



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Stuart Middle School
575 SE GEORGIA AVE
Stuart, FL 34994
772-219-1685
sms.sbmc.org

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 38%
Alternative/ESE Center No	Charter School No	Minority Rate 28%

School Grades History

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

Stuart Middle School

Principal

Sigrid George

School Advisory Council chair

Kathleen Cannon & Deeann Cox

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

Name	Title
Celeste Nugent	Eighth Grade Team Leader
Simone Flood	Seventh Grade Team Leader
Kelly Dawedeit	Sixth Grade Team Leader
Paul Chasse	Related Arts Team Leader
Mikal Cruse	Intervention Problem Solver(IPS)
Maryann King	Intervention Problem Solver
Dyron Curry	Guidance Counselor-Boys
Rebecca Hartman	Guidance Counselor-Girls

District-Level Information

District

Martin

Superintendent

Mrs. Laurie Gaylord

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC is composed of the Principal and an appropriately balanced number of teachers, parents, students, support staff, business & community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

SAC assists in the review of the school improvement plan and the progress of the plan.

Activities of the SAC for the upcoming school year

SAC meets monthly. The Council reviews performance and progress monitoring data. SAC members also monitor and review SIP implementation including how funding is used, as well as participate in the development of the school climate survey.

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

Staff Development related to Common Core Implementation and Student achievement.
Positive Behavior/Intervention Support Incentives and Programs directly related to student achievement.

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

To the best of our ability we are in compliance. Our greatest barrier is to find individuals of minority ethnicity who will volunteer their time to participate along with that is the challenge to find students and parents as well as community members who can do the same.

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:

Sigrid George

Principal

Years as Administrator: 31

Years at Current School: 44

Credentials

School Principal, Social Science, Middle Grades

Performance Record

13 years A School Recognition; AYP met 2008;

Martha Moon

Asst Principal

Years as Administrator: 9

Years at Current School: 24

Credentials

MS Ed in Leadership, BS Ed in Spanish and English, Endorsement in ELL, Middle Grades

Performance Record

All nine years - A-School Recognition, AYP met 2008

Gregory Hendricks		
Asst Principal	Years as Administrator: 8	Years at Current School: 14
Credentials	MS ED Leadership, Middle Grades Social Studies, BS Business Management	
Performance Record	Greg returns to us as of March, 2013, as Assistant Principal in charge of Transportation, Facilities, and Behavior/Discipline. He was science and social studies teacher at SMS prior to leaving to become Athletic Director at Martin County HS in the interim years..	

Instructional Coaches

of instructional coaches
2

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

Instructional Coach Information:

Diane McMurry		
Part-time / District-based	Years as Coach: 0	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	MA in Ed. Leadership; BA in English; Certification in English 6-12; ELL K-12; Reading Endorsement	
Performance Record	First year as Coach	

Michael Bonevento		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	RtI/MTSS	
Credentials	ED.S in School Psychology, MA in Psychology, BS Psychology; Certified Trainer PBIS	
Performance Record	New to District and to our school	

Classroom Teachers

of classroom teachers
66

receiving effective rating or higher
66, 100%

Highly Qualified Teachers

85%

certified in-field

56, 85%

ESOL endorsed

15, 23%

reading endorsed

5, 8%

with advanced degrees

32, 48%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

12, 18%

with 6-14 years of experience

23, 35%

with 15 or more years of experience

30, 45%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

Stuart Middle School's Principal has a 44 year reputation of administering a strong, rigorous middle school program staffed with teachers whose longevity and expertise is known and appreciated in the community. Many teachers have told us upon interviewing that they have waited for the opportunity to teach in our school.

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

Each year that a new teacher begins at Stuart Middle, a mentor is assigned to the teacher. That mentor is a same or similar subject/grade peer as well as geographically located in close proximity. In addition, personality and other deciding factors may be included in the assigning of a mentor to a teacher who is new to our campus. Being assigned a mentor is primarily to orient the new teacher to campus culture and policies.

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

Teachers meet in grade level teams to identify students who may need interventions. The teachers start to collect data and do a GAP Analysis to determine if the problem is a Core issue or a student problem. If it is a Core issue, teachers will collaborate with members of the MTSS Leadership/Core Team to strengthen the Core. If it is a student problem, teachers will record the data on a district form #194 Summary of Concern, identifying the problem and the strategies or interventions which to date have been implemented. The Intervention Problem Solver (IPS) will convene a meeting of the MTSS Team to analyze the data collected by teachers, graphed, and analyzed by Guidance, IPS, and teachers. The Problem Solving/MTSS Team meets twice monthly. It also meets as needed for emergency/crisis situations of concern. The Core MTSS meets at least two times a year to evaluate school wide data and reports data to staff as a whole at least twice annually.

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

The MTSS Leadership/Core Team meets as detailed above to review school wide data related to academics, behaviors, and attendance.

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

Guidance Counselors are accountable to administration for attendance records and response strategies. Principal and Assistant Principal for Curriculum are responsible for Academic monitoring of student progress. Assistant Principal for Discipline, Guidance Counselors, ISPs, and MTSS members are responsible for the fidelity of the behavior intervention process with 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

FLRtI:B, TERMS, Pinnacle as well as paper files (both behavior folders and cumulative records) are the systems accessed to analyze data to monitor the effectiveness of the core, supplemental, and intensive supports in all areas of student academic progress and engagement.

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

Primary team members make presentations of supportive systems to School Advisory Council and Parent-Teacher-Student Association related to the systems in place for support within specific areas. Student Cumulative Records and Individual Behavior/Education Plans are reviewed. Information is organized using spreadsheets, grids, and graphs to visually represent and review when appropriate with appropriate stakeholders.

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:

Due to budget constraints, the only extension of our school day is to provide supervision before school for students to do homework and reading in the media center from 7:45 to 8:45 AM. Several teachers also use the media center to tutor students on occasional afternoons.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Attendance logs are maintained by the media assistant.

Who is responsible for monitoring implementation of this strategy?

Several teachers volunteer hours of collaborative planning after hours and during weekends to improve instruction and increase engagement of students.

Literacy Leadership Team (LLT)

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

Name	Title
Diane McMurry	Literacy Coach
Lisa Cryderman	English/Language Arts
Lynn Winn	English/Language Arts
Barbara Creager	Business Skills
Marnie Ayers	ESE Support Facilitator
Michelle Piasecki	English/Language Arts
Becky Hartman	Guidance Counselor

How the school-based LLT functions

The LLT functions as the leadership team for incorporating common core standards and literacy strategies into the curriculum. The team will provide guidance to staff member in writing lesson plans, demonstrating new lesson strategies and encouraging interdisciplinary planning. Strategies will focus on presenting grade appropriate complex texts, incorporating purposeful close reading and using text based evidence to support student answers.

The LLT will focus on data provided by 2012-13 Reading FCAT scores and 2013 Benchmark Test 1 data to determine the unique areas of opportunity for each sub-group, with an emphasis on Black/African American students and Students with Disabilities, as these groups present the largest disparity from actual performance to the target.

In addition, the team will evaluate student baseline writing results and recommend specific writing strategies that will address identified areas of weakness.

Major initiatives of the LLT

The major initiative of the LLT is the implementation of Common Core Standards. Included within this goal is extending literacy standards into the content areas. This is a major initiative because full implementation of CCS is required by the 2014-15 school year. It is expected that by the end of the 2013-14 school year, each department will have "unpacked" the Common Core standards and will be prepared to meet the expectations of Common Core.

Every Teacher Contributes to Reading Instruction

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

Collaborative teams have been established by a Master Schedule created by the Principal so that teachers can work with their interdisciplinary teams to plan instruction across content areas encouraging rigor and relevance and increasing student engagement.

Each teacher in the school will show evidence in lesson plans, assessments, and/or student artifacts of using strategies to enhance their student's ability to read and comprehend content-related texts. To help content-area and resource teachers, the Literacy Coach will survey all teachers to identify areas for development with literacy strategies. The Literacy Coach will then provide Professional Development that demonstrates the use of literacy strategies in each content area via email, department meetings and early release training.

Teachers will be encouraged to pursue Content-Area Reading Professional Development and Reading Endorsement classes when offered.

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

NA

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

Interdisciplinary units with real world applications help students realize the relevance of their work and why the rigor is so important.

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

Academic and career planning are infused into most courses throughout. Special programs of Career Choices, CAPE Information Technology, and Business Applications bring the topic to the forefront.

Strategies for improving student readiness for the public postsecondary level

Articulation between middle schools and high schools have been a strength because we are a small county and meet regularly as Principals, Coaches, and Counselors.

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	75%	70%	No	78%
American Indian				
Asian		73%		
Black/African American	44%	38%	No	50%
Hispanic	63%	61%	No	67%
White	81%	77%	No	83%
English language learners	33%	30%	No	39%
Students with disabilities	47%	39%	No	52%
Economically disadvantaged	64%	51%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	254	30%	32%
Students scoring at or above Achievement Level 4	355	40%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	17	85%	85%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	682	73%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	76	70%	72%

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)	25	84%	86%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	47%	49%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		20%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	200	65%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	71%	66%	No	74%
American Indian				
Asian		82%		
Black/African American	46%	30%	No	51%
Hispanic	59%	53%	No	63%
White	76%	73%	No	78%
English language learners	37%	41%	Yes	43%
Students with disabilities	41%	37%	No	47%
Economically disadvantaged	58%	47%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	283	36%	38%
Students scoring at or above Achievement Level 4	298	30%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	55%	58%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	635	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	71	59%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	99	100%	100%
Middle school performance on high school EOC and industry certifications	99	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Achievement Level 4	62	89%	90%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	28	100%	100%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	23%	25%
Students scoring at or above Achievement Level 4	87	28%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		25%
Students scoring at or above Level 7	[data excluded for privacy reasons]		15%

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)	60		100
Participation in STEM-related experiences provided for students	900	90%	95%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	38	4%	6%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	38	4%	6%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	38	100%	100%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	1	10%	11%
CTE teachers holding appropriate industry certifications	1	1%	2%

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	184	19%	15%
Students who fail a mathematics course	5	0%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	3	0%	0%
Students who receive two or more behavior referrals	236	25%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	187	20%	15%

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

Primary parental involvement targets are in Parent, Teacher, Student Association and School Advisory Council. These organizations offer opportunities for parents to volunteer time, understand the workings of the school culture and know better the policies and procedures of the School Improvement Process. At SMS, parents also participate in fun and fundraising projects that support financially the Positive Behavior Intervention/Support ROAR Rewards initiatives. The ROAR Card Economy System is the basis for students being able to earn rewards and to redeem those ROAR cards in a variety of ways. This allows SMS to continue to give incentives for students who meet or exceed published School Wide Expectations. Parents also volunteer at Book Fair, Jag Fest, as well as Band, Chorus, and Drama Events. We are always looking for ways to encourage parent involvement with their students in the middle school years.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase representation of minority parents in SAC & PTSA	6	28%	30%
Encourage opportunities for parent involvement as their students mature and become more independent. Currently, parents volunteer in newsletter, bookfair, Jagfest, Music/Drama programs	14	100%	100%

Goals Summary

- G1.** Increase the amount of Math instruction 94 minutes with a teacher of record and a full time support facilitator during the blocked intensive sessions daily. Close the gaps between students who struggle with math and those who are finding success.
- G2.** Increase students engagement during instructional delivery through the use of interdisciplinary lessons/units crossing all content areas within collaborative/communicative mini groups within grade teams.
- G3.** Encourage rigor and relevance in lesson activity planning within Common Core State Standards; increasing reading of non-fiction text and citing references from text in writing for argumentation and defense of position.

Goals Detail

G1. Increase the amount of Math instruction 94 minutes with a teacher of record and a full time support facilitator during the blocked intensive sessions daily. Close the gaps between students who struggle with math and those who are finding success.

Targets Supported

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

Resources Available to Support the Goal

- The main resource needed was an individual with experience in intensive math who would work in a co-teaching type model to collaborate with a general education math teacher to increase rigor and make relevant math instruction to historically lower performing students in the bottom quartile. New strategies are being attempted and resources are being sought from grants.
- Purchase the program V Math for use by intensive math students to increase motivation and engagement within the blocked class cycle of small group activities and instruction.

Targeted Barriers to Achieving the Goal

- The only barrier is student motivation or lack thereof now that the sought after personnel is in place and the team of teachers are working well.

Plan to Monitor Progress Toward the Goal

Lesson Plans of Diversified instruction and evidence of progress monitoring with Performance Matters by the two teachers involved in the Intensive Math Blocked Program

Person or Persons Responsible

Assistant Principal M. Moon

Target Dates or Schedule:

At Interims and Quarterly

Evidence of Completion:

Satisfactory progress of all students to a 70% grade.

G2. Increase students engagement during instructional delivery through the use of interdisciplinary lessons/ units crossing all content areas within collaborative/communicative mini groups within grade teams.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- CTE
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Teachers who are already operating at a high level of engagement and who are excited about Common Core Summer Institutes are already planning at a preliminary level and brainstorming opportunities as well as sharing resources in the forms of websites and lesson planning resources.

Targeted Barriers to Achieving the Goal

- Prior barrier noted was the lack of common planning time. That barrier has been eliminated by the Principal's creation of a master schedule in which most have the opportunity to plan within their collaborative/communicative mini-group. Encouragement and the preparation to implement Common Core Standards and practices is spurring the development of interdisciplinary discussions and collaboration.

Plan to Monitor Progress Toward the Goal

Interdisciplinary lessons/units of study planned by CC mini-group leaders.

Person or Persons Responsible

Grade Team Leaders as well as CCSS Department Leaders.

Target Dates or Schedule:

Every other week opposite Grade Team Leader Meetings.

Evidence of Completion:

Agenda & Minutes of planning, Units, lessons, activities and strategies and artifacts that support the goal.

G3. Encourage rigor and relevance in lesson activity planning within Common Core State Standards; increasing reading of non-fiction text and citing references from text in writing for argumentation and defense of position.

Targets Supported

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

Resources Available to Support the Goal

- By establishing collaborative mini groups within grade teams, a vehicle for interdisciplinary lesson planning is in place. Teachers are eager to develop lessons that cross content areas and thereby add relevance for students.

Targeted Barriers to Achieving the Goal

- The only barrier is time and a teacher's resistance to change. The goal is to encourage participation among all mini groups which represent English/Language Arts, Math, Science and Social Studies with some groups including Music and Art in their lessons.

Plan to Monitor Progress Toward the Goal

Agenda and Minutes of meetings submitted to the above mentioned as they occur..

Person or Persons Responsible

Administrators, Literacy Coach, MTSS Coach, Collaborative mini-group leaders, Grade Team Leaders as well as CCSS Department Leaders.

Target Dates or Schedule:

Every other week opposite Grade Team Leader Meetings

Evidence of Completion:

Units, lessons, activities and strategies that support the goal toward the Target.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the amount of Math instruction 94 minutes with a teacher of record and a full time support facilitator during the blocked intensive sessions daily. Close the gaps between students who struggle with math and those who are finding success.

G1.B1 The only barrier is student motivation or lack thereof now that the sought after personnel is in place and the team of teachers are working well.

G1.B1.S1 V-Math program is being sought as well as developing a center and small group approach to math instruction.

Action Step 1

Diversified Instruction in a 94 minute block for Math. with implementation of V Math a research based interactive computer based program.

Person or Persons Responsible

Two teachers-one gen. ed and one special ed to team together with centers and small group/large group instruction augmented by computer-based interactive math instruction.

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, artifacts of student work and assessments.

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

Daily diversified instruction in centers and small group rotation and large group instruction

Person or Persons Responsible

Evaluator for the two teachers

Target Dates or Schedule

Interim and quarterly reporting periods with classroom observations interspersed

Evidence of Completion

Lesson plans, artifacts of student work, improvement on assessments-benchmark and teacher made.

Plan to Monitor Effectiveness of G1.B1.S1

Student improvement in the Bottom Quartile in Math as well as monitoring the progress of all students in math skills

Person or Persons Responsible

Teachers of Math students, Assistant Principal for Curriculum and Principal

Target Dates or Schedule

At interims, report cards and between benchmark test 1 and 2

Evidence of Completion

Improvement verified by the difference between BMT 1(baseline) and BMT 2.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase students engagement during instructional delivery through the use of interdisciplinary lessons/ units crossing all content areas within collaborative/communicative mini groups within grade teams.

G2.B1 Prior barrier noted was the lack of common planning time. That barrier has been eliminated by the Principal's creation of a master schedule in which most have the opportunity to plan within their collaborative/communicative mini-group. Encouragement and the preparation to implement Common Core Standards and practices is spurring the development of interdisciplinary discussions and collaboration.

G2.B1.S1 Master schedule was altered to eliminate barrier and to provide for common planning time.

Action Step 1

Interdisciplinary planning and collaboration to increase relevance and increase student engagement.

Person or Persons Responsible

Grade teams are subdivided into collaborative & communicative groups for closer monitoring of effective strategies related to content planning and related to behavior interventions. Monitoring will done by teams, leadership team, MTSS team, literacy coach, and administrators/guidance/IPS coaches.

Target Dates or Schedule

Quarterly as well as at interim reporting period.

Evidence of Completion

Agenda, minutes of meetings to collaborate and lesson/unit plans

Facilitator:

Literacy Coach and Assistant Principal for Curriculum

Participants:

Core Subject teachers who are willing to collaborate with other subject peers to create interdisciplinary components into lessons/units of study increasing relevance for students.

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

Interdisciplinary planning and collaboration/communication related to content as well as behavior of students

Person or Persons Responsible

Administrators, MTSS Team specialists, IPS/Guidance Counselors

Target Dates or Schedule

Interim and Quarterly at marking period reporting.

Evidence of Completion

Units of study in lesson planning and evidence of improvement among students who formerly were students of concern in FLRtl:B database.

Plan to Monitor Effectiveness of G2.B1.S1

Agenda & Minutes of planning sessions submitted to evaluators and to team leaders and CC Group Lead Teachers

Person or Persons Responsible

Team Leaders, Collaborative/Communicative(CC) Group Lead Teachers, Literacy Coach and Administrators

Target Dates or Schedule

Quarterly at beginning of second, third, and fourth nine weeks.

Evidence of Completion

Artifacts of interdisciplinary lessons taught within the above mentioned period.

G3. Encourage rigor and relevance in lesson activity planning within Common Core State Standards; increasing reading of non-fiction text and citing references from text in writing for argumentation and defense of position.

G3.B1 The only barrier is time and a teacher's resistance to change. The goal is to encourage participation among all mini groups which represent English/Language Arts, Math, Science and Social Studies with some groups including Music and Art in their lessons.

G3.B1.S1 Continue to Unwrap the CCState Standards that increase rigor and relevance to encourage student engagement tying CCSS to Marzano strategies and best educational practices as we move toward full implementation next year.

Action Step 1

Before school Unwrapping meetings will occur with two groups: ELA & Social Studies on Mondays and Math & Science on Wednesday. These meetings occur opposite the weeks that Team Leaders meet with the Leadership Team and then with their respective grade teams. Simultaneously, Collaborative & Communicative Mini-Groups meet weekly among themselves to apply new common core strategies and standards as they build interdisciplinary units.

Person or Persons Responsible

All Core Subject Teachers

Target Dates or Schedule

Bi Weekly on Mondays and Wednesdays.

Evidence of Completion

Facilitator:

AP Marty Moon, CCSS trained teachers including Lisa Criderman, Kelly Dawedeit, Shannon Mason, Alec McIntyre, Jean Brown, Kathleen Cannon and LLC Diane McMurry

Participants:

All Core Subject teachers as well as related arts teachers who wish to receive credit.

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

Unwrapped standards and lessons planned as the year progresses in all core subject areas.

Person or Persons Responsible

Project Managers for CCSS who have been trained in Unwrapping standards

Target Dates or Schedule

At the end of marking period 2,3 & 4.

Evidence of Completion

Lesson plans, artifacts, observations in the classroom and documented in iobservation.

Plan to Monitor Effectiveness of G3.B1.S1

Shifts in more implementation of CCSS in the classroom observations.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Both semesters-marking period 2,3, & 4.

Evidence of Completion

Shifts in planning toward interdisciplinary units/lessons as well as the deepening of rigor in assignments toward CCSS full implementation.

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

School Improvement funds are used for Supplemental Academic Instruction such as MyACCESS-Interactive Writing Assistance through Vantage Learning for 6 months and to assist teachers in attending trainings to enhance instruction.

While most of the federal and state programs do not apply to Stuart Middle School, we do provide information and services to our eligible families under the McKinney-Vento Homeless Education Act. Information is provided by our guidance and student services professionals as well as our support staff who often are the first to recognize that a need is evident. Informational literature and counseling is available for our students and for their parents also in applying for Public Assistance Benefits Online through Access Florida at www.myflorida.com/accessflorida.

Violence Prevention programs include: Anti-Bullying initiative counseling through Dyron Curry; PEACE for Kids Classes also by Mr. Curry. The school website posts a 118 anonymous call site which reports bullying to administrators email. All reports of harassment or bullying substantiated or unsubstantiated are reported to the Martin County School District and to the state of Florida at year end.

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.

G2. Increase students engagement during instructional delivery through the use of interdisciplinary lessons/units crossing all content areas within collaborative/communicative mini groups within grade teams.

G2.B1 Prior barrier noted was the lack of common planning time. That barrier has been eliminated by the Principal's creation of a master schedule in which most have the opportunity to plan within their collaborative/communicative mini-group. Encouragement and the preparation to implement Common Core Standards and practices is spurring the development of interdisciplinary discussions and collaboration.

G2.B1.S1 Master schedule was altered to eliminate barrier and to provide for common planning time.

PD Opportunity 1

Interdisciplinary planning and collaboration to increase relevance and increase student engagement.

Facilitator

Literacy Coach and Assistant Principal for Curriculum

Participants

Core Subject teachers who are willing to collaborate with other subject peers to create interdisciplinary components into lessons/units of study increasing relevance for students.

Target Dates or Schedule

Quarterly as well as at interim reporting period.

Evidence of Completion

Agenda, minutes of meetings to collaborate and lesson/unit plans

G3. Encourage rigor and relevance in lesson activity planning within Common Core State Standards; increasing reading of non-fiction text and citing references from text in writing for argumentation and defense of position.

G3.B1 The only barrier is time and a teacher's resistance to change. The goal is to encourage participation among all mini groups which represent English/Language Arts, Math, Science and Social Studies with some groups including Music and Art in their lessons.

G3.B1.S1 Continue to Unwrap the CCState Standards that increase rigor and relevance to encourage student engagement tying CCSS to Marzano strategies and best educational practices as we move toward full implementation next year.

PD Opportunity 1

Before school Unwrapping meetings will occur with two groups: ELA & Social Studies on Mondays and Math & Science on Wednesday. These meetings occur opposite the weeks that Team Leaders meet with the Leadership Team and then with their respective grade teams. Simultaneously, Collaborative & Communicative Mini-Groups meet weekly among themselves to apply new common core strategies and standards as they build interdisciplinary units.

Facilitator

AP Marty Moon, CCSS trained teachers including Lisa Criderman, Kelly Dawedeit, Shannon Mason, Alec McIntyre, Jean Brown, Kathleen Cannon and LLC Diane McMurry

Participants

All Core Subject teachers as well as related arts teachers who wish to receive credit.

Target Dates or Schedule

Bi Weekly on Mondays and Wednesdays.

Evidence of Completion

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Having raised \$1020 from "Fund a Project" with the Education Foundation of Martin County, we lack just \$220 to complete the purchase for this resource. As of Friday, October 4, 2013, SMS SAC voted to fund the remainder of the cost of the V MATH purchase.	\$0	\$0
Total	\$0	\$0

Budget Details

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

G1. Increase the amount of Math instruction 94 minutes with a teacher of record and a full time support facilitator during the blocked intensive sessions daily. Close the gaps between students who struggle with math and those who are finding success.

G1.B1 The only barrier is student motivation or lack thereof now that the sought after personnel is in place and the team of teachers are working well.

G1.B1.S1 V-Math program is being sought as well as developing a center and small group approach to math instruction.

Action Step 1

Diversified Instruction in a 94 minute block for Math. with implementation of V Math a research based interactive computer based program.

Resource Type

Evidence-Based Program

Resource

VMath Live by Cambium Learning Group and Voyager Learning is a fun and motivating digital math program for students in grades 2-8. The game-oriented, online program reinforces classroom instruction and provides extra practice in essential math concepts, skills, and problem-solving strategies. Playful origami avatars motivate students as they go through the activities and a virtual tutor helps when further explanation is needed.

Funding Source

Having raised \$1020 from "Fund a Project" with the Education Foundation of Martin County, we lack just \$220 to complete the purchase for this resource. As of Friday, October 4, 2013, SMS SAC voted to fund the remainder of the cost of the V MATH purchase.

Amount Needed

\$0