Jackson	Media specialist
Keri Bean	Assistant Principal/Curriculum Coordinator
Jerry Jolicouer	Principal
Susie Helvenston	Teacher Support

How the school-based LLT functions

The LLT meets once per week to discuss progress in reading and writing. Topics discussed regularly are the intensive reading classes, interventions during critical thinking, reading tutoring groups, implementation/monitoring of Accelerated Reader, review progress monitoring data (CIM, DEA test), implementation/monitoring of the writing program. The LLT also helps to plan and implement professional development opportunities and literacy Initiatives. The LLT collaborate with teachers to evaluate monthly writing prompts for each grade level.

Major initiatives of the LLT

This year the LLT is going to focus on implementation of a common writing program (Collins Writing) in grades 6 to 8, as well as, implementation of better progress monitoring through benchmark assessments as it relates to data to drive instruction.

Every Teacher Contributes to Reading Instruction

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

All teachers are responsible for reading and writing across the curriculum. All Language Arts teachers and all reading teachers are expected to have/or be working on obtaining the Reading Endorsement. A few teachers in Science and Social Studies have CAR-PD training. All teachers are expected to include one reading objective in their IPDP. Reading scores are factored into all instructional appraisals. The academic coaches and administration will assist teachers in understanding their data. Teachers are expected to include FCAT reading strategies in their lesson plans.

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

Suwannee Middle School believes that students who succeed in higher education and the workforce tend to demonstrate a maturity that is evidenced by: effective communication skill, critical thinking and analytical skills, good time management skills, intellectual curiosity and a commitment to learning. Students are enrolled in a critical thinking class yearly where they are able to focus on the skills listed above. In addition students coming into middle school are placed on a wheel of applied classes to explore offerings in music, agriculture, art, physical education, technology and journalism. Students are given options for these elective courses throughout middle school.

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

Students are able to explore career options and complete a personalized academic and career plan, which must be signed by the student and students' parents. Students are counseled and work with counselor, teacher and parents to create personalized academic and career plan that best suits student needs. Counselors use Florida Choices to work with 8th grade students in career planning, high school planning, college planning and financial aid planning. Students create a portfolio to guide them as they progress through high school and start looking closely at college and 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	54%	49%	No	59%
American Indian				
Asian	84%		No	85%
Black/African American	35%	28%	No	42%
Hispanic	46%	37%	No	51%
White	60%	57%	No	64%
English language learners	30%	22%	No	37%
Students with disabilities	32%	20%	No	39%
Economically disadvantaged	47%	42%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	266	27%	32%
Students scoring at or above Achievement Level 4	203	21%	26%

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>		61%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	627	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	160	65%	70%

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]		38%
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]		25%
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]		25%

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	119	34%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		70%

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	53%	47%	No	57%
American Indian				
Asian	84%		No	85%
Black/African American	31%	25%	No	38%
Hispanic	48%	41%	No	54%
White	58%	54%	No	63%
English language learners	30%	35%	Yes	37%
Students with disabilities	29%	12%	No	36%
Economically disadvantaged	45%	40%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	283	28%	33%
Students scoring at or above Achievement Level 4	170	17%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		27%
Students scoring at or above Level 7	[data excluded for privacy reasons]		47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	634	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	151	60%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	115	42%	50%
Middle school performance on high school EOC and industry certifications	102	45%	90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	63%	68%
Students scoring at or above Achievement Level 4	30	26%	31%

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	139	41%	46%
Students scoring at or above Achievement Level 4	51	15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		38%
Students scoring at or above Level 7	[data excluded for privacy reasons]		36%

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)	1		2
Participation in STEM-related experiences provided for students	37	4%	10%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	28	3%	35%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	20	2%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	90%
CTE program concentrators	0	0%	35%
CTE teachers holding appropriate industry certifications	0	0%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	193	19%	10%
Students who fail a mathematics course	59	6%	3%
Students who fail an English Language Arts course	47	5%	3%
Students who fail two or more courses in any subject	36	3%	0%
Students who receive two or more behavior referrals	170	16%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	141	14%	5%

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

- School Advisory Council (SAC) will be included as parental involvement component.
- Title I Parent Night (9/5); Parents learn about our SIP and Title I program/plans.
- Use of WatchDog (Dads of Great Students)September 19: This program is designed to include dads as volunteers.
- Parent Night that features information on diploma options opportunities (October 17)(Counselors)
- Parent FCAT Night (November 21) (Hester)Parents can get helpful information to prepare their students and themselves for FCAT.
- SAC Midyear Meeting (December 19) This meeting will be used to give an update to parents regarding progress toward goals.
- Up to date informative website(Rissman). We are committed to using technology to provide up to date and relevant information to parents.
- Suggestion box/How are we doing forms : These forms will allow parents to give feedback and suggestions to the school. An online suggestion/ feedback will also be used. (Moss)
- Parent Night—Industry Certification Opportunities (January 16): Parents will be invited to this parent meeting to learn about Industry Certification and Career Technical Education options. (Byrd & Stalvig)
- Surveys will be given at the end of school year to guide planning for next year. The district's goal is to have an 80% response. The school will come up with deas to get students to make this happen (incentives)
- Teacher contact with parent by phone (each teacher call parents from a given period)
- Positive notes/referrals to send home
- Utilize parent involvement liaison (Warren)
- Agenda and sign in for all parent activities
- FOCUS training for parents and upgrade FOCUS to notify parents when issues arise (September 19) (SAC); (February 20)
- Preparing Students for College (March 20) (Bellenger-Smith)
- Career Opportunities (April 17) (TBD)
- Begin School Improvement Plan (May 15) (Mr. Jolicouer & Dr. Moss);
- SIP (May 15)
- FCAT data review (June 19) (Mr. Jolicoeur & Dr. Moss)
- Information funneled through faith-based organizations

- SAC meeting (July 17) (Mr. Jolicoeur)
 - Parent Involvement room equipped with computer for parent use; additional information/topics determined by surveying parents will be available and staff will be available to assist parents (Moss/Shea)
 - Teacher and parent communication on regular basis; guidance counselors will do follow up on students who are failing a class/not earning credit—letter (mail out) (counselors)
 - Monitor attendance and tardies and contact parents as needed
 - Scripts to guide parent phone calls will be provided to teachers (Jolicoeur/Moss)
- Involve parents through student recognition (Student of the week/month; honor roll, etc.) Counselors/teachers/admin
- Set up email address in First Class for parents to send messages; give feedback; concerns, kudos (IT)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
			80%
			80%

Goals Summary

- G1.** The percentage of students scoring Achievement Level 3 and above in science will increase by 5%.
- G2.** Percentage of students in lowest 25% making learning gains in mathematics (FCAT 2.0 and EOC) will increase by 5%.
- G3.** Students making learning gains in math will increase by 5%.
- G4.** The percentage of SMS Students scoring at Levels 4, 5, and 6 in mathematics on the Florida Alternate Assessment will increase by 10%.
- G5.** Annual measurable objectives for math will increase by 10%.
- G6.** Students scoring at Achievement Level 3 in mathematics will increase to 57%.
- G7.** Students scoring at Achievement Level 3.5 and higher in writing will be 60%.
- G8.** Percentage of students making learning gains in reading will increase by 10%.
- G9.** The percentage of SMS Students scoring at Levels 4, 5, and 6 in reading on the Florida Alternate Assessment will increase by 10% (1).
- G10.** Annual measurable objectives for reading will increase by 10%.
- G11.** Students scoring at achievement Level 3 and level 4 in reading will increase by 5%.

Goals Detail

G1. The percentage of students scoring Achievement Level 3 and above in science will increase by 5%.

Targets Supported

- Science
- Science - Elementary School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Kagan resources
-

Targeted Barriers to Achieving the Goal

- Teachers do not use higher level of complexity when planning and implementing lessons in science.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Percentage of students in lowest 25% making learning gains in mathematics (FCAT 2.0 and EOC) will increase by 5%.

Targets Supported

- 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)
- Algebra 1 EOC

Resources Available to Support the Goal

- Kagan resources
- Accelerated Math

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Monitor student growth using CIM testing, Accelerated Math, and DEA Testing

Person or Persons Responsible

Teachers, guidance and administration

Target Dates or Schedule:

bi-monthly data meeting

Evidence of Completion:

Test scores

G3. Students making learning gains in math will increase by 5%.

Targets Supported

Resources Available to Support the Goal

- CIM Assessment, Accelerated Math, and Discovery Education Assessment
- Bi-Monthly Data/RTI meetings

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. The percentage of SMS Students scoring at Levels 4, 5, and 6 in mathematics on the Florida Alternate Assessment will increase by 10%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Limited use of high yield/research-based teaching strategies

Plan to Monitor Progress Toward the Goal

IEP goals

Person or Persons Responsible

SMS Administration ESE Teacher ESE Paraprofessionals

Target Dates or Schedule:

Every nine weeks

Evidence of Completion:

Student individual education program (IEP's) will be monitored and updated regarding progress toward goals.

G5. Annual measurable objectives for math will increase by 10%.

Targets Supported

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Suwannee Middle School teachers are not accustomed to implementing data driven instruction.
- Suwannee Middle School teachers are not proficient in differentiation of instruction.
- Suwannee Middle School teachers do not consistently plan for and implement high yield teaching strategies in their classroom.

Plan to Monitor Progress Toward the Goal

Lesson Plans Classroom Observations Monitoring of School-wide Data

Person or Persons Responsible

SMS Administration

Target Dates or Schedule:

Weekly Monthly Daily

Evidence of Completion:

Moodle Observation Discovery Education Assessments STAR Reading/Math Florida Achieves CIM Tests

G6. Students scoring at Achievement Level 3 in mathematics will increase to 57%.

Targets Supported

- Math (Elementary and Middle FAA)

Resources Available to Support the Goal

- Accelerated Math

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Suwannee Middle School teachers are not accustomed to implementing data driven instruction. Suwannee Middle School teachers are not proficient in differentiation of instruction. Suwannee Middle School teachers do not consistently plan for and integrate high yield strategies.

Person or Persons Responsible

Administrator

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson Plans

G7. Students scoring at Achievement Level 3.5 and higher in writing will be 60%.

Targets Supported

- Writing

Resources Available to Support the Goal

- John Collins Writing Program: Improving Student Performance through Writing and Thinking Across the Curriculum

Targeted Barriers to Achieving the Goal

- Lack of coordinated writing across the curriculum program
- Teachers are not able to explicitly communicate what is successful writing. Teachers do not use rubrics to quickly evaluate student work.
- Students do not write enough. Teachers have adopted the theory that to demand more writing requires more teacher work to complete the cycle of assignment, student response and teacher feedback

Plan to Monitor Progress Toward the Goal

Each teacher will bring samples to PLC's.

Person or Persons Responsible

Administration Department leaders

Target Dates or Schedule:

Monthly

Evidence of Completion:

Samples reviewed.

G8. Percentage of students making learning gains in reading will increase by 10%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.
- Suwannee Middle School teachers are not proficient in differentiation of instruction.
- Limited use of high yield/research-based teaching strategies
- Effective classroom management strategies are not built into the learning environment.

Plan to Monitor Progress Toward the Goal

Professional development in differentiation through job embedded PD and school-wide learning communities

Person or Persons Responsible

SMS Administration FDLRS FIN

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson Plans Classroom Observations Monitoring of School-wide Data

G9. The percentage of SMS Students scoring at Levels 4, 5, and 6 in reading on the Florida Alternate Assessment will increase by 10% (1).

Targets Supported

Resources Available to Support the Goal

- Write Scores
- Collins writing resources

Targeted Barriers to Achieving the Goal

- Students need high levels of instructional support and differentiation.

Plan to Monitor Progress Toward the Goal

Students receive rigorous instruction with high levels of instructional support

Person or Persons Responsible

SMS Administration ESE Teacher ESE Paraprofessionals

Target Dates or Schedule:

Daily, ongoing

Evidence of Completion:

Florida Alternate Assessment

G10. Annual measurable objectives for reading will increase by 10%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students need additional time and use of specialized strategies for lower level readers

Plan to Monitor Progress Toward the Goal

Analysis of Progress Monitoring Data FCAT Data

Person or Persons Responsible

SMS Administration Reading Coach Intensive Reading Teacher

Target Dates or Schedule:

Each nine weeks; biweekly during data meetings

Evidence of Completion:

Discovery Education Assessments STAR Reading/Math FAIR Florida Achieves

G11. Students scoring at achievement Level 3 and level 4 in reading will increase by 5%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Suwannee Middle School teachers are not accustomed to implementing data driven instruction
- Suwannee Middle School teachers are not proficient in differentiation of instruction.
- Classroom Management Strategies

Plan to Monitor Progress Toward the Goal

Progress monitoring data notebooks

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule:

Biweekly

Evidence of Completion:

Student data sheets, FOCUS, lesson plans, classroom observations

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The percentage of students scoring Achievement Level 3 and above in science will increase by 5%.

G1.B2 Teachers do not use higher level of complexity when planning and implementing lessons in science.

G1.B2.S1 Plan for and implement the comprehensive instructional sequence in science.

Action Step 1

Plan and implement the comprehensive instructional sequence.

Person or Persons Responsible

All content area teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan Classroom observation

Action Step 2

Train teachers in cooperative learning strategies.

Person or Persons Responsible

FIN

Target Dates or Schedule

October 2013

Evidence of Completion

Implementation

Action Step 3

Train teachers how to use writing to enhance science instruction.

Person or Persons Responsible

Susie Helvenston

Target Dates or Schedule

September and October 2013

Evidence of Completion

Monthly writing activity

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Template used for planning to include all aspects of the comprehensive instructional sequence.

Person or Persons Responsible

SMS Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Teacher observations

Plan to Monitor Effectiveness of G1.B2.S1

Implementing the Comprehensive Instructional Sequence (CIS)

Person or Persons Responsible

SMS administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Classroom observations

G4. The percentage of SMS Students scoring at Levels 4, 5, and 6 in mathematics on the Florida Alternate Assessment will increase by 10%.

G4.B1 Limited use of high yield/research-based teaching strategies

G4.B1.S1 Teachers will be given professional development support to plan and implement teaching strategies that are high yield and researched based. Teachers and para will be provided additional training of cooperative learning and reciprocal teaching.

Action Step 1

Provide training for teachers and paraprofessionals.

Person or Persons Responsible

ESE Teachers/FIN

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Completion of inservice and evidence of strategies in lesson plans and classroom observations.

Facilitator:

Florida Inclusion Network (FIN)

Participants:

All ESE teachers and paraprofessionals.

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

Records of inservice will be provided. Teachers will be required to highlight strategies in their lesson plans.

Person or Persons Responsible

SMS administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Implementation of strategies. Cooperative learning and reciprocal teaching training.

Plan to Monitor Effectiveness of G4.B1.S1

Lesson plans will be reviewed and teacher observations should show evidence of the high yield strategies.

Person or Persons Responsible

SMS administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation Lesson plans IEPs

G5. Annual measurable objectives for math will increase by 10%.

G5.B1 Suwannee Middle School teachers are not accustomed to implementing data driven instruction.

G5.B1.S1 Monthly team data meetings with the principal.

Action Step 1

Lesson Plans Classroom Observations Monitoring of School-wide Data

Person or Persons Responsible

Principal Core Academic Team

Target Dates or Schedule

Monthly

Evidence of Completion

Moodle Observation Discovery Education Assessment (DEA) STAR Math Florida Achieves CIM Tests

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

Lesson Plans Classroom Observations Monitoring of School-wide Data

Person or Persons Responsible

Principal Core Academic Team

Target Dates or Schedule

Daily Monthly

Evidence of Completion

Moodle-Lesson Plans Observation Discovery Education Assessment STAR Reading/Math Florida Achieves CIM Tests

Plan to Monitor Effectiveness of G5.B1.S1

Lesson Plans Classroom Observations Monitoring of School-wide Data

Person or Persons Responsible

Principal Core Academic Team

Target Dates or Schedule

Weekly Monthly

Evidence of Completion

Moodle Observation Discovery Education Assessment STAR Math Florida Achieves CIM Tests

G5.B2 Suwannee Middle School teachers are not proficient in differentiation of instruction.

G5.B2.S1 Use of data to plan for instruction; Use planning template to plan for differentiation

Action Step 1

Teachers will use a common lesson plan template to plan for instruction to include structures and plan to meet the needs of students.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

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

Monitor lesson plans and classroom observations

Person or Persons Responsible

SMS administration

Target Dates or Schedule

Weekly/daily

Evidence of Completion

Lesson plans Observation notes

Plan to Monitor Effectiveness of G5.B2.S1

Differentiated instruction

Person or Persons Responsible

SMS administration

Target Dates or Schedule

Daily Weekly

Evidence of Completion

Lesson Plans Teacher Observations

G5.B3 Suwannee Middle School teachers do not consistently plan for and implement high yield teaching strategies in their classroom.

G5.B3.S1 Use of professional learning teams and job embedded professional development to assist teachers in planning and implementing high yield, researched based strategies.

Action Step 1

Professional Learning Communities to build capacity of teachers to plan and implement high yield strategies

Person or Persons Responsible

SMS administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson Plans Observations

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

Lesson plans and lessons include high yield, research based strategies

Person or Persons Responsible

SMS administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans Classroom observations

Plan to Monitor Effectiveness of G5.B3.S1

Instruction includes high yield strategies

Person or Persons Responsible

SMS Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Moodle/Lesson Plans Teacher observations Discovery Education Assessment STAR Math Florida Achieves CIM Tests.

G7. Students scoring at Achievement Level 3.5 and higher in writing will be 60%.

G7.B1 Lack of coordinated writing across the curriculum program

G7.B1.S1 Development of Writing Program and professional development for implementation of the writing program.

Action Step 1

John Collins Writing Program

Person or Persons Responsible

Administration

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Writing Plan Job embedded professional development completed

Facilitator:

Dr. Suzy Helventson SMS administration

Participants:

Core teachers

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

Writing Plan

Person or Persons Responsible

SMS administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing samples and rubrics

Plan to Monitor Effectiveness of G7.B1.S1

Writing Plan

Person or Persons Responsible

SMS Administration

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Record of professional development Sample writings lesson plans Classroom observations

G7.B2 Teachers are not able to explicitly communicate what is successful writing. Teachers do not use rubrics to quickly evaluate student work.

G7.B2.S1 Students will write to a prompt at least every two weeks. Teachers will develop rubrics to be using school wide writing training and during monthly department meetings.

Action Step 1

Writing prompts will be done at least every two weeks.

Person or Persons Responsible

Administrators Department leaders

Target Dates or Schedule

Biweekly

Evidence of Completion

Samples from each teacher

Facilitator:

Dr. Suzy Helvenston Angie Hester

Participants:

Core teachers

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Development of rubrics

Person or Persons Responsible

ELA/Reading department

Target Dates or Schedule

Monthly

Evidence of Completion

Student samples

Plan to Monitor Effectiveness of G7.B2.S1

Rubrics and student samples will be presented at monthly meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Rubrics and copies of student writing

G7.B3 Students do not write enough. Teachers have adopted the theory that to demand more writing requires more teacher work to complete the cycle of assignment, student response and teacher feedback

G7.B3.S1 Help teachers in all content areas help students achieve academically by requiring students to think on paper.

Action Step 1

Use frequent, usually short writing assignments to increase student's involvement in lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Completion of 10 percent writing summaries at least once per month in all core classes.

Facilitator:

Dr. Suzy Helvenston Collins Writing

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Each teacher will bring a sample to their respective monthly department meetings for review by members of the PLC's.

Person or Persons Responsible

All core teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, samples of 10 percent writing summaries.

Plan to Monitor Effectiveness of G7.B3.S1

10 percent writing summaries

Person or Persons Responsible

Administration Department leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans Samples reviewed

G8. Percentage of students making learning gains in reading will increase by 10%.

G8.B1 Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.

G8.B1.S1 Monthly team data meetings with SMS administration

Action Step 1

Data meetings with administrative team Monitoring of School-wide Data

Person or Persons Responsible

SMS Administration

Target Dates or Schedule

monthly

Evidence of Completion

Moodle IObservation Discovery Education Assessments STAR Reading/Math FAIR Florida Achieves CIM Tests

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

Professional development in differentiation through job embedded professional development and use of professional learning communities.

Person or Persons Responsible

SMS administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Moodle IObservation Discovery Education Assessment (DEA) STAR Reading/Math FAIR Florida Achieves CIM Tests

Plan to Monitor Effectiveness of G8.B1.S1

Lesson Plans Classroom Observations Monitoring of School-wide Data

Person or Persons Responsible

SMS Administration

Target Dates or Schedule

Weekly/daily

Evidence of Completion

Moodle-Lesson Plans Observation Discovery Education Assessments STAR Reading/Math FAIR Florida Achieves CIM Tests

G8.B3 Limited use of high yield/research-based teaching strategies

G8.B3.S1 Use of lesson planning template that includes all steps in the comprehensive instructional sequence Implementation of high yield strategies. Cooperative learning and reciprocal teaching training.

Action Step 1

Completion of weekly lesson plans using high yield teaching strategies including differentiation, cooperative learning and reciprocal teaching.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation in lesson plans

Plan to Monitor Effectiveness of G8.B3.S1

Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation in Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G9. The percentage of SMS Students scoring at Levels 4, 5, and 6 in reading on the Florida Alternate Assessment will increase by 10% (1).

G9.B1 Students need high levels of instructional support and differentiation.

G9.B1.S1 Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data

Action Step 1

Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation in lesson plans

Action Step 2

Classroom visits

Person or Persons Responsible

Administration

Target Dates or Schedule

Multiple times a week

Evidence of Completion

Observations

Action Step 3

10% Summary across curriculum

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Writing samples

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

Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data

Person or Persons Responsible

SMS Administration ESE Teacher ESE Paraprofessionals

Target Dates or Schedule

Ongoing

Evidence of Completion

Moodle Observation Discovery Education Assessments (DEA) STAR Reading/Math FAIR Florida Achieves CIM Tests

Plan to Monitor Effectiveness of G9.B1.S1

Students participate in the Exploratory Wheel courses in Art and Agriculture

Person or Persons Responsible

SMS Administration ESE Teacher ESE Paraprofessionals

Target Dates or Schedule

Daily

Evidence of Completion

Progress Monitoring and IEP goals Florida Alternate Assessment

G10. Annual measurable objectives for reading will increase by 10%.

G10.B1 Students need additional time and use of specialized strategies for lower level readers

G10.B1.S1 Use of Critical Thinking and Intensive reading classes.

Action Step 1

Analysis of Progress Monitoring Data FCAT Data

Person or Persons Responsible

SMS Administration Reading Coach Intensive Reading Teachers

Target Dates or Schedule

Each 9 weeks

Evidence of Completion

Discovery Education Assessments (DEA's) STAR Reading/Math FAIR Florida Achieves

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

Analysis of Progress Monitoring Data FCAT Data Discovery Education Assessment STAR Reading/Math FAIR Florida

Person or Persons Responsible

SMS Administration Reading Coach Intensive Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Discovery Education Assessments (DEA) STAR Reading/Math FAIR Florida Achieves

Plan to Monitor Effectiveness of G10.B1.S1

Analysis of Progress Monitoring Data FCAT Data

Person or Persons Responsible

SMS Administration Reading Coach Intensive Reading Teachers

Target Dates or Schedule

Each nine weeks and biweekly during data meetings

Evidence of Completion

Discovery Education Assessment (DEA) STAR Reading/Math FAIR Florida Achieves

G11. Students scoring at achievement Level 3 and level 4 in reading will increase by 5%.

G11.B1 Suwannee Middle School teachers are not accustomed to implementing data driven instruction

G11.B1.S1 Monthly team data meetings with the principal.

Action Step 1

Online professional development in differentiation.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, walkthroughs

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

Monitoring lesson plans, classroom walkthroughs, classroom observations

Person or Persons Responsible

SMS Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, walkthrough feedback

Plan to Monitor Effectiveness of G11.B1.S1

Lesson plans, student progress monitoring

Person or Persons Responsible

Teachers, administration, counselor

Target Dates or Schedule

Biweekly

Evidence of Completion

Student progress monitoring through MTSS/RtI meetings

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 I Basic Part A, will be utilized to provide teachers with opportunities to attend professional development workshops and conferences to enhance their teaching strategies. Title I provides Paraprofessional and Title I schools.

Title I. Basic pays for the administration of our Supplemental Educational Services, which includes ALL subgroups.

Title I also provides a District-wide parent Liaison who provides workshops and other services to parents and students.

Title I Part C-Migrant funds provide tutoring for Migrant students, English in a Flash software, computers, SRA, and supplies for Migrant Students. This program assist parents in helping their children in the home. School based administrators will observe the use of “The Essential Six” reading strategies from the Florida Reading Initiative (FRI) in all classrooms.

This initiative is funded by Title I Part C and district professional development funds. ALL activities funded by Title I Part C will be supplementary.

Reading First and FRI strategies will be monitored by administrators. Highly qualified teachers, tutors and paraprofessionals will collaborate to ensure successful opportunities for Non-ELL and LEP (ELL) students. Title I Part D (neglected and delinquent) funds will be used to provide a uniform curriculum throughout all the district’s secondary schools, including the residential juvenile facility and the district’s alternative center. The funds will also provide three paraprofessionals.

Title II-School based administrators will observe the use of “The Essential Six” reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title II Part A and district professional development funds. ALL activities funded by Title II will be supplementary and will not supplant existing State- and District-funded and required services.

Funds from Title II, Part D, (E2T2) will provide funding for the site license renewals for READ 180 and other computer-based programs and a Technology Specialist.

Title III- Funds from Title III Part A are used to provide tutors for ELL students, purchased instructional materials and software for ELL students. All activities funded by Title III will be supplementary and will not supplant existing State and District funded and required services.

Title X- Homeless funds are used to provide supplies, dues, fieldtrip fund and other needs for Homeless students.

Supplemental Academic Instruction (SAI) T

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.

G4. The percentage of SMS Students scoring at Levels 4, 5, and 6 in mathematics on the Florida Alternate Assessment will increase by 10%.

G4.B1 Limited use of high yield/research-based teaching strategies

G4.B1.S1 Teachers will be given professional development support to plan and implement teaching strategies that are high yield and researched based. Teachers and para will be provided additional training of cooperative learning and reciprocal teaching.

PD Opportunity 1

Provide training for teachers and paraprofessionals.

Facilitator

Florida Inclusion Network (FIN)

Participants

All ESE teachers and paraprofessionals.

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Completion of inservice and evidence of strategies in lesson plans and classroom observations.

G7. Students scoring at Achievement Level 3.5 and higher in writing will be 60%.

G7.B1 Lack of coordinated writing across the curriculum program

G7.B1.S1 Development of Writing Program and professional development for implementation of the writing program.

PD Opportunity 1

John Collins Writing Program

Facilitator

Dr. Suzy Helventson SMS administration

Participants

Core teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Writing Plan Job embedded professional development completed

G7.B2 Teachers are not able to explicitly communicate what is successful writing. Teachers do not use rubrics to quickly evaluate student work.

G7.B2.S1 Students will write to a prompt at least every two weeks. Teachers will develop rubrics to be using school wide writing training and during monthly department meetings.

PD Opportunity 1

Writing prompts will be done at least every two weeks.

Facilitator

Dr. Suzy Helvenston Angie Hester

Participants

Core teachers

Target Dates or Schedule

Biweekly

Evidence of Completion

Samples from each teacher

G7.B3 Students do not write enough. Teachers have adopted the theory that to demand more writing requires more teacher work to complete the cycle of assignment, student response and teacher feedback

G7.B3.S1 Help teachers in all content areas help students achieve academically by requiring students to think on paper.

PD Opportunity 1

Use frequent, usually short writing assignments to increase student's involvement in lessons.

Facilitator

Dr. Suzy Helvenston Collins Writing

Participants

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Completion of 10 percent writing summaries at least once per month in all core classes.