2013-2014 SCHOOL IMPROVEMENT PLAN

Mcintosh Middle School

701 MCINTOSH RD
Sarasota, FL 34232
941-361-6520
www.sarasotacountyschools.net/mcintosh

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	56%

Alternative/ESE Center	Charter School	Minority Rate
No	No	40%

School Grades History

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

SIP Authority and Template

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

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

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

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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

Mcintosh Middle School

Principal

Dr. Harriet Moore

School Advisory Council chair

David Schatz (pending)

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

Name	Title
Harriet Moore	Principal
Ryan Chase	Assistant Principal
Deanne Nelson	Testing Coordinator/Progress Monitor/Scheduler
Richard Clay	Behavior Specialist
Jeri Cocchi	Tech Ed Teacher
Regina Wolfgang	Math Department Chair
Helen Lester	Language Arts Department Chair
Sally Good	Social Studies Department Chair
Christopher Daige	Teacher (SDMT Chair)
Leiland Theriot	Music Teacher
Tracy Wilson	Science Department Chair
Schelly Shaugnessy	Athletic Director/ PE Teacher
Amy Proch	Teacher (Team Hawks Chair)
David Schatz	Guidance Counselor
Jeffi Westberry	Guidance Counselor
Farnaz Fehr	ESE Liaison
Amy Schopfer	ESOL Liaison
Dana Vega	Tech Ed Teacher
David Gwatney	Agriscience Teacher

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

Pending

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

We have 6 student representatives, 2 business partners, 3 parents, 4 staff, the Principal and the Assistant Principal.

Involvement of the SAC in the development of the SIP

The SAC from last year was instrumental in providing feedback and quality input regarding what works at McIntosh Middle School and what areas for improvement. The SAC also approved the School Improvement Plan and participated in the continuous improvements made throughout the school year.

Activities of the SAC for the upcoming school year

The SAC this year will continue its focus on school improvement and assisting our administration to reach our school improvement goals. The SAC is involved with budget expenditures within the school.

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

Any funding allocated to School Improvement will be utilized to support our goals for academic achievement this year.

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

N/A

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Harriet Moore		
Principal	Years as Administrator: 15	Years at Current School: 2

Credentials	B.A. in Psychology & Education - Georgia State University; M.Ed. in Administration & Supervision - National Louis University; Ed.S. in Educational Leadership - Argosy University; Ed.D. in Educational Leadership - Argosy University; State of Florida Principal Certification.
Performance Record	Principal of McIntosh Middle School: 2012-13 School Grade: B Reading Satisfactory or Better:62% Students Making Learning Gains in Reading: 65% Lowest Quartile Students Making Learning Gains in Reading: 63% Mathematics Satisfactory or Better:66% Students Making Learning Gains in Mathematics: 74% Lowest Quartile Students Making Learning Gains in Mathematics: 63% Writing Satisfactory of Better: 63% Science Satisfactory or Better: 54% Program Director/Principal of Phoenix Academy: 2011-2012: NG Reading Satisfactory - 2012: 22% (2011 - 18%); High performing quality: N; AMO = 22 (Target = 25); Improving in Reading: Y; Math Satisfactory - 2012: 34% (2011 - 15%); High performing quality: N; AMO = 34 (Target = 22); Writing Satisfactory: 74%

Ryan Chase		
Asst Principal	Years as Administrator: 2	Years at Current School: 1

Credentials	BA in History from the University of Florida in Gainesville, FL.; M.Ed. in Social Studies Education from the University of Florida in Gainesville, FL.; Ed.S. in Educational Leadership from Nova Southeastern University in Davie, FL.; State of Florida Professional Certification: Social Science 6-12 Reading Endorsement Educational Leadership K-12
Performance Record	Assistant Principal at Haile Middle School: 2012-13 School Grade: A Reading Satisfactory or Better:66% Mathematics Satisfactory or Better:67% Writing Satisfactory of Better: 56% Science Satisfactory or Better: 65% Teacher at Buffalo Creek Middle School: 11-12: School Grade A Reading 52%, Math 58%, Writing 86%, Science 51% AYP 10-11: School Grade B Reading 64%, Math 66%, Writing 80%, Science, 50% AYP 72% - all subgroups did not make AYP in reading or math except African American students in math

Instructional Coaches

of instructional coaches
0

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

Instructional Coach Information:

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

Classroom Teachers

of classroom teachers
58

receiving effective rating or higher
0%

 # Highly Qualified Teachers

0%

 # certified in-field

, 0%

 # ESOL endorsed

13, 22%

 # reading endorsed

10, 17%

 # with advanced degrees

41, 71%

 # National Board Certified

3, 5%

 # first-year teachers

4, 7%

 # with 1-5 years of experience

11, 19%

 # with 6-14 years of experience

15, 26%

 # with 15 or more years of experience

32, 55%

Education Paraprofessionals

# of paraprofessionals

9

 # Highly Qualified

, 0%

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

Use of qualified candidates list provided from Human Resources - Principal or Asst. Principal;
Interview committees represent diverse opinions and positions of school personnel - Principal or Asst. Principal;
Use of professional guidelines in hiring and interview process - Principal or Asst. Principal;
Regular meetings with Leadership Team - Principal or Asst. Principal.

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

Retaining teachers and instructional support staff in Sarasota County is a district goal. Sarasota County's way of fostering this is with on-going support and mentorship at the school and district level through Sarasota County Induction Program (SCIP).
The purpose of SCIP is to aide in:
Introducing new hires to the culture od the school and district;
Establishing collegial connections between new hires and staff members;
Learning the curriculum and resources used in best instructional practices;
Acquiring knowledge of technology resources; and
Advancing instructional and professional behaviors that meet the high standards of the Sarasota County School District.

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

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

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

The school based MTSS/RTI processes are the core of our students' progression and academic growth. The MTSS process is the driving force in the development of interventions for student achievement and progress monitoring. Our MTSS processes impact the implementation of our School Improvement Plan. The team assists teachers to guide our students to in achieving academic growth. Information learned through the MTSS processes brings to light areas of need in terms of student achievement, professional development, and program development.

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

Each school-based leadership team is charged with pupil progression and making sure that each student receives an equal and fair education. They strive to accomplish this by reviewing pertinent data and implementing the support necessary to assist students to achieve their maximum level of proficiency or academic growth.

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

The systems in place to assist the leadership team to monitor the fidelity of the MTSS and SIP are inherent checks and balances built into our school. Our MTSS meets regularly to engage in the following:
• Review summative and formative data to identify academic and social/emotional needs of students.
• The review of this information helps to identify instructional strategies and interventions that will assist our students to be successful learners.
• Review student progression, monitor, and revisit (on a case-by-case basis) targeted changes to ensure that improvement is being made.

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

The school uses a variety of reports provided by the District Office of Research, Assessment and Evaluation to monitor the achievement of students at all tiers. Disaggregated AMO data (FCAT) by subgroup, grade level, content and benchmark is utilized. The FAIR Reading assessments are used for all Tiers along with the District Mathematic benchmark assessments. Formative and summative data from the classrooms is also collected. Behavior data is tracked by our district and locally here at school with a collaborative effort of teachers, administrators, and support staff. Attendance data is tracked by teachers and support staff daily and reviewed weekly at SWST.

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

Staff professional development in this area occurs through our Positive Behavior Support meetings, Curriculum Coordinator Meetings, PLC's, and staff meetings. Parents will learn more about the importance of MTSS and data-based problem solving in PTO meetings and other staff/parent functions.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 9,360

Mathematics Lab - This before school program is designed to offer free math tutoring for any student on campus and gives students the opportunity to work in small groups or receive individualized tutoring help.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Based on participation, students who utilize this service sign in to record attendance. As needed, teachers use attendance data to communicate with teachers on who is receiving extra help, what they are struggling with, and identify areas in which the teacher can reinforce to work toward mastery. Further, struggles beyond that, can be reported to guidance, ESOL liaison, and/or ESE liaison in order to take further measure to support the student in their mastery of the mathematics concepts/skills.

Who is responsible for monitoring implementation of this strategy?

Math department chair, assistant principal, principal.

Literacy Leadership Team (LLT)

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

Name	Title
Harriet Moore	Principal
Ryan Chase	Assistant Principal
Helen Lester	LA Department Chair
Deanne Nelson	TOSA
Phyllis Flatt	Language Arts Curriculum Coordinator
Jennifer Mergos	Language Arts Curriculum Coordinator

How the school-based LLT functions

Content curriculum is developed through monthly and weekly meetings and is based on the district Instructional Focus Calendars. Each grade level Curriculum Coordinator works weekly through their PLC meetings with classroom teachers to make decisions involving scheduling of classes, grade and content-specific curriculum, school-wide strategies, test data analysis, formative and summative assessment building, and district-wide initiatives.

Major initiatives of the LLT

McIntosh Middle School will continue the integration of the iEngage Instructional model; implementing teacher modeling guided practice, accountable team task, and independent practice;
The Word of the Week (WOW) will be implemented in every classroom across the campus to build word-part knowledge and vocabulary;
Through the implementation of Common Core State Standards, students will be involved in more critical reading and writing;
Weekly PLCs will continue their work in building common formative and summative assessments, lesson design and implementation, data analysis, and development of strategies for targeting areas of student weakness, as identified by formative assessments.

Every Teacher Contributes to Reading Instruction

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

Each morning we start the school day with the school-wide Word Part of the Week (WOW) program in every classroom.
The iEngage lesson design model of instruction based on the Gradual Release of Responsibility incorporates a focus on reading in each lesson. All teachers are encouraged to use a Content Purpose, Language Purpose, and Accountable Team Task in each lesson. The Language Purpose guides students in using the academic language they are learning to master its correct usage. The modeling portion of the iEngage lesson design model utilizes teacher read alouds to model reading fluency and comprehension.
All teachers are encouraged to use academic word walls in their classrooms.

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

All subjects currently integrate the blended Common Core and NGSS standards which address the needs of students as they move forward in not only their academic, but career paths from middle to high

school, and beyond. Beyond this, STEM courses in robotics, 3D design, agri-science, and business computers allow students to receive training in fields with current demand.

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

Each student is required to participate in a career planning unit, which is completed through social studies and is done while the students are in the eighth grade.

Strategies for improving student readiness for the public postsecondary level

Through the use of our School Wide Support Team (SWST), students are identified early and provided supports to keep the focus on learning and keep students in classrooms as much as possible. With the implementation of Common Core State Standards (CCSS), students are experiencing a more rigorous curriculum in class, requiring them to critically read and write, using textual evidence (a requirement of most jobs and universities in the world today).

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	68%	62%	No	72%
American Indian				
Asian	66%	62%	No	69%
Black/African American	45%	25%	No	51%
Hispanic	57%	57%	Yes	61%
White	76%	70%	No	78%
English language learners	47%		No	52%
Students with disabilities	40%	25%	No	46%
Economically disadvantaged	58%	50%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	229	27%	29%
Students scoring at or above Achievement Level 4	290	35%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	545	65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	132	63%	67%

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]*		79%
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]*		65%
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]*		63%

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	184	63%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	72%	65%	No	75%
American Indian				
Asian	76%	81%	Yes	78%
Black/African American	48%	28%	No	53%
Hispanic	60%	60%	Yes	64%
White	79%	72%	No	81%
English language learners	49%	33%	No	54%
Students with disabilities	39%	24%	No	45%
Economically disadvantaged	63%	55%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	256	31%	33%
Students scoring at or above Achievement Level 4	289	35%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	620	74%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	132	63%	67%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	64	8%	12%
Middle school performance on high school EOC and industry certifications	64	8%	12%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		10%
Students scoring at or above Achievement Level 4	47	90%	90%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		
Students scoring at or above Achievement Level 4	12	100%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	23%	25%
Students scoring at or above Achievement Level 4	93	31%	33%

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)	10		12
Participation in STEM-related experiences provided for students	300	33%	40%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	520	58%	70%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
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	3	100%	100%

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	80	9%	8%
Students who fail a mathematics course	7	1%	1%
Students who fail an English Language Arts course	2	1%	1%
Students who fail two or more courses in any subject	6	1%	1%
Students who receive two or more behavior referrals	150	17%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	224	25%	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

To involve parents in multiple aspects of the school. Through PTO, parents support the teachers and students with volunteer hours, financial support, and school-spirit related events. PTO is also heavily involved in the school's Renaissance program which helps reward students for meeting academic and behavioral goals.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Volunteer Hours	1425	69%	75%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. By 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are demonstrating proficiency and a two percentage point increase for all student groups where 70% or more are demonstrating proficiency.

G2. By 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are demonstrating a learning gain & a two percentage point increase for all student groups where 70% or more are demonstrating a gain.

G3. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G4. By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher

G5. By the year 2014, there will be a reduction of five percentage points of suspensions from 25% in the 2012-13 school year to 20% or less in the 2013-14 school year.

G6. By 2014, 100% of students taking the Algebra and Geometry End-of-Course Exams will demonstrate proficiency.

Goals Detail

G1. By 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are demonstrating proficiency and a two percentage point increase for all student groups where 70% or more are demonstrating proficiency.

Targets Supported

- Reading (FCAT2.0)
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)
- Science
- Science - Middle School

Resources Available to Support the Goal

- PLC meetings with grade-level partners to develop common assessments.
- PD Support from teacher experts and zone PD resource.

Targeted Barriers to Achieving the Goal

- The iEngage Lesson Model is not consistently being implemented across all classrooms.
- The pacing of Instructional Focus Calendars (IFCs) vary between classrooms thereby producing diverse emphasis on certain outcome measures.
- Students require regular practice and feedback on FCAT-style mathematics assessments.
- Math curriculum implementation timeline is inconsistent and not fully aligned to district and state outcome measures.
- No formal assessment from 6th and 7th grade Science classes to accurately diagnose students' science curricular needs.

Plan to Monitor Progress Toward the Goal

Determine progress toward meeting growth in FCAT 2.0 reading, mathematics, and science proficiency.

Person or Persons Responsible

Principal, Assistant Principal, Testing Coordinator/Progess Monitor, and LA/Reading, Math, & Science Teachers.

Target Dates or Schedule:

Bi-quarterly and quarterly.

Evidence of Completion:

Formative assessment data, summative assessment data, benchmark tests, FAIR data, & 2014 FCAT 2.0 data.

G2. By 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are demonstrating a learning gain & a two percentage point increase for all student groups where 70% or more are demonstrating a gain.

Targets Supported
- Reading (FCAT2.0, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Students need consistent use of high-impact instructional strategies.
- There is a need for consistent utilization of classroom-based common assessments.
- Students require regular practice and feedback on FCAT-style questions.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

Targets Supported
- Reading (FCAT2.0, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Mathematics Lab
- Intensive Mathematics
- Intensive Reading

Targeted Barriers to Achieving the Goal
- Students are not performing on grade level and struggle with concepts below their grade level.
- Struggling readers have a negative affect toward reading.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher

Targets Supported
- Writing

Resources Available to Support the Goal
- Zone PD Support

Targeted Barriers to Achieving the Goal
- Writing standards in classes vary based on content-area.
- Writing expectations and state rubrics continue to change, forcing the teaching of grammar and conventions which have been taught minimally to focus on content accuracy.

Plan to Monitor Progress Toward the Goal

Monitor student progress of meeting FCAT writing expectations

Person or Persons Responsible
Teachers, Administration, Progress Monitor, and Guidance.

Target Dates or Schedule:
On-going for teachers, quarterly for progress monitor and administration

Evidence of Completion:
Writing rubrics, District writing assessments, Content Area Writing assessments, 2014 FCAT Writing 2.0.

G5. By the year 2014, there will be a reduction of five percentage points of suspensions from 25% in the 2012-13 school year to 20% or less in the 2013-14 school year.

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- Bullying Prevention Council.

- Positive Behavior Support.

- Challenege to Change/Safe Alternative to Out-Of-School Suspension (CTC/SATOSS) Counseling.

Targeted Barriers to Achieving the Goal

- Implementation of PBS is relatively new and requires training for awareness for students and staff.

- Emphasis on keeping students in classrooms, changing of philosophy on classroom interventions.

Plan to Monitor Progress Toward the Goal

Monitor referral and suspension data along with positive reward program participation

Person or Persons Responsible

Behavior Specialist, Administration, PBS Team

Target Dates or Schedule:

Monthly in meetings

Evidence of Completion:

Referral and suspension data & positive reward program participation.

G6. By 2014, 100% of students taking the Algebra and Geometry End-of-Course Exams will demonstrate proficiency.

Targets Supported

- Math (Middle School Acceleration)

- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- N/A

Plan to Monitor Progress Toward the Goal

Monitor benchmark test and mid-term assessments to determine proficiency of assessed benchmarks.

Person or Persons Responsible

Assistant Prinicpal, Math Teachers, Progress Monitor

Target Dates or Schedule:

Bi-quarterly for formative assessments and quarterly for benchmark assessments.

Evidence of Completion:

Formative assessments, Algebra I and Geometry EOC benchmark tests, and Algebra I and Geometry EOC midterms.

Action Plan for Improvement

Problem Solving Key

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

G1. By 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are demonstrating proficiency and a two percentage point increase for all student groups where 70% or more are demonstrating proficiency.

G1.B1 The iEngage Lesson Model is not consistently being implemented across all classrooms.

G1.B1.S1 Teacher curriculum writing committees have written content purpose, language purpose, and accountable team task across the curriculum to guide teachers. On-going professional development will be implemented to support teachers in implementing iEngage.

Action Step 1

Monitor iEngage Lesson implementation

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Observations, walk-throughs, and student output.

Facilitator:

Principal, Assistant Principal, and Select Teachers

Participants:

All teachers

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

Monitor Reading, Mathematics, and Science benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Science Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B1.S1

Monitor Reading, Mathematics, and Science benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Science Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G1.B2 The pacing of Instructional Focus Calendars (IFCs) vary between classrooms thereby producing diverse emphasis on certain outcome measures.

G1.B2.S1 IFCs have been refined by district committees with pariticpation from teachers at all schools. IFCs are also discussed and reviewed during PLC meetings while teachers attempt to align curriculum.

Action Step 1

Review, implement, collect data, and re-align IFCs as needed.

Person or Persons Responsible

Teachers, Principal, and Assistant Principal

Target Dates or Schedule

During weekly PLCs & discussions during post-observations (as needed).

Evidence of Completion

Formative & summative assessments, classroom observations and walk-throughs, & PLCs notes.

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

Monitor Reading, Mathematics, and Science benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Science Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B2.S1

Monitor Reading, Mathematics, and Science benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Science Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G1.B3 Students require regular practice and feedback on FCAT-style mathematics assessments.

G1.B3.S1 Students will participate in bi-quarterly formative assessments and district benchmark testing three times during the school year.

Action Step 1

Development of FCAT-style assessments for students to prepare for actual FCAT.

Person or Persons Responsible

Math Department

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Monitor Reading, Mathematics, and Science benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Science Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B3.S1

Monitor Reading, Mathematics, and Science benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Science Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G1.B4 Math curriculum implementation timeline is inconsistent and not fully aligned to district and state outcome measures.

G1.B4.S1 All teachers will follow the teacher-created, district Instructional Focus Calendars (IFCs).

Action Step 1

Provide access to IFCs for teachers and monitor teacher alignment to IFCs.

Person or Persons Responsible

Principal, Assistant Principal, Curicculum Coordinators.

Target Dates or Schedule

On-going.

Evidence of Completion

PLC notes & walk-through/observation data.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Monitor Reading, Mathematics, and Science benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Science Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B4.S1

Monitor Reading, Mathematics, and Science benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Science Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G1.B5 No formal assessment from 6th and 7th grade Science classes to accurately diagnose students' science curricular needs.

G1.B5.S1 Utilize district-created benchmark tests in order to monitor student progress toward science standards.

Action Step 1

Administer science benchmark tests quarterly for all students.

Person or Persons Responsible

Science teachers & testing coordinator.

Target Dates or Schedule

Administered Quarterly.

Evidence of Completion

Data enetered into IIS.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Monitor Reading, Mathematics, and Science benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Science Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Monitor Reading, Mathematics, and Science benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Science Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G2. By 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are demonstrating a learning gain & a two percentage point increase for all student groups where 70% or more are demonstrating a gain.

G2.B1 Students need consistent use of high-impact instructional strategies.

G2.B1.S1 Promote the effective use of the iEngage lesson model in classrooms throughout the school.

Action Step 1

Promote the effective use of the iEngage lesson model in classrooms throughout the school.

Person or Persons Responsible

Administration, Leadership Team, Curriculum Coordinators.

Target Dates or Schedule

On-going.

Evidence of Completion

Classroom walk-throughs & observations.

Facilitator:

Principal, Assistant Principal, & Curriculum Coordinators.

Participants:

All teachers.

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

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G2.B1.S1

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G2.B2 There is a need for consistent utilization of classroom-based common assessments.

G2.B2.S1 Have teachers using common formative assessments to determine the mastery level of students on reading and mathematics benchmarks.

Action Step 1

Have teachers using common formative assessments to determine the mastery level of students on reading and mathematics benchmarks.

Person or Persons Responsible

Curriculum Coordinators, Teachers, & Administration.

Target Dates or Schedule

Weekly in PLC meetings and bi-quarterly in formative assessments.

Evidence of Completion

Formative and Summative assessments through LEARN or otherwise.

Facilitator:

Curriculum Coordinators

Participants:

All teachers

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

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G2.B2.S1

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G2.B3 Students require regular practice and feedback on FCAT-style questions.

G2.B3.S1 Students will participate in progress monitoring testing three times annually with district benchmark tests and bi-quarterly through formative assessments.

Action Step 1

Development of FCAT-style assessments for students to prepare for actual FCAT.

Person or Persons Responsible

Math Department and LA Department

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

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

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G2.B3.S1

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G3. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G3.B1 Students are not performing on grade level and struggle with concepts below their grade level.

G3.B1.S1 Begin review of intensive reading programs including co-teaching for ESE and regular ed. teachers.

Action Step 1

Review intensive reading options and incorporate co-teaching for ESE students when applicable.

Person or Persons Responsible

Reading teachers, Curriculum Coordinators, ESE Liaison, & Administration

Target Dates or Schedule

On-going.

Evidence of Completion

FAIR testing, classroom assessments, IIS data checks, & FCAT Reading 2.0.

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

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G3.B1.S2 Use of highinterest literacy materials; alignment of text complexity to student level.

Action Step 1

Provide students with the opportunity to access high-interest materials to encourage reading and increase reading proficiency.

Person or Persons Responsible

Media Aide, Progress Monitor, LA Teachers, & Administration.

Target Dates or Schedule

On-going.

Evidence of Completion

Weekly classroom assessments, Fair testing, Formal and informal reading and fluency assessments.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B1.S2

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G3.B1.S3 Concentrate on geometry and algebraic thinking in Core Content classes.

Action Step 1

Focus mathematic thinking on concepts which will reinforce basic skills and help to build to grade-level standards.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Math benchmark assessments, formative and summative assessments.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G3.B1.S3

Monitor Reading and Mathematics benchmark data.

Person or Persons Responsible

Math Department, Reading Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G4. By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher

G4.B1 Writing standards in classes vary based on content-area.

G4.B1.S1 School-wide writing expectations and training to implement effective writing instruction across all curricula.

Action Step 1

Continute to assign content-area writing for students and provide meaningful feedback to meet state writing expecations.

Person or Persons Responsible

Teachers, School Leadership Team, Administrators, and Literacy Leadership Team.

Target Dates or Schedule

On-going with classroom assessments and quarterly with district benchmark writing assessments.

Evidence of Completion

Writing rubrics, District writing assessments, Content Area Writing assessments, 2014 FCAT Writing 2.0.

Facilitator:

Jennifer Mergos, Danielle Hunt, and Jennifer Hoffman.

Participants:

All faculty.

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

By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher.

Person or Persons Responsible

Core Subject Teachers, Progress Monitor, & Administration

Target Dates or Schedule

On-going checks for proficiency.

Evidence of Completion

Classroom writing assessments, district writing assessments, & writing rubrics.

Plan to Monitor Effectiveness of G4.B1.S1

By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher.

Person or Persons Responsible

Core Subject Teachers, Progress Monitor, & Administration.

Target Dates or Schedule

On-going checks for proficiency.

Evidence of Completion

Classroom writing assessments, district writing assessments, & writing rubrics.

G4.B2 Writing expectations and state rubrics continue to change, forcing the teaching of grammar and conventions which have been taught minimally to focus on content accuracy.

G4.B2.S1 School-wide writing expectations and training to implement effective writing instruction across all curricula.

Action Step 1

Continute to assign content-area writing for students and provide meaningful feedback to meet state writing expecations.

Person or Persons Responsible

Teachers, School Leadership Team, Administrators, and Literacy Leadership Team.

Target Dates or Schedule

On-going with classroom assessments and quarterly with district benchmark writing assessments.

Evidence of Completion

Writing rubrics, District writing assessments, Content Area Writing assessments, 2014 FCAT Writing 2.0.

Facilitator:

Jennifer Mergos, Danielle Hunt, and Jennifer Hoffman.

Participants:

All faculty.

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

By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher.

Person or Persons Responsible

Core Subject Teachers, Progress Monitor, & Administration.

Target Dates or Schedule

On-going checks for proficiency.

Evidence of Completion

Classroom writing assessments, district writing assessments, & writing rubrics.

Plan to Monitor Effectiveness of G4.B2.S1

By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher.

Person or Persons Responsible

Core Subject Teachers, Progress Monitor, & Administration.

Target Dates or Schedule

On-going checks for proficiency.

Evidence of Completion

Classroom writing assessments, district writing assessments, & writing rubrics.

G5. By the year 2014, there will be a reduction of five percentage points of suspensions from 25% in the 2012-13 school year to 20% or less in the 2013-14 school year.

G5.B1 Implementation of PBS is relatively new and requires training for awareness for students and staff.

G5.B1.S1 Proactively teach school-wide behavior expectations and highlight the benefits of the positive rewards for students to encourage meeting expectations and positively rewarding students rather than providing negative consequences.

Action Step 1

Continue to meet with PBS team and develop delieevery plans for behavior expectations and positve reward plans.

Person or Persons Responsible

Behavior Specialist, Administration, PBS Team

Target Dates or Schedule

Throughout the year, monthly meetings.

Evidence of Completion

Referral numbers, suspension percentages, participation in positive reward program.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Implementation of positive reward system

Person or Persons Responsible

PBS Team, All Teachers, & Administration

Target Dates or Schedule

Continuous implementation and teaching

Evidence of Completion

Referral/Suspension data & participation in positive reward system.

G6. By 2014, 100% of students taking the Algebra and Geometry End-of-Course Exams will demonstrate proficiency.

G6.B1 N/A

G6.B1.S1 Concentrate on geometry and algebraic thinking in core content classes. Algebra 1 is offered to 7th graders who scored high on FCAT and were recommended by their previous teacher. Geometry is offered to these students in 8th grade

Action Step 1

Design accurate and authentic assessments to identify students to place into accelerated math courses.

Person or Persons Responsible

Math Department/Curriculum Coordinators

Target Dates or Schedule

On-going.

Evidence of Completion

FCAT 2.0 results, Math placement assessment results, & teacher recommendations.

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

Monitor Algebra I and Geometry EOC benchmark data.

Person or Persons Responsible

Math Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of G6.B1.S1

Monitor Algebra I and Geometry EOC benchmark data.

Person or Persons Responsible

Math Department, Administration, & Progress Monitor.

Target Dates or Schedule

On-going, bi-quarterly through formative assessments, and quarterly through district benchmarks.

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds will be used to support the Professional Development of Teachers to enhance their ability to ensure that students reach their maximum level of prociency on the FCAT. Professional Development to support inclusion for exceptional students, as well as strengthening the ability of teachers to encorporate the iEngage Lesson Design with fidelity in the classrooms.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are demonstrating proficiency and a two percentage point increase for all student groups where 70% or more are demonstrating proficiency.

G1.B1 The iEngage Lesson Model is not consistently being implemented across all classrooms.

G1.B1.S1 Teacher curriculum writing committees have written content purpose, language purpose, and accountable team task across the curriculum to guide teachers. On-going professional development will be implemented to support teachers in implementing iEngage.

PD Opportunity 1

Monitor iEngage Lesson implementation

Facilitator

Principal, Assistant Principal, and Select Teachers

Participants

All teachers

Target Dates or Schedule

On-going

Evidence of Completion

Observations, walk-throughs, and student output.

G2. By 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are demonstrating a learning gain & a two percentage point increase for all student groups where 70% or more are demonstrating a gain.

G2.B1 Students need consistent use of high-impact instructional strategies.

G2.B1.S1 Promote the effective use of the iEngage lesson model in classrooms throughout the school.

PD Opportunity 1

Promote the effective use of the iEngage lesson model in classrooms throughout the school.

Facilitator

Principal, Assistant Principal, & Curriculum Coordinators.

Participants

All teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

Classroom walk-throughs & observations.

G2.B2 There is a need for consistent utilization of classroom-based common assessments.

G2.B2.S1 Have teachers using common formative assessments to determine the mastery level of students on reading and mathematics benchmarks.

PD Opportunity 1

Have teachers using common formative assessments to determine the mastery level of students on reading and mathematics benchmarks.

Facilitator

Curriculum Coordinators

Participants

All teachers

Target Dates or Schedule

Weekly in PLC meetings and bi-quarterly in formative assessments.

Evidence of Completion

Formative and Summative assessments through LEARN or otherwise.

G4. By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher

G4.B1 Writing standards in classes vary based on content-area.

G4.B1.S1 School-wide writing expectations and training to implement effective writing instruction across all curricula.

PD Opportunity 1

Continute to assign content-area writing for students and provide meaningful feedback to meet state writing expecations.

Facilitator

Jennifer Mergos, Danielle Hunt, and Jennifer Hoffman.

Participants

All faculty.

Target Dates or Schedule

On-going with classroom assessments and quarterly with district benchmark writing assessments.

Evidence of Completion

Writing rubrics, District writing assessments, Content Area Writing assessments, 2014 FCAT Writing 2.0.

G4.B2 Writing expectations and state rubrics continue to change, forcing the teaching of grammar and conventions which have been taught minimally to focus on content accuracy.

G4.B2.S1 School-wide writing expectations and training to implement effective writing instruction across all curricula.

PD Opportunity 1

Continute to assign content-area writing for students and provide meaningful feedback to meet state writing expecations.

Facilitator

Jennifer Mergos, Danielle Hunt, and Jennifer Hoffman.

Participants

All faculty.

Target Dates or Schedule

On-going with classroom assessments and quarterly with district benchmark writing assessments.

Evidence of Completion

Writing rubrics, District writing assessments, Content Area Writing assessments, 2014 FCAT Writing 2.0.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	By the year 2014, there will be a reduction of five percentage points of suspensions from 25% in the 2012-13 school year to 20% or less in the 2013-14 school year.	$500
	Total	$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Donations		$500	$500
Total		$500	$500

Budget Details

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

G5. By the year 2014, there will be a reduction of five percentage points of suspensions from 25% in the 2012-13 school year to 20% or less in the 2013-14 school year.

G5.B1 Implementation of PBS is relatively new and requires training for awareness for students and staff.

G5.B1.S1 Proactively teach school-wide behavior expectations and highlight the benefits of the positive rewards for students to encourage meeting expectations and positively rewarding students rather than providing negative consequences.

Action Step 1

Continue to meet with PBS team and develop delievery plans for behavior expectations and positve reward plans.

Resource Type

Evidence-Based Program

Resource

Positive reward items

Funding Source

Donations

Amount Needed

$500