



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Innovations Middle Charter

2768 N HIAWASSEE RD

Orlando, FL 32818

407-429-7901

www.imscharter.webs.com

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
[Data Not Available]

Alternative/ESE Center
Yes

Charter School
Yes

Minority Rate
[Data Not Available]

School Grades History

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

Innovations Middle Charter

Principal

Patricia Lightner

School Advisory Council chair

khadijah Id-Deen

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

Name	Title
Patricia Lightner	Principal
Tamala Wright	Board member
Warren Jones	Dean
Lisa Arndt	School Operations
Francisco Rivera	Lead Teacher

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

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

This council, which meets monthly, assists in making recommendations on how our school operates. By law, every school in Florida must have a School Advisory Council (SAC). This council consists of teachers, support personnel, parents, and community members. Fifty-one percent (51%) of the council must be parents and/or community members not employed by the school.

khadijah Id-Deen SAC Chair

Patricia Lightner Principal

Tamala Wright Board member

Warren Jones Dean

Francisco Rivera Lead Teacher

Lillie Williams-Parent

Involvement of the SAC in the development of the SIP

Are actively involved in developing their school's mission.

- Approve bylaws that govern how SAC business is conducted.
- Assist in the preparation of the school's annual budget.
- Decide how to spend the SAC fund to meet the School Improvement goals.
- Examine all aspects of their school when developing the school improvement plan (SIP).
- Approve submitting all charter district waivers for school board approval.
- Decide jointly with school staff how to spend funds if awarded by the state.
- Determine and prioritize the needs of the school. Assist in recruiting and retaining other SAC members.
- Participate in efforts to encourage support for the goals and activities of the school.

Activities of the SAC for the upcoming school year

- Election of Officers
- Review School Improvement Plan
- Increase visibility of parents on campus
- Fundraising to assist with classroom material and supply needs

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

Our goal this year is to establish a parent empowerment (parental involvement plan) program that focuses on student's areas of academic need as well as establish an engaged and involved School Advisory Committee (SAC).

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Patricia Lightner

Principal	Years as Administrator: 12	Years at Current School: 2
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Credentials

Doctorate- Capella University-Curriculum and Instruction
 EdS-Florida Atlantic University- Educational Leadership and Instruction
 MS-Florida Atlantic University-Educational Technology
 BS-Bentley University-Business Management
 AS-Bentley University-Accounting

Performance Record

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Patricia Lightner, PhD

Part-time / District-based

Years as Coach: 11

Years at Current School: 2

Areas

Reading/Literacy, Data, Rtl/MTSS, Other

Credentials

Doctorate- Capella University-Curriculum and Instruction
 EdS-Florida Atlantic University- Educational Leadership and Instruction
 MS-Florida Atlantic University-Educational Technology
 BS-Bentley University-Business Management
 AS-Bentley University-Accounting

Performance Record

Dr. Patricia A. Lightner has been an educator for over 13 years. She has been a school administrator, in both primary and secondary schools. She is passionate about doing whatever it takes to make a difference in the lives of children. She has successfully opened charter schools with a focus on building relationships, which encourage students to make good choices. In her quest to create successful programs for at risk and drop out students, Dr. Lightner designed the flexible daily schedule, fast track and credit recovery programs for students who have fallen through the academic cracks. Under partnership schools with OCPS (Drop Back In Academy and Excel Alternative Schools, Dr Lightner has been instrumental in drop out recovery to graduation success.

Patricia Lightner, PhD

Part-time / District-based

Years as Coach: 12

Years at Current School: 2

Areas

Mathematics, Science, Data, Rtl/MTSS, Other

Credentials

Doctorate- Capella University-Curriculum and Instruction
 EdS-Florida Atlantic University- Educational Leadership and Instruction
 MS-Florida Atlantic University-Educational Technology
 BS-Bentley University-Business Management
 AS-Bentley University-Accounting

Performance Record

Tamala Wright, PhD		
Part-time / District-based	Years as Coach: 7	Years at Current School: 2
Areas	[none selected]	
Credentials	Doctorate –Educational Leadership/Instruction Masters-Guidance Counseling and Instruction Bachelors-Rehabilitation Counseling/Therapy-Nursing Certification: Educational Leadership (All Levels) Guidance Counseling (All Levels) Middle Grades Science (grades 5-9) Exceptional Student Education (All Levels)	
Performance Record	Dr. Wright has over 11 years experience working with at risk students. Her management, oversight, and school improvement initiatives have paved the way for students to be successful in elementary, middle, and high school programs, Dr. Wright worked with at risk middle school students for Orange County Public Schools as a Student Success Resource Teacher, served as a Science teacher in a OCPS Middle School until August 2012. She is the current Chairman of the 2012 Innovations Governing Board. Dr. Wright has demonstrated her effectiveness as an instructional coach based on the performance of her students while she served as School Success Resource Teacher and a classroom teacher. As evidence, the vast majority of Dr. Wright’s students demonstrated proficiency based on FCAT.	

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	10
# receiving effective rating or higher	10, 100%
# Highly Qualified Teachers	80%
# certified in-field	10, 100%
# ESOL endorsed	1, 10%
# reading endorsed	1, 10%

with advanced degrees

3, 30%

National Board Certified

0, 0%

first-year teachers

2, 20%

with 1-5 years of experience

2, 20%

with 6-14 years of experience

4, 40%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

4, 57%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Innovations will use the following strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; these strategies will be implemented on an ongoing basis by the school principal:

1. Mentoring program and partnering New Teachers with Veteran Teachers/Administrators
2. Monthly Meeting with Administration to discuss, plan, implement strategies, and lessons.
3. Detailed and comprehensive evaluation measurement of teacher performance that includes the use of classroom walkthrough performance rubric.
4. On-going individually focused professional development program

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

Innovations has identified a “Lead Teacher”, Francisco Rivera, to mentor and support new teachers. Mr. Rivera is a veteran educator with a distinguished service record. In addition, we have several other instructional staff members that support Mr. Rivera in the ongoing support of new teachers.

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

Innovations Middle School is divided into two separate communities,. The community members in professional learning communities meet to discuss student achievement data. Additionally, teacher form the same content (i.e. reading, math, language arts, science) serve as problem solving teams, Each problem solving team meets each week to plan curriculum, discuss work samples, and adjust intervention groups. As professional learning communities identify students who are not improving despite intervention attempts, data will be presented to the entire team. Innovations will use a data tracking systems designed by Dr. Balfanz (researcher from John Hopkins) that incorporates attendance, behavior, and course progression.

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

Principal: Patricia Lightner, PhD

Dean of Students: Warren Jones

Reading Specialist: Crystal

Lead Teacher: Rivera

Academic Specialist: Tamala Wright, PhD

Director of Operations and Compliance: Lisa Arndt

Intake Specialist: Khadijah Id-Deen

Executive Director/ Principal Patricia Lightner Ph.D.

- Provides a common vision for the use of data-based decision-making
 - Conducts assessment of MTSS skills of school staff
 - Ensures implementation of intervention support and documentation –as well as- enrichment support and documentation
 - Ensures adequate professional development to support MTSS implementation
 - Ensures communication with parents regarding school-based MTSS plans and activities
 - Ensures Long Range Plans/Instructional Focus Calendar is developed and implemented with fidelity
- Academic Specialist- Tamala Wright, Ph.D.
- Conducts classroom walkthroughs and provides feedback
 - Collects school assessment data
 - Ensures that the school-based team is implementing MTSS
 - Meets with teachers regarding student data and next steps for intervention and enrichment
 - Coaches teachers regarding best practices and effective strategies: Art and Science of Teaching by Marzano focus
 - Assist teachers with development of student’s Academic Plans
 - Models lessons for teachers
 - Assist teachers in developing plans for tutoring of students
 - Assist teachers in the development of their long range instructional plans and focus calendars
 - Assist teachers in development of their small groups for Reading, Math, and Science
 - Reviews and provides feedback of teacher lesson plans
- Director of Operations and Compliance:-Lisa Arndt, M.S.
- Meet with grade level teams to review data and progress with students

- Assist with the implementation of Professional Learning Communities: Focus – Goal Setting Academic and Social/Emotional, Writing
- Mentor team teachers
- Model Lessons for team teachers
- Assist with ESE and ESOL testing process
- Oversees MTSS process for Lowest 25%

Reading Instructional Coach - Casale(2-3X wk/Non-District Supported)

- Provides guidance on K-12 reading plan
- Facilitates and supports data collection activities
- Assists in data analysis
- Provides professional development and technical assistance to teachers regarding data-based instructional planning
- 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”
- Participates in the design and delivery of professional development;
- Provides support for assessment and implementation monitoring.
- Assists in the design and implementation for on-going progress monitoring, data collection, and data analysis

Instructional Coach Math –Tamala Wright, PhD

Dean of Students-Warren Jones, M.Ed

- Provides teachers assistance with student’s struggling with their emotional, behavioral, and social success
- Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success
- Oversees the full implementation of Innovations Discipline Model (Token Economy and Positive Behavior)
- Develops, coordinates and implements Family Empowerment Program
- Conducts classroom walkthroughs and provides feedback

Speech Language Pathologist - Consultant

- Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design
- Assists in the selection of screening measures
- Helps identify systemic patterns of student need with respect to language skills
- Provides educational support to teachers with students that have an IEP for speech/communicative disorders

Classroom Teachers and Support Staff

- Responsible for Ongoing Progress Monitoring (OPM) and understanding individual student growth and progress – response to instruction for all subject areas
- Complete and implement Academic Plans
- Assist students with development of student growth portfolios/goal notebooks
- Educate, assess, and provide feedback for students through Teaching for Understanding
- Implement intervention and enrichment strategies
- Provide additional student tutoring as needed
- Develop and implement rigorous and relevant lesson plans through Teaching for Understanding and Project Based Learning Model
- Develop Long Range Plans/Instructional Focus Calendars that coincide with the MTSS process

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

Different members of the School based MTSS Leadership Team meet in various groupings as needed for the following:

- Review data and discuss strategies, interventions and enrichment
- Review on-going progress monitoring data to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks
- Identify professional development needs and resources
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills
- Facilitate consensus and make decisions about implementation
- Review current lesson plans, discuss effectiveness, areas of improvement, modifications, and needed changes
- Discuss and determine student groupings
- Provide teachers with feedback on differentiated instruction based on classroom walkthroughs
- Provide teachers with feedback on implementation of strategies contained within Marzano's Art and Science of Teaching
- Review and provide direction on teacher long range plans/instructional focus
- Assess school data
- Provide input on necessary next steps
- Set expectations for instruction
- Discuss implementation of plan for systematic approach to teaching
- Develop MTSS schedule, assessment calendar and feedback times
- Determine on-going professional development in the areas of effective teaching strategies, goal setting notebooks, student portfolios, rigorous and relevant instructional practices

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

For reading and mathematics we use data from the most recent FCAT scores within the sub areas of developmental scale score, proficiency score and scale score. We also analyzed FAIR data to diagnose and monitor student performance, as well as to communicate to parents progress in the essential reading skills and ways they may partner with Innovations to eliminate any weaknesses. Science instruction is integrated with reading and math, with bi-monthly assessments that mirror the FCAT. Language Arts instruction is also integrated with reading; achievement data is gather weekly through Fast ForWord (Scientific Learning Community). Our leadership team will also analyze data from the district writing assessment. Innovations will also incorporate in house data to illustrate the academic needs and challenges of each student. Upon registration, Innovations will use the following tests designed by Curriculum Associates: CARS, STARS, CAMS, STAMS, FOCUS, ZOOM IN. We are currently seeking training support to effectively access and utilize the district's data warehouse. Our data is managed by entering information onto an EXCEL spreadsheet. Reports and graphs are also created using EXCEL.

Innovations uses the following data for all grade levels (6-8) to implement MTSS:

- Reading Assessment –Performance Measures Exams, FAIR (Florida Assessments for Instruction in Reading)
- Math Assessment - Performance Measure Exams
- Writing – In house Proficiency Exams and pre-post tests
- Science –Performance Measures baseline
- Behavior – Student Narratives, Observation, Behavioral Plans

Additionally, Innovations will utilize the following action plan/time line for data analysis:

Beginning of the year: Florida Assessment for Instruction in Reading (FAIR) and Education (Reading , Math, and Science-8th Grade only)

Midyear: Florida Assessment for Instruction in Reading (FAIR) and Education (Reading , Math, and Science-8th Grade only)

End of Year: FAIR, FCAT, Performance Measures Benchmark Testing

Frequency of Data Days: Twice a month for data analysis

The MTSS team meets every 3 weeks with the classroom teacher to review the data and plan for instruction. Quarterly parent meeting are held that coincide with our parent empowerment trainings that are related to academic achievement.

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

Different members of the MTSS Leadership Team met with school principal to:

- Assess school data
- Provide input on necessary next steps
- Set expectations for instruction
- Discuss implementation of plan for systematic approach to teaching
- Develop MTSS schedule, assessment calendar and feedback times
- Determine on-going professional development in the areas of effective teaching strategies, goal setting notebooks, student portfolios, rigorous and relevant instructional practices

During pre-planning teachers received a ½ day training on the MTSS process.

- Teachers are also receiving individual Coaching sessions on the MTSS process.
- Leadership team has completed the Florida MTSS Introductory training Online Course.
- Throughout the school year teachers will receive training on how to integrate MTSS, Long Range Plans. Instructional Focus Calendars, Using Data to Drive Instruction, Measuring student growth and progress and Marzano's Art and Science of Teaching.

For quality assurance, Innovations has provided a data collection packet that included a synopsis and calendar of events with time line for the academic school year. The purpose of this data collection packet is to ensure quality and maintain effective and continuous progress monitoring throughout the academic school year. Innovations will collaborate with the District MTSS coordinator to train all staff who work with students. Additionally, we will utilize MTSS materials that are available through our District professional development team. Formal training will be conducted in the months of October and November as well as during our weekly professional development meetings on Wednesdays.

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: Extended Day for All Students**Minutes added to school year: 3,015**

IMS follows the district's annual calendar for opening, closings, and holidays. IMS offers students a 9 period daily schedule (45 minutes per period). The total instructional time per day is 405 minutes/6.75 hours per day. Therefore, this proposed schedule will give the school a total of 1215 instructional hours per school year of 180 days. Classes are offered from 8:00 to 3:00 pm. Students attend school the mandatory minutes as outline in the Florida Statutes. The school is session for 180 days in accordance to statutory requirements. The school provides extended learning opportunities for all students on Saturdays from 8:30am to 11:30pm, Summer School for low performing students, and after school tutoring services.

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?

Data is collected, analyzed and dissected to determine student and school wide needs. This data drives the instructional and curricular decision making. Continuous progress monitoring of student achievement as it relates to the SIP. If a program appears not to be working based on verified student data, then the educational leaders along with teacher leaders will reconvene and modify instruction based on the data. The Plan, Do, Study, Act cycle is consistently implemented. Open communication in the school decision making while providing reflection time and feedback allows for improvement. This cycle offers decision makers the tools needed to adjust or change plans as needed to ensure student achievement, while adjusting for financial efficiency.

Who is responsible for monitoring implementation of this strategy?

The School Principal is ultimately responsible for monitoring and the implementation of this strategy.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Dr. Lightner	Principal
Ms. Norwich	Reading Teacher
Mr. Rivera	Lead Teacher
Dr. Wright	Science Teacher/Academic Specialist

How the school-based LLT functions

The Literacy Leadership Team (LLT) functions as a fact finding, evidence driven, solution finding group. The LLT meets at least 2 times per 9 week period and as we receive Benchmark data regarding student mastery of standards. The team works together to develop processes that will assist classroom teachers with the utilization of instructional best practices in their Classroom.

Major initiatives of the LLT

Develop procedures for data collection, data evaluation and reporting through on-going progress monitoring processes

- Coordinate Services for students that need additional academic support
- Coordinate Services for students that need additional academic enrichment
- Evaluate overall effectiveness of Innovations' existing instructional program

Every Teacher Contributes to Reading Instruction

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

Innovations have incorporated layers of reading strategies and interventions across the curriculum. One of major priority areas for Innovation's teachers is the incorporation of reading strategies into their lesson planning. Innovations have incorporated various reading strategies and interventions to supplement our instruction by providing the most prescriptive strategies in reading instruction. Our leadership team will ensure that reading strategies and interventions are done with fidelity by observing students in actions during their classroom walkthroughs. Leadership team will either communicate or demonstrate the use of the strategies in class.

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

The school embraces the challenge of educating a diverse group of students who have the factors that lead to or often predict low academic performance in middle school and beyond. Both our academic and enrichment programs are research-based and carefully designed to meet the needs of students who have fallen off track to high school graduation. The school targets students through a unique multi-facet approach to education that will prepare them to be successful in any high school and post-secondary education institution, as well as increase their overall success.

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

IMS will meet high standards of student achievement in our small learning environment which includes academic, personal, social, career counseling and parent involvement components that provide a holistic approach to reducing the dropout problem. The relational learning environment meets each student's need that is customized to remove the barriers to student success.

All students are provided with a challenging, engaging, and aligned middle school/high school curriculum that adequately prepares students for high school success and acquisition of 21st century skills. A Career Cruiser course will guide students in selecting the most appropriate courses and career pathways based on each student's personal goals, interest, ambitions, and aspirations for success after high school.

Strategies for improving student readiness for the public postsecondary level

IMS educational program will focus on the four (4) following guiding principles also known as ABCD's:

1. Access: All students will have an equal access to high quality instruction and enrichment opportunity to ensure success.

2. Behavior: All students will be equipped with behaviors that demonstrate responsibility through service learning projects.

3. Community: All students will participate in community involvement activities to increase overall academic achievement.

4. Diversity: All students will come from diverse backgrounds. The school will represent the diversity of Orange County School District. All students will be accepted based on regardless of their ethnic, socioeconomic, academic, cultural, and geographic backgrounds.

IMS's guiding principles (Access, Behavior, Community, and Diversity) are represented by the five Core Elements of our Education Plan. The school's educational program will include the following components:

1. Rigorous Academic and Direct Instruction

- Individualized and Prescriptive Student Learning Plans (SLP)

- Florida MTSS

- Blended Lesson Planning

2. Extended Learning Components

- Course Recovery

- Extended Day Program

- Saturday School

- Summer School

3. Student Center Support Services

- Whole-child focus to improve strong partnerships with parents

- Support Services

4. Professional Development

- VAM Teacher and Staff Evaluations

- Professional Learning Communities

5. Character Education

- Service Learning Projects

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	24%	15%	No	32%
American Indian				
Asian				
Black/African American	25%	8%	No	33%
Hispanic	17%	4%	No	25%
White				
English language learners	17%	2%	No	25%
Students with disabilities	17%	0%	No	25%
Economically disadvantaged	23%	15%	No	31%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	9%	33%
Students scoring at or above Achievement Level 4	11	3%	10%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	46	44%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	16	14%	25%

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)		<i>[data excluded for privacy reasons]</i>	5%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	5%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	5%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

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		<i>[data excluded for privacy reasons]</i>	25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	25%

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	23%	12%	No	30%
American Indian				
Asian				
Black/African American	20%	8%	No	28%
Hispanic	38%	3%	No	44%
White				
English language learners	31%	7%	No	38%
Students with disabilities	17%	1%	No	25%
Economically disadvantaged	21%	12%	No	29%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	8%	25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	48	44%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	14%	26%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	50	26%	35%

Area 6: Career and Technical Education (CTE)

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

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	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	100	53%	40%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	50	27%	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

Commitment to parents and students is unprecedented in the area of assisting future at risk for drop out or failure, middle school students with an opportunity to meet with academic, personal and career awareness skill success. It will address the diverse academic needs of the students within an educational framework that aligns standards-based teaching with research-based instructional plans and practices.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Title 1 Family Night	125	66%	70%

Goals Summary

- G1.** For the 2013-2014 school year, IMS will demonstrate proficiency levels in mathematics at 40% based on FCAT 2.0.
- G2.** At least 50% of students tested at Innovations Middle School will score proficient on the FCAT 2.0 Reading in 2014.
- G3.** At the end of the 2013-2014 academic school year, IMS will receive an Improving in Reading and Math based on the SIR accountability scale by Florida Department of Education.

Goals Detail

G1. For the 2013-2014 school year, IMS will demonstrate proficiency levels in mathematics at 40% based on FCAT 2.0.

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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Unit Tests Benchmark Tests DIGITS CAMS/STAMS FCAT Explorer

Targeted Barriers to Achieving the Goal

- engaging families and getting their active commitment; difficulties motivating students/parents; difficulties finding adequate time for feedback and teacher/ student conferencing; difficulty in arranging times for all stakeholders to meet and discuss student progress with the classroom teacher; finding the time and resources to adequately diagnose specific math difficulties.

Plan to Monitor Progress Toward the Goal

Monitoring for Progress toward Increasing the learning gains and or proficiency levels in Math

Person or Persons Responsible

Dr. Patricia Lightner, School Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increased learning gains in Math as measured by the 2014 FCAT 2.0 scores as it relates to the SIR accountability rating scale.

G2. At least 50% of students tested at Innovations Middle School will score proficient on the FCAT 2.0 Reading in 2014.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Data Driven Instruction, Data Meetings/Chat, Professional Learning Communities

Targeted Barriers to Achieving the Goal

- We anticipate difficulty in engaging families and getting their active commitment.

Plan to Monitor Progress Toward the Goal

Progress Monitoring of Reading Learning Gains

Person or Persons Responsible

Dr. Patricia Lightner, School Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Progress Monitoring will be monitored by benchmark examinations, formal and summative assessments, and the Reading FCAT results.

G3. At the end of the 2013-2014 academic school year, IMS will receive an Improving in Reading and Math based on the SIR accountability scale by Florida Department of Education.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- IMS will utilize the school governing board, academic support service from OCPS, and stakeholders to increase the overall learning gains of all students served.

Targeted Barriers to Achieving the Goal

- Mobility rates and student retention are the major barriers for Innovations. Innovations Middle plans to persist beyond all academic barriers to increase the learning gains of all students served.

Plan to Monitor Progress Toward the Goal

Progress Monitoring

Person or Persons Responsible

Dr. Patricia Lightner

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. For the 2013-2014 school year, IMS will demonstrate proficiency levels in mathematics at 40% based on FCAT 2.0.

G1.B1 engaging families and getting their active commitment; difficulties motivating students/parents; difficulties finding adequate time for feedback and teacher/ student conferencing; difficulty in arranging times for all stakeholders to meet and discuss student progress with the classroom teacher; finding the time and resources to adequately diagnose specific math difficulties.

G1.B1.S1 Regularly established MTSS meetings; Data meetings; Lesson study will focus on math concepts (specifically for areas of need); Professional development of teacher based on students needs; Training teachers on effective use of DIGITS software and; the use of DIGITS to target specific activities to meet individual learning needs during centers.

Action Step 1

Implementation and Progress Monitoring to increase Math learning gains.

Person or Persons Responsible

Dr. Patricia Lightner, School Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased learning gains in Math as measured by the 2014 FCAT 2.0 scores as it relates to the SIR accountability rating scale.

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

Monitoring for Fidelity of Implementation of Math strategies

Person or Persons Responsible

Dr. Patricia Lightner, School Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased learning gains and or proficiency levels in Math as measured by the FCAT 2.0 2014 results or Performance Measures

Plan to Monitor Effectiveness of G1.B1.S1

Monitoring for Effectiveness

Person or Persons Responsible

Dr. Patricia Lightner, School Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased learning gains in Math as measured by the FCAT 2.0 2014 test results and aligned data.

G2. At least 50% of students tested at Innovations Middle School will score proficient on the FCAT 2.0 Reading in 2014.

G2.B1 We anticipate difficulty in engaging families and getting their active commitment.

G2.B1.S1 Title 1 Family Night and Parent Liaison

Action Step 1

Increase Reading Learning Gains

Person or Persons Responsible

Principal, Dr. Patricia Lightner

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased learning gains based on the FCAT 2.0 for 2013-2014 based on the SIR rating scale for accountability.

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

Fidelity of Implementation to increased the Reading Learning Gains for the 2013-2014 school year.

Person or Persons Responsible

Dr. Patricia Lightner, school principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased reading learning gains as measured by the FCAT 2.0 Reading based on the SIR accountability rating scale.

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the Effectiveness in Reading.

Person or Persons Responsible

Dr. Patricia Lightner, School Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased Reading Learning Gains for the 2013-2014 school year as measured by the FCAT 2.0 and or SIR accountability rating scale.

G3. At the end of the 2013-2014 academic school year, IMS will receive an Improving in Reading and Math based on the SIR accountability scale by Florida Department of Education.

G3.B1 Mobility rates and student retention are the major barriers for Innovations. Innovations Middle plans to persist beyond all academic barriers to increase the learning gains of all students served.

G3.B1.S1 IMS will involve all parents, and stakeholders in all decision making matters. Data will drive instruction and feedback will be given in a timely manners. All interventions will be modified as needed to maximize learning gains.

Action Step 1

IMS will receive an overall rating of "Improving" on the SIR accountability scale as outlined by Florida Department of Education.

Person or Persons Responsible

Dr. Patricia Lightner will be the person responsible.

Target Dates or Schedule

This goal will drive instruction and will be ongoing throughout the school year.

Evidence of Completion

By June 2014, IMS will receive a SIR issued by Florida Department of Education after all FCAT data is analyzed.

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

Progress Monitoring

Person or Persons Responsible

Dr. Patricia Lightner

Target Dates or Schedule

Ongoing

Evidence of Completion

Improving Rating for the 2013-2014 as determined by the Florida Department of Education.

Plan to Monitor Effectiveness of G3.B1.S1

Effectives of Progress Monitoring

Person or Persons Responsible

Dr. Patricia Lightner

Target Dates or Schedule

Ongoing

Evidence of Completion

2013-2014 SIR rating as determined b the Florida Department of Education.

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, Part A

Innovations Middle Charter School is provided with Title 1 funding to ensure that our school meets the national standards as prescribed the Department of Education at the local, state, and federal levels. Innovations will use Title 1 funds to meet the educational needs of children living in impoverished communities. We will provide comprehensive instructional strategies that are researched and evidenced based to ensure that every student achieves high levels of academic proficiency.

Title I, Part C- Migrant

Services for migrant students and their families are provided through the District Title 1 Office. We will collaborate with our District Title 1 Office. We will collaborate with our district sponsor to ensure that short-term and long-term needs of all Migrant families are met.

Title I, Part D

Services for neglected and delinquent students are provided by special programs from our district sponsor. Innovations Middle School Title 1 Office will collaborate with the District sponsor as well as community outreach programs to meet the needs of neglected and delinquent students.

Title II

District receives supplemental funds for improving basic education programs for student who have met the specified criteria.

Title III

Services for English-Language Learners are overseen by the ESOL Department in the District. Students who require ESOL services receive instruction through a teacher who has ESOL endorsement on their teaching certificate.

Title X- Homeless

We have access to district level services that support Homeless/Transient families; we survey families several times a year to find out if anyone is eligible for services. District Homeless Social Workers provides resources (clothing, school supplies, social services referrals) for students indentified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Innovations Middle Charter School Title 1 office will collaborate with the District sponsor and other local agencies to ensure students/families who qualify for Title X homeless resources.

Supplemental Academic Instruction (SAI)

Innovations students have access to SAI funds if they scored Level 1 or Level 2 on their FCAT. SAI funds are used for providing supplies, materials, and additional academic instruction for remediation in reading, math, and science. As evidence, Innovations Middle School will provide after school tutoring services on Tuesdays and Thursday for 1 hours. Additionally, we will offer a credit recovery program through EdOptions, as well have Saturday school. We will also hold monthly FCAT nights.

Violence Prevention Programs

Innovations Dean of Students conducts guidance lessons on bullying prevention at a minimum of once an academic semester. Due to our high mobility rate, Innovations utilizes a token economy system and positive behavior program in order to move our students toward self-discipline. Our character education program for this school year will focus on Citizenship, Respect, Perseverance and Responsibility. Our school wide rules and theme is "you are an innovation".

Additionally, we target parents during new student orientations, open house, PTSA, SAC, community events, Title 1 Coordinator, and via newsletters to ensure their awareness of available resources and support. This helps Innovations to provide wrap around services to help increase the overall academic achievement of each student served. By working with our parents and community stakeholders, we can increase the awareness, and help each family meet their basic needs, thus increase self for Level 1 and Level 2 students who are in need of confidence and self-esteem.

Nutrition Programs

Based on the high percentage of free and reduced students, Innovation quality for Universal food service. Therefore, all students eat breakfast for free daily. We have community partnerships that have food pantries for students who are in need of nutritious meals outside of school.

Housing Programs

Housing assistance for children and their families throughout Orange County are provided through services in the Title 1 office. Innovations Middle School Title 1 office will collaborate with the District sponsor to ensure the needs of these students are effectively met.

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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.

Appendix 2: Budget to Support School Improvement Goals