2013-2014 SCHOOL IMPROVEMENT PLAN

Sarasota Middle School

4826 ASHTON RD
Sarasota, FL 34233
941-361-6464
www.sarasotacountyschools.net/sarasotamiddle

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	31%

Alternative/ESE Center	Charter School	Minority Rate
No	No	23%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	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
Sarasota Middle School

Principal
Karen Rose

School Advisory Council chair
Jane Beattie and Susan Brown

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

Name	Title
Karen Rose	Principal
Mark Gilliland	Assistant Principal
Melanie Taylor	Assistant Principal
Deb Houston	LA Curriculum Leader
Kyle Blough	LA Curriculum Leader
Whitney Davis	LA Curriculum Leader
Beth Rogers	LA Curriculum Leader
Karla Sams	LA Curriculum Leader
Jackie Lundquist	MA Curriculum Leader
Mark Frisina	MA Curriculum Leader
Danny Lunt	MA Curriculum Leader
Mark Mudrock	MA Curriculum Leader
Terri Reisz	SC Curriculum Leader
Sue Guiffrida	SC Curriculum Leader
Nicole Machenheimer	SC Curriculum Leader
Tracy Prince	SS Curriculum Leader
Ashley Morrison	SS Curriculum Leader

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

Karen Rose - Principal
Jane Beattie - Co-Chair (parent)
Susan Brown - Co-chair (parent)
Marianne Ferrier - Member (parent)
Carolyn Braun - Member (community member)
Randy Miller - Member (community menber)
Nickie Wolf - Member (community member)
Deb Houston - Member (teacher)
Judi Robson - Member (ESOL Liaison/teacher)
Debbie Shults - Member (Intervention Specialist/teacher)
Marti Watson - Member (Guidance Counselor/teacher)
Anne Frisina - Member (classified employee)
Gabriel Aponte - Member (student)
Jordan Harting - Member (student)

Involvement of the SAC in the development of the SIP

Provide input; review and approve final document.

Activities of the SAC for the upcoming school year

SAC provides a means for the school to reach out to the larger community it serves. It supports family events and functions. It sponsors drives to increase parent involvement. It assists in the anaylzing of the school climate survey. It provides oversight to the school budget and the development of the School Improvement Plan. It also provides outreach to potential business partners.

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

There are no School Improvement Funds

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators
3

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

Administrator Information:

Karen Rose

Principal	Years as Administrator: 13	Years at Current School: 6

Credentials	BA-Psychology, Youngstown State Univ.; Masters of Special Education, Univ. of South Florida; Professional Educators Certificate:Educational Leadership K-12
Performance Record	Principal Sarasota Middle School 2006-2013; Grade: A, 80% High Standards in Math, 79% High Standards in Reading, 69% High Standards in Science, 84% High Standards in Writing

Mark Gilliland

Asst Principal	Years as Administrator: 16	Years at Current School: 3

Credentials	BA-History, Florida State Univ.; Masters Educational Leadership, Nova Southwestern; Professional Certificates: School Principal K-12, Social Studies 6-12
Performance Record	Assistant Principal: Sarasota Middle School 2011-2013; Oak Park South 2009-2011; North Port High School 2006-2009; Booker High School 1998-2006

Melanie Taylor

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

Credentials	BS-Civil Engineering, Univ. of Wisconsin, MBA - Rice University, Professional Educators Certificate: Educational Leadership K-12
Performance Record	Assistant Principal: McIntosh Middle School 2011-2013

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Judi Robson		
Part-time / School-based	Years as Coach: 18	Years at Current School: 31

Areas	Reading/Literacy, Other
Credentials	BA - Elementary Education, Univ. of South Florida; MA - Educational Curriculum, National-Louis Univ.; Certificates - ESOL, Reading, English K-9, Social Studies 5-9
Performance Record	Sarasota Middle School - Grade: A, 80% High Standards in Math, 79% High Standards in Reading, 69% High Standards in Science, 84% High Standards in Writing

Classroom Teachers

# of classroom teachers
81

 # receiving effective rating or higher
81, 100%

 # Highly Qualified Teachers
99%

 # certified in-field
72, 89%

 # ESOL endorsed
17, 21%

 # reading endorsed
9, 11%

 # with advanced degrees
56, 69%

 # National Board Certified
4, 5%

 # first-year teachers
10, 12%

 # with 1-5 years of experience
23, 28%

 # with 6-14 years of experience
22, 27%

 # with 15 or more years of experience
36, 44%

Education Paraprofessionals

# of paraprofessionals
7

Highly Qualified
7, 100%

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

School administration is reponsible for assuring that our Instructional staff is provided collaborative support through regularly scheduled Professional Learning Community (PLC) meetings and ongoing professional development. Inexperienced teachers are provided mentoring support at the school and professional development support through the district Professional Development department.

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

Judi Robson is paired with Alicia Horton (a first year teacher). Ms. Robson provides strong content based skills, instructional lesson design support and on-going mentoring through both formal and informal weekly meetings. Support is also provided by school administration and district staff.

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 iEngage instructional model encourages the identification of students with learning deficits and the provision of differentiated instruction to meet individual and small group needs. Every teacher is trained in this instructional model.
Teachers bring students of concern to the School Wide Support Team (SWST) - Guidance Counselors, School Social Worker, Truancy worker, School Psychologist and school administrators - for support, needs analysis, monitoring facilitation and possible disability identification and programming of services.

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

Karen Rose - Principal - School wide leader of MTSS/RTI
School wide Instructional Staff - identify students in need, implement and monitor interventions, provide feedback and recommendations
Melanie Taylor - Assistant Principal - PBS Chair
Mark Gilliland - Assistant Principal

Carolyn Dorr/Michelle Burrell - ESE Liaisons - Monitors/reviews/identifies students with IEP needs; work with instructional personnel and students in need
Marti Watson/Shelley Burke - Guidance Counselors - monitor/review/identify 504 needs; work with instructional personnel and students in need
Jim Camelo - School Social Worker - liaison with families to provide services as needed

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

-Monthly Administrative team meetings
-Monthly School-wide leadership team meetings
-Monthly faculty meetings
-Weekly SWST meetings
-Monitoring of weekly PLC meetings
-Monitoring discipline referrals
-Progress monitoring of FAIR testing, math and science benchmark testing, FOCUS testing, practice writing prompts and math fluency progress monitoring
-Tracking/monitoring of At Risk students

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

-FAIR testing
-FOCUS testing
-Math Benchmark testing
-Science Benchmark testing
-Math Fluency testing
-Practice writing prompts
-Attendance records
-Discipline records
-FCAT results
-EOC results

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

Weekly meetings of the School Wide Support Team (SWST) to identify, provide support and track students in need of extended services.
Monthly discussion of MTSS/RTI-PBS issues at School-wide Leadership meetings.

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:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Karen Rose	Principal
Melanie Taylor	Assistant Principal
Mark Gilliland	Assistant Principal
Deb Houston	6th Grade LA Curriculum Leader
Kyle Blough	7th Grade LA Curriculum Leader
Whitney Davis	8th Grade LA Curriculum Leader
Beth Rogers	Multigrade LA Curriculum Leader
Karla Sams	Schoolwide Reading Curriculum Leader

How the school-based LLT functions

Curriculum is discussed and planned on an ongoing basis through monthly and weekly meetings. Decisions regarding scheduling, grade level curriculum, school wide strategies, assessment results and countywide initiatives are developed. Successful implementation is achieved through the grade level curriculum leaders working on a weekly basis within their PLC groups.

Major initiatives of the LLT

Effective implementation of school wide instructional strategies: iEngage (Gradual Release) instructional model, WOW vocabulary development, Cornell Notes, Frayer Model vocabulary, Reciprocal Teaching, Active Vocabulary Word Walls, Excellence in Writing, FOCUS testing, development and use of common assessments, and regular data analysis to inform instruction.

Every Teacher Contributes to Reading Instruction

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

All teachers are reading teachers. They participate in school wide instructional strategies including WOW vocabulary building, reading anticipation guides, Cornell notetaking strategies, vocabulary comprehension strategies and the IEngage (Gradual Release) Instructional model.

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

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

Identifying relevancy is a key element of the iEngage (Gradual Release) Instructional model implemented school wide. Teachers and students are on Academic teams that encourage and allow teachers to plan interdiscliplinary units. Weekly PLC meetings faciliate the integration of strategies and lessons across teams.

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

8th Grade students all participate in career and academic planning. They create their own portfolio containing potential careers, their research on those careers, their interest survey results and identified career clusters. They do further research to identify recommended course selections for their chosen areas of interest. High Guidance Counselors present to 8th Graders each year. Students are offered choices for courses of study and electives in high school. Our Guidance Counselors provide guidance to assist students in their choices and then the High School Guidance Counselors meet individually with each student to finalize their course of high school study.

Strategies for improving student readiness for the public postsecondary level

-Increased rigor across disciplines
-Increased enrollment in acceleration classes (Algebra and Geometry)
-Increased connections across disciplines and interdisciplinary units of study
-Increased awareness of the relationship of current learning to college and careers

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	83%	79%	No	85%
American Indian				
Asian	93%	85%	No	94%
Black/African American	67%	43%	No	70%
Hispanic	78%	72%	No	81%
White	84%	82%	No	86%
English language learners	70%	17%	No	73%
Students with disabilities	56%	31%	No	60%
Economically disadvantaged	75%	70%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	340	28%	30%
Students scoring at or above Achievement Level 4	616	51%	53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	905	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	226	75%	79%

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)	19	76%	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)	12	48%	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	340	84%	86%
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	84%	80%	No	86%
American Indian				
Asian	93%	90%	No	94%
Black/African American	54%	45%	No	59%
Hispanic	78%	74%	No	80%
White	86%	81%	No	87%
English language learners	63%		No	66%
Students with disabilities	58%	31%	No	63%
Economically disadvantaged	74%	69%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	300	25%	26%
Students scoring at or above Achievement Level 4	655	55%	56%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	997	83%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	204	68%	72%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	187	16%	17%
Middle school performance on high school EOC and industry certifications	187	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		1%
Students scoring at or above Achievement Level 4	163	99%	99%

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	22	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	126	31%	33%
Students scoring at or above Achievement Level 4	158	38%	40%

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)	24		26
Participation in STEM-related experiences provided for students	820	67%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	748	63%	63%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* 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

Elementary School Indicators

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

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	248	21%	20%
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	70	6%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	53	4%	4%

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

Parents attend Back to School afternoons, Open House, Music concerts, athletic events, National Junior Honor Society events, Literacy Night events, promotion ceremonies and parent conferences. Additionally we have a very active PTSO that raises money to support school functions, organizes Renaissance recognition events and provides volunteers.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Total Number of Parent Volunteers	80	7%	8%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Students will increase their Reading percent proficiency from 79 to 85. They will raise their percent showing learning gains from 75 to 77. The lowest quartile will increase the percentage demonstrating learning gains from 75 to 79.

G2. Students will increase their Math percent proficiency from 80% to 86%. The percent of student making learning gains will increase from 83% to 85%. Lowest quartile students will increase the percent making learning gains from 68 to 72.

G3. Students will increase their percent proficiency in Science from 69% to 73%.

G4. Students will increase their writing proficiency from 84% to 86%.

Goals Detail

G1. Students will increase their Reading percent proficiency from 79 to 85. They will raise their percent showing learning gains from 75 to 77. The lowest quartile will increase the percentage demonstrating learning gains from 75 to 79.

Targets Supported

Resources Available to Support the Goal
- All classroom teachers, administrators, paraprofessionals and support staff are critical resources. Additionally, district resources are available for staff training and support.

Targeted Barriers to Achieving the Goal
- Students present with reading deficits, particularly in the areas of non-fiction, informational text.
- Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.
- Instructional staff need regularly scheduled opportunities to share ideas and successful instructional strategies with each other.

Plan to Monitor Progress Toward the Goal

Classroom formative and summative assessments. Focus and FAIR testing. Progress monitoring of FCAT Level 1 and 2 students, not only in their reading and Language Arts class, but across their curriculum.

Person or Persons Responsible
Administration, support staff and teachers.

Target Dates or Schedule:
Progress will be monitored on a continual basis.

Evidence of Completion:
2014 FCAT results.

G2. Students will increase their Math percent proficiency from 80% to 86%. The percent of student making learning gains will increase from 83% to 85%. Lowest quartile students will increase the percent making learning gains from 68 to 72.

Targets Supported

Resources Available to Support the Goal

- All teachers, administrators,paraprofessionals and support staff are critical resources. Additionally, district level training resources and support are available.

Targeted Barriers to Achieving the Goal

- Students present with math fluency deficits which are impediments to mastering the grade level curriculum.

- Students need to see how math experts think and work through math problems

- Teachers need regularly scheduled opportunities to collaborate and to share ideas and successful instructional strategies with each other.

Plan to Monitor Progress Toward the Goal

Math fluency tests, formative and summative assessments, and Math Benchmark assessments.

Person or Persons Responsible

Math teachers, Aim teachers, Math Fluency teachers, Intervention Specialist, and Administrators.

Target Dates or Schedule:

Ongoing and continually.

Evidence of Completion:

Results of math fluency tests, classroom assessments, and FCAT 2.0 2014.

G3. Students will increase their percent proficiency in Science from 69% to 73%.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Class room teachers, mentors, coaches, district level curriculum specialist, administrators and support staff. Tech Active classrooms.

Targeted Barriers to Achieving the Goal

- Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding.

Plan to Monitor Progress Toward the Goal

Classroom formative and summative assessments, Science Benchmark testing results and Science FCAT 2..0 2014

Person or Persons Responsible
Science teachers and administrators.

Target Dates or Schedule:
Ongoing and continual.

Evidence of Completion:
End of year Science FCAT 2.0 results.

G4. Students will increase their writing proficiency from 84% to 86%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Classroom teachers, administrators, support staff, coaches and district personnel.

Targeted Barriers to Achieving the Goal
- Students need practice and reinforcement of good writing strategies.

Plan to Monitor Progress Toward the Goal

Classroom formative and summative assessments.

Person or Persons Responsible
Classroom teachers, coaches, mentors and administration.

Target Dates or Schedule:
Ongoing and continual.

Evidence of Completion:
Results of practice writing prompts.

Action Plan for Improvement

Problem Solving Key

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

G1. Students will increase their Reading percent proficiency from 79 to 85. They will raise their percent showing learning gains from 75 to 77. The lowest quartile will increase the percentage demonstrating learning gains from 75 to 79.

G1.B1 Students present with reading deficits, particularly in the areas of non-fiction, informational text.

G1.B1.S1 Level 1 and Level 2 Reading FCAT students will participate in either an Intensive Reading class or receive direct instruction on reading from a CAR-PD certified teacher. All teachers will emphasis reading and comprehension in their content areas. There will be an increased emphasis on informational text and the eliciting of evidence to support comprehension.

Action Step 1

Increased reading in the content areas. Increased reading of informational text and the use of textual evidence to demonstrate comprehension.

Person or Persons Responsible

All teachers, administrators, and support staff.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Classroom observations.

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

Observation of classroom instruction to include reading in the content area and informational text.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Improved reading scores.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom observations, formative and summative classroom assessments, FAIR and Focus results.

Person or Persons Responsible

Classroom teachers, Administrators and support staff.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

FAIR and Focus results; FCAT 2.0 2014 Reading scores.

G1.B2 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

G1.B2.S1 Teachers will implement the iEngage (Gradual Release) Instructional model. They will implement Cornell Note Taking strategies, Reciprocal Teaching methods, Anticipation Guides, and the Frayer Model of vocabulary comprehension. Teachers will actively utilize Word Walls to emphasis current, content specific vocabulary.

Action Step 1

Training, review and reinforcement of the instructional strategies.

Person or Persons Responsible

Classroom teachers, administrators, district personnel, and support staff.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Classroom observation of teaching strategies.

Facilitator:

Administrators, coaches, district personnel.

Participants:

Classroom teachers, administrators, district personnel, and support staff.

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

Classroom observation of instruction.

Person or Persons Responsible

Administrators, mentors and coaches.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Fidelity of use of instructional strategies in each classroom.

Plan to Monitor Effectiveness of G1.B2.S1

Formative and summative classroom assessments, Focus and FAIR results.

Person or Persons Responsible

Classroom teachers, administration, and support staff.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Results of summative classroom assessments, student grades, Focus and FAIR results and FCAT 2.0 2014 Reading results.

G1.B3 Instructional staff need regularly scheduled opportunities to share ideas and successful instructional strategies with each other.

G1.B3.S1 Administration and Master Scheduler will develop a schedule that provides for weekly grade level, content specific PLC meetings.

Action Step 1

Develop Master Schedule that facilitates weekly, grade level, content specific PLC meetings.

Person or Persons Responsible

Administrators and Master Scheduler.

Target Dates or Schedule

Summer 2013

Evidence of Completion

Completed Master Schedule.

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

Verify Master Schedule and planning times.

Person or Persons Responsible

Administration

Target Dates or Schedule

Prior to beginning of school year.

Evidence of Completion

Finished Master Schedule

Plan to Monitor Effectiveness of G1.B3.S1

Verify use of weekly PLC planning time.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing.

Evidence of Completion

Observation of productive PLC meeting and review of minutes.

G1.B3.S2 Teachers will schedule and fully utilize collaborative planning time to share ideas and successful instructional strategies.

Action Step 1

Establish and utilize weekly collaborative planning time.

Person or Persons Responsible

Curriculum Coordinators and teachers.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Observation of meetings and classroom implementation of identified strategies.

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Participate and observe weekly PLC meetings.

Person or Persons Responsible

Administrators.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Productive use of collaborative meeting time and implementation of shared strategies.

Plan to Monitor Effectiveness of G1.B3.S2

Effective implementation of high impact instructional strategies and interventions.

Person or Persons Responsible

Administrators, teachers and support staff.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Classroom observation and student learning gains as evidenced by assessment results.

G2. Students will increase their Math percent proficiency from 80% to 86%. The percent of student making learning gains will increase from 83% to 85%. Lowest quartile students will increase the percent making learning gains from 68 to 72.

G2.B1 Students present with math fluency deficits which are impediments to mastering the grade level curriculum.

G2.B1.S1 Teachers will regularly monitor their students math fluency levels. They will implement in class interventions to address any deficits. Academic Intervention and Mentoring (AIM) and Math Fluency classes will be established to provide additional fluency support and strategies for deficits that go beyond what can be addressed in the classroom.

Action Step 1

Progress monitor math fluency, identify specific needs, and develop interventions.

Person or Persons Responsible

Math teachers, AIM and Math Fluency teachers, Intervention Specialist and Administration.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Math fluency test results and FCAT 2014.

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

Progress monitoring of math fluency.

Person or Persons Responsible

Math teachers, AIM teachers, Math Fluency teachers, Intervention Specialist, Administration

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Results of math fluency test, classroom assessments and FCAT 2.0 2014.

Plan to Monitor Effectiveness of G2.B1.S1

Progress monitoring of math fluency.

Person or Persons Responsible

Math teachers, AIM teachers, Math Fluency teachers, Intervention Specialist and Administrators.

Target Dates or Schedule

Ongoing and continually.

Evidence of Completion

Results of math fluency test, classroom assessments and FCAT 2.0 2014.

G2.B2 Students need to see how math experts think and work through math problems

G2.B2.S1 Math teachers will fully implement the iEngage (Gradual Release) Instructional Model. This includes the identification and articulation of clear content and vocabulary purposes each day, the implementation of a collaborative student team task and the guided instruction necessary for successful student completion, and opportunities for students to demonstrate independent content mastery.

Action Step 1

Training, reinforcement and implementation of the iEngage Instructional model.

Person or Persons Responsible

Math teachers, administrators, mentors and district personnel.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Observation of classroom instruction implementing the iEngage Instructional Model.

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

Fidelity of implementation of iEngage Instructional Model.

Person or Persons Responsible

Math teachers and administrators.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Classroom observation of instruction.

Plan to Monitor Effectiveness of G2.B2.S1

Formative and summative assessments of content understanding and mastery.

Person or Persons Responsible

Math teachers, Intervention Specialist, and Administrators.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Classroom observation, student grades and FCAT 2.0 2014.

G2.B3 Teachers need regularly scheduled opportunities to collaborate and to share ideas and successful instructional strategies with each other.

G2.B3.S1 Administration will develop a Master Schedule that allows for weekly content and grade level specific PLC meetings. Teachers will utilize this time to collaborate and share successful instructional strategies.

Action Step 1

Develop Master Schedule that allows for content and grade level weekly PLC meetings.

Person or Persons Responsible

Administrators and scheduler.

Target Dates or Schedule

Summer 2013.

Evidence of Completion

Finished Master Schedule.

Action Step 2

Establish and utilize regularly schedule collaborative meeting times.

Person or Persons Responsible

Curriculum Coordinators and content teachers.

Target Dates or Schedule

Beginning of school year and continuing throughout the year.

Evidence of Completion

Observation of PLC's. Minutes of PLC meetings. Observation of classroom implementation of identified strategies.

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

Participate and observe regular PLC meetings.

Person or Persons Responsible

Administration and classroom teachers.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Observation and implementation of productive PLC meetings.

Plan to Monitor Effectiveness of G2.B3.S1

Productive PLC meetings and implementation of identified strategies.

Person or Persons Responsible

Administration and classroom teachers.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Observation of PLC meetings.

G3. Students will increase their percent proficiency in Science from 69% to 73%.

G3.B1 Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding.

G3.B1.S1 Science teachers will fully implement the iEngage instructional model. They will increase their use of science, informational text and routinely engage their students in Accountable Team Tasks.

Action Step 1

Train, review and reinforce the use of the iEngage Instructional Model.

Person or Persons Responsible

Science teachers and administrators.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Classroom observations.

Facilitator:

Administrators, Lead teachers, coaches and district personnel.

Participants:

Science teachers and administrators.

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

Observation of classroom instructional strategies.

Person or Persons Responsible

Administrators.

Target Dates or Schedule

Ongoing continual.

Evidence of Completion

Successful and consistent implementation of the iEngage Instructional Model. Increased FCAT Science proficiency scores.

Plan to Monitor Effectiveness of G3.B1.S1

Formative and summative classroom assessments, Science Benchmark assessments and FCAT results

Person or Persons Responsible

Science teachers and administrators.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Increased proficiency on FCAT 2.0 Science in 2014 .

G3.B1.S2 Science teachers will optimize the utilization to their TechActive classrooms (if applicable). Thereby creating relevancy and engagement with the content.

Action Step 1

Attend training for LanSchool and TI-nSpire. Collaborate with other TEchActive teachers to optimize utilization of assets.

Person or Persons Responsible

TechActive classroom Science teachers, district personnel, administrators and support staff.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Increased effective utilization of all components of the TechActive classroom.Admi

Facilitator:

Administrators, Lead Teachers, District personnel and outside trainers.

Participants:

TechActive classroom Science teachers, district personnel, administrators and support staff.

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

Classroom observations of effective utilization.

Person or Persons Responsible

Administrators.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Classroom teacher ability to fluidly use the technology in the TechActive classroom.

Plan to Monitor Effectiveness of G3.B1.S2

Classroom observations and student engagement.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Rigor and relevance in the Science classroom. Increased Science FACT 2.0 2014 proficiency levels.

G4. Students will increase their writing proficiency from 84% to 86%.

G4.B1 Students need practice and reinforcement of good writing strategies.

G4.B1.S1 Teachers will use the iEngage Instructional Model to model the essential elements of good writing. Guided instruction will be utilized to help students fully implement these elements into their writing.

Action Step 1

Train, review and reinforce the key elements of good writing.

Person or Persons Responsible

Classroom teachers, coaches and administrators.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Effective teaching of writing.

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

Classroom implementation of iEngage.

Person or Persons Responsible

Administrators.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Effective implementation of classroom teaching strategies.

Plan to Monitor Effectiveness of G4.B1.S1

Student scores on four different practice writing prompts.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Increased student awareness of what good writing looks like. Improved writing scores.

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

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. Students will increase their Reading percent proficiency from 79 to 85. They will raise their percent showing learning gains from 75 to 77. The lowest quartile will increase the percentage demonstrating learning gains from 75 to 79.

G1.B2 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

G1.B2.S1 Teachers will implement the iEngage (Gradual Release) Instructional model. They will implement Cornell Note Taking strategies, Reciprocal Teaching methods, Anticipation Guides, and the Frayer Model of vocabulary comprehension. Teachers will actively utilize Word Walls to emphasis current, content specific vocabulary.

PD Opportunity 1

Training, review and reinforcement of the instructional strategies.

Facilitator

Administrators, coaches, district personnel.

Participants

Classroom teachers, administrators, district personnel, and support staff.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Classroom observation of teaching strategies.

G3. Students will increase their percent proficiency in Science from 69% to 73%.

G3.B1 Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding.

G3.B1.S1 Science teachers will fully implement the iEngage instructional model. They will increase their use of science, informational text and routinely engage their students in Accountable Team Tasks.

PD Opportunity 1

Train, review and reinforce the use of the iEngage Instructional Model.

Facilitator

Administrators, Lead teachers, coaches and district personnel.

Participants

Science teachers and administrators.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Classroom observations.

G3.B1.S2 Science teachers will optimize the utilization to their TechActive classrooms (if applicable). Thereby creating relevancy and engagement with the content.

PD Opportunity 1

Attend training for LanSchool and TI-nSpire. Collaborate with other TEchActive teachers to optimize utilization of assets.

Facilitator

Administrators, Lead Teachers, District personnel and outside trainers.

Participants

TechActive classroom Science teachers, district personnel, administrators and support staff.

Target Dates or Schedule

Ongoing and continual.

Evidence of Completion

Increased effective utilization of all components of the TechActive classroom.Admi

Appendix 2: Budget to Support School Improvement Goals