



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Indiantown Middle School

16303 SW FARM RD

Indiantown, FL 34956

772-597-2146

ims.sbmc.org

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 93%

School Grades History

2013-14 C	2012-13 B	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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	29
Part III: Coordination and Integration	47
Appendix 1: Professional Development Plan to Support Goals	48
Appendix 2: Budget to Support Goals	53

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

Indiantown Middle School

Principal

Jeffrey Raimann

School Advisory Council chair

Michelle Garcia

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

Name	Title
Jeffrey Raimann	Principal
Dr. Wachera Ragland	Assistant Principal
Michael McLeod	Assistant Principal
Rose Rynca	Intervention
June Walsh	Literacy Coach
Pam Peterson-Daly	Math Teacher/School Leader
Marnie Reed	Math Teacher/School Leader
Jacqueline Scott	LA Teacher/School Leader
Michael Smith	SS Teacher/School Leader
Michelle Garcia	Science/SS Teacher/School Leader

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 majority of the members of the School Advisory Council shall be persons who are not employed by the school district. The SAC shall should be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Certain members are elected by their peers, while business and community members are appointed, and the principal automatically serves. Only students in secondary schools serve on a SAC.

The membership titles include a SAC Chair (and Co-Chair), Treasurer, and Secretary. After hosting our first membership meeting of the year on 9/25, we needed to adjust the membership to reflect that the percentage of non-employees, outnumbers the employees. Prior to our next meeting, we will be in compliance on this issue.

Involvement of the SAC in the development of the SIP

The initial draft of the SIP is developed by the administration and members of the instructional staff. The goals and plans are based upon the analyzing of school data and targeting specific areas for growth. The draft is then shared with our SAC members for their review and input. The final plan for submission is submitted based upon the input of all parties mentioned. To make this an on-going process and to allow for input, progress monitoring of BM Data will be shared at SAC meetings, as a measuring device of the effectiveness of our plan.

Activities of the SAC for the upcoming school year

The School Advisory Council is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan (SIP). The SAC assists in the annual preparation and evaluation of both the SIP and the school's annual budget.

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

School improvement funds shall be discussed at the first meeting of the year, with the primary focus being that these dollars are tied directly to learning, whether it be our adults (via PD) or instructional resources for teachers/students. The current budget for School Improvement is 6,011.83 (as of 10.3.13).

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:

Jeffrey Raimann

Principal	Years as Administrator: 8	Years at Current School: 8
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Credentials

Degrees- B.S, M.S, Ed.S
 Certifications- Guidance and Counseling PreK-12, Ed. Leadership K-12, School Principal K-12

Performance Record

2013 Grade B
 Rdg= 48 Math 60%
 Rdg25= 68% Math25=57%

2012 Grade A
 Rdg= 44% Math= 63%
 Rdg25 = 71% Math25= 65%

2011 Grade=A
 Rdg=66% Math=77%
 Rdg25=68% Math25=70%
 AYP=No 74%

2010 Grade=A
 Rdg=70% Math=79%
 Rdg25=69% Math25=82%
 AYP=No 92%

2009 Grade=A
 Rdg=56% Math=67%
 Rdg25=78% Math25=72%
 AYP=No 85%

Dr. Wachera Ragland

Asst Principal	Years as Administrator: 7	Years at Current School: 0
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Credentials

Degrees- B.S in Biology, M.S in Science Education & Curriculum and Instruction, Ed. D in Educational Leadership/Administration
 Certifications- Biology 6-12, Ed. Leadership K-12

Performance Record

2013 Grade B
 Rdg= 48 Math 60%
 Rdg25= 68% Math25=57%

2012 Grade A
 Rdg= 69% Math= 67%

of classroom teachers

35

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

35, 100%

ESOL endorsed

18, 51%

reading endorsed

15, 43%

with advanced degrees

15, 43%

National Board Certified

0, 0%

first-year teachers

1, 3%

with 1-5 years of experience

7, 20%

with 6-14 years of experience

18, 51%

with 15 or more years of experience

8, 23%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

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

Review resumes/NOVUS to find Highly Qualified teachers who have experience with Title I students/schools.

Provide professional development opportunities specific to the needs of IMS teachers to enhance each teacher's experience at IMS (retention strategy).

Conduct Climate Survey and other surveys to determine the needs of staff.

Western Zone Supplements continue to play a role in recruitment and retention for teachers at IMS.

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

Teachers new to Indiantown Middle School is assigned a mentor based on content area and specific experience with school programs and technology. School Administrators play a critical role in providing individualized Professional Development related to teacher pedagogy and online programs/databases.

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 MTSS core team meets once each week to review student data. The basic functions of the team are to ensure interventions are being implemented with fidelity; teachers have the support necessary to implement the interventions and collect accurate data and to meet the individual needs of the students. The team's function is to monitor the effectiveness of core instruction.

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

Members of the MTSS core team provide input on the school improvement plan, as Response To Intervention is a critical element in the success of students that are struggling with academics or behavior. Much like the way students are at the center of a MTSS discussion, the development and implementation of the SIP is based upon analyzing data from last year and making predictions regarding the current school year (looking at historical data in Performance Matters, along with daily formative assessment). By conducting weekly meetings, the MTSS core team is constantly monitoring our plan.

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

During our pre-school teacher training days the previous year, the MTSS/RTI Coach, along with the School Psychologist conducted an over-view of MTSS to our staff. This year on-going PD will take place each Wednesday, during grade-level team meetings in which both the MTSS Core Team will be present. Each meeting lasts nearly 45 minutes and is attended by teachers of those students discussed, guidance, school psychologist and administration.

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

Martin County uses an integrated data collection/assessment system to inform decisions at each tier of service delivery:

1. PMRN - FAIR data, SRI, Read 180, System 44
2. Performance Matters - Benchmark, FCAT
3. Pinnacle - Behavior data and attendance rates
4. Excel for charting student responses to intervention
5. RTI:B

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

When MTSS meetings are held the process of referral to team, data collection options and interventions are discussed. A plan of action as well as follow-up procedures are designed. Parents are invited to attend and provide input and assistance with all students plans.

It is this MTSS core team approach with the intention of providing strategies and assistance to address student need and follow through that will build school wide capacity.

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: Summer Program

Minutes added to school year:

In recognizing a glaring achievement gap in the area of Science, IMS will be prepared to launch a Science Academy beginning in June 2013. Upon securing Title One funding to run this program, a two-three week program, targeting students transitioning from 4th to 5th grade will be developed.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

To determine the effectiveness of this strategy, baseline data will be collected utilizing a benchmark assessment at the start of the academy. While a post assessment will also be given, the true measure will be when we begin to see end of year FCAT Science Scores, in which the past two years the 5th grade has earned 25% & 30% proficiency scores. It is our goal to get a jump start on the Science curriculum, prior to the start of the school year.

Who is responsible for monitoring implementation of this strategy?

Administration and the Science teachers will be responsible for monitoring the effect of this strategy.

Strategy: Extended Day for All Students**Minutes added to school year:**

Funding has been secured to provide an extended-day via tutoring in our after school program. The tutoring will offered in the areas of Reading, Science, and Mathematics. Beginning in October and lasting through March, all students will have an opportunity to stay up to 2 days a week for additional instruction.

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?

Based upon an analysis of our first benchmark scores, teachers shall target specific areas of deficiency and attempt to remediate these areas via the additional instructional time. When the second benchmark assessment is conducted, we will monitor the data to see what progress has been made and what areas continue to be addressed.

Who is responsible for monitoring implementation of this strategy?

It will be the responsibility of Administration, the Literacy Coach and the content areas teachers to monitor the effect of this strategy.

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

Name	Title
Jeffrey Raimann	Principal
Dr. Wachera Ragland	Assistant Principal
June Walsh	Literacy Coach
Elizabeth Fagley	8th Grade LA/Reading Teacher
Jenifer Kabis	7th Grade LA Teacher
Marnie Reed	6th Grade Math Teacher
Wilma Terpening	5th Grade Math Teacher

How the school-based LLT functions

The LLT will share leadership in development and implementation of goals and objectives for incorporating Literacy with all content areas. The team defines a vision and then devises a plan, implements it and then evaluates the plan's success, much like an action plan. Meetings will be held monthly for one hour and will be facilitated by our Literacy Coach or Curriculum AP.

Major initiatives of the LLT

The team will continue to facilitate school wide literacy initiatives and oversee the implementation of the school Writing Plan. The main objective is to determine what our students needs are individually and personalize those needs through a diversity of interventions that will enhance literacy for each child. The

LLT will be meeting once a month to discuss: Curriculum, IB - MYP/Assessment, data, types of interventions being used in different grade levels, possible needs, new ideas, Literacy efforts, share ideas for Parent information night, and plans for a Literacy Night.

Every Teacher Contributes to Reading Instruction

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

Helping students think about and comprehend what they read ties directly into IMS's status as an International Baccalaureate School. As an International Baccalaureate School, IMS focuses on the following areas:

1. An inquiry-based approach that fosters students' ability to think critically and to construct knowledge through the use of holistic contexts and integrated subjects.
2. The engagement of students in social and collaborative interactions that promote their abilities to communicate in a wide range of communicative media.
3. Self-monitoring and higher-order thinking enhanced through systematic student reflection activities. These instructional components are embedded in all courses and are implemented daily as they comprise a large portion of the day by day instructional format.
4. All teachers are required to keep a writing folder for each student for each class period. Writing folders contain evidence of student's engaging in the reading process and student responses to informational text prompts.

The International Baccalaureate program offers site and on-line training to teachers in all curricular areas. This training will help the teachers coordinate reading and math instruction with content area teachers.

In addition, the Literacy Coach will work with math, related arts, and content area teachers to incorporate reading strategies into lessons. The Instructional Focus calendars for Social Studies and Science will reference reading benchmarks/standards where appropriate.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The addition of our Career Academy has played a significant role in this area. Students in the Medical Sciences Academy follow an intensive three-year high school preparatory program which emphasizes science, mathematics, and language skills and will prepare them to be highly competitive in the medical field. The program is designed to encourage and prepare students for entry into high school medical programs or related fields of study.

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

As a part of the middle school journey, we have added a "Career Planning" component to the required 8th Grade US History course. The teacher leads every student through the "Bridges" on-line career planning assessment. Students are able to identify careers that align with their interests and then discover the pathways needed to reach their goals. The students find this to be beneficial as they register for high school courses and truly begin to plan for their future, making the connections to the coursework and the careers.

Strategies for improving student readiness for the public postsecondary level

As we have learned with the implementation of Common Core State Standards, it's essential that our students are being exposed to a more in-depth curriculum, which challenges students to apply "real-world problem solving skills" into their daily practice. On-going professional development aimed at preparing our teachers for this shift in instruction/student learning is the primary strategy in meeting this area.

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	57%	48%	No	61%
American Indian				
Asian				
Black/African American	49%	55%	Yes	54%
Hispanic	56%	44%	No	60%
White	84%	71%	No	86%
English language learners	52%	44%	No	57%
Students with disabilities	34%	12%	No	41%
Economically disadvantaged	57%	48%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		34%	39%
Students scoring at or above Achievement Level 4		15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	19%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	91%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	258	69%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	39	68%	73%

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)	98	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	81	38%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	85	40%	45%

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	48	43%	68%
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	67%	54%	No	70%
American Indian				
Asian				
Black/African American	54%	40%	No	59%
Hispanic	69%	55%	No	72%
White	73%	58%	No	75%
English language learners	63%	44%	No	67%
Students with disabilities	40%	24%	No	46%
Economically disadvantaged	67%	54%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	54%	59%
Students scoring at or above Achievement Level 4	59	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	207	47%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	52	12%	17%
Middle school performance on high school EOC and industry certifications	52	12%	17%

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>		38%
Students scoring at or above Achievement Level 4	31	82%	53%

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>		10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		90%

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	23	20%	30%
Students scoring at or above Achievement Level 4	10	9%	14%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	13%	28%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	0	0%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	24	21%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	1	100%	100%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

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

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	3	1%	
Students who fail two or more courses in any subject	1	0%	
Students who receive two or more behavior referrals	67	14%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	33	7%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We will continue to target parental engagement opportunities through workshops and curriculum nights. While working in collaboration with the Parent Resource Center, we saw a major boost in improving advocacy and engagement for our IMS parents. This year, we want to bring a focus to the implementation of Common Core State Standards, along with a more in-depth understanding of the Middle Years Programme (IB). We will utilize the automated calling system (AlertNow) to assist in our efforts in making sure parents are aware of the opportunities we will be providing. An emphasis on Writing and Science will be targeted, as specific areas of school improvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Career Assessment	73	18%	25%
Scholarship Opportunities	61	15%	25%
Career and Technical Education	97	24%	30%

Goals Summary

- G1.** Increase the percent of students demonstrating proficiency in the area of writing (3.5 or higher) by 20% (48% to 68%).
- G2.** 100% of students will increase their understanding of concepts in all content areas by attending an additional class session provided within the Encore Schedule.
- G3.** Student proficiency in the area of Math for all subgroups and categories will increase by 5% (54% to 59%).
- G4.** Increase the percentage of students demonstrating proficiency in the area of science by 10% (26% to 36%) for all subgroups grade levels (5/8) and categories.
- G5.** Increase the percentage of students demonstrating proficiency (level 3) by 5% (48% to 53%) for all subgroups and categories.

Goals Detail

G1. Increase the percent of students demonstrating proficiency in the area of writing (3.5 or higher) by 20% (48% to 68%).

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, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Defined STEM
- Literacy TA
- Scholastic

Targeted Barriers to Achieving the Goal

- Limited understanding of effective literacy instructional strategies.
- Limited opportunities for students to receive feedback on writing
- Lack of integration of literacy within all content areas

Plan to Monitor Progress Toward the Goal

Student progress will be monitored through the common assessment that will be given three times per school year. In addition, all teachers are expected to have students engage in minimum of one writing activity each week.

Person or Persons Responsible

Administration, Literacy Coach, Teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

student writing folders, journals, assessment results

G2. 100% of students will increase their understanding of concepts in all content areas by attending an additional class session provided within the Encore Schedule.

Targets Supported

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

Resources Available to Support the Goal

- I Can Learn
- Defined STEM
- CPALMS
- Inquiry Work with Dr. Chew
- Read 180
- Study Island

Targeted Barriers to Achieving the Goal

- Some students will not have an Encore Class due to Level 1 Reading status

Plan to Monitor Progress Toward the Goal

Student and teacher feedback will be used to monitor the progress toward the goal. In addition, assessment results (Benchmark test, formative/summative) will be used to determine student concept attainment.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

assessment results, student/teacher feedback

G3. Student proficiency in the area of Math for all subgroups and categories will increase by 5% (54% to 59%).

Targets Supported

Resources Available to Support the Goal

- Brainpop
- DynaMath
- I Can Learn
- Scholastic

Targeted Barriers to Achieving the Goal

- Blending Common Core Standards and NGSSS
- Incorporating Literacy standards in the content area

Plan to Monitor Progress Toward the Goal

Progress monitoring will occur through benchmark, summative, and formative assessment results. Lesson plans will show the blending of both CCSS and NGSSS.

Person or Persons Responsible

Math Teachers/ Administration

Target Dates or Schedule:

Biweekly- lesson plans Twice a year- benchmark assessments Formative/summative assessments- ongoing

Evidence of Completion:

Analyzed data, lesson plans

G4. Increase the percentage of students demonstrating proficiency in the area of science by 10% (26% to 36%) for all subgroups grade levels (5/8) and categories.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Defined STEM
- Resources from Inquiry Training
- Brainpop
- Scholastic

Targeted Barriers to Achieving the Goal

- Incorporating Literacy standards in science instruction

Plan to Monitor Progress Toward the Goal

Progress monitoring will occur through benchmarks, common writing, summative, and formative assessments. Lesson plans will show the incorporation of literacy standards.

Person or Persons Responsible

Science Teachers/Administration

Target Dates or Schedule:

Biweekly-lesson plans Twice a year- benchmark assessments Writing assessment- 3 times per year
Summative/Formative assessment- ongoing

Evidence of Completion:

Results from assessments, lesson plans

G5. Increase the percentage of students demonstrating proficiency (level 3) by 5% (48% to 53%) for all subgroups and categories.

Targets Supported

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

Resources Available to Support the Goal

- Read 180
- Expert 21
- System 44
- Study Island
- After school tutoring/supplies
- Scholastic

Targeted Barriers to Achieving the Goal

- Non-reading content teachers find difficulty implementing reading strategies in the classroom
- Establishing and communicating clear Learning Goals and Scales/Rubrics
- Authentic Student Engagement

Plan to Monitor Progress Toward the Goal

Analyze benchmark test, teacher developed test, common assessments and FCAT results.

Person or Persons Responsible

Administration, Teachers, Coaches

Target Dates or Schedule:

ongoing

Evidence of Completion:

meeting notes, sign-in rosters, evaluations, analyzed data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percent of students demonstrating proficiency in the area of writing (3.5 or higher) by 20% (48% to 68%).

G1.B1 Limited understanding of effective literacy instructional strategies.

G1.B1.S1 Provide training in effective literacy strategies for all subject areas.

Action Step 1

Teachers will be provided training in effective writing strategies/activities and student evidence supporting the writing process

Person or Persons Responsible

Administration/Literacy Coach

Target Dates or Schedule

ongoing

Evidence of Completion

sign-in rosters, PD evaluations, identified strategies, student evidence

Facilitator:

Literacy Coach/ Administration

Participants:

All Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Limited opportunities for students to receive feedback on writing

G1.B2.S1 Students will be administered a common writing assessment three times per year and receive written and verbal feedback

Action Step 1

Create a common writing assessment for each grade level.

Person or Persons Responsible

Administration/Writing Team

Target Dates or Schedule

September 2013

Evidence of Completion

Writing prompts created for each grade level

Action Step 2

Administer a common writing assessment to each grade level 3 times per school year

Person or Persons Responsible

Administration/Literacy Coach/Teachers

Target Dates or Schedule

September 2013, February/May 2014

Evidence of Completion

assessment calendar, Writing Plan

Action Step 3

Score writing responses, providing written and verbal feedback

Person or Persons Responsible

Literacy Coach, Teachers

Target Dates or Schedule

after the conclusion of each assessment

Evidence of Completion

Writing samples, data chat forms, student writing folders

Facilitator:

Literacy Coach/Lead Teachers

Participants:

Content Area Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Lack of integration of literacy within all content areas

G1.B3.S1 Teachers will work collaboratively to plan lessons that integrate literacy across content areas.

Action Step 1

Provide time for teachers to plan lessons that integrate Literacy across content areas

Person or Persons Responsible

All Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, observations, meeting notes

Action Step 2

Incorporate activities/literacy tasks from Defined STEM when developing lessons

Person or Persons Responsible

All Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, teacher observations, Defined STEM usage reports

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

Lesson plans will be monitored, administration/literacy coach will assist in facilitating collaborative team meetings, frequent classroom walk-through will occur.

Person or Persons Responsible

Administration/Literacy Coach

Target Dates or Schedule

ongoing

Evidence of Completion

observation notes, lessons plan, feedback from team meetings

Plan to Monitor Effectiveness of G1.B3.S1

After each common assessment, teams will meet to discuss student responses and collectively score sample student papers, collaborative teams will frequently discuss effective strategies being used and suggest ideas for integrating/incorporating literacy within content areas.

Person or Persons Responsible

Administration, Literacy Coach, Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Scored papers, meeting notes, teacher observations

G2. 100% of students will increase their understanding of concepts in all content areas by attending an additional class session provided within the Encore Schedule.

G2.B1 Some students will not have an Encore Class due to Level 1 Reading status

G2.B1.S1 Students will receive incentives.

Action Step 1

Identify students that must attend Intensive Language Arts classes

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

student schedules

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

Students will be provided an incentive each time they miss two Connections class.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

an updated excel file will be kept to track incentives given.

Plan to Monitor Effectiveness of G2.B1.S1

Administration will seek student feedback to determine the effectiveness of the strategy

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

student feedback

G3. Student proficiency in the area of Math for all subgroups and categories will increase by 5% (54% to 59%).

G3.B1 Blending Common Core Standards and NGSSS

G3.B1.S1 Provide time for teachers to unpack Common Core Standards and make alignments to NGSSS

Action Step 1

Teachers will work in collaborative groups to unpack common core state standards

Person or Persons Responsible

Math teachers/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

unpacked standards, meeting minutes

Facilitator:

Administration

Participants:

Math Teachers

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

The Math teach will offer peer feedback when unpacking standards

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

meeting minutes, teacher feedback

Plan to Monitor Effectiveness of G3.B1.S1

Unpacked standards will be used to create learning goals and scales.

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

learning goals, scales, teacher feedback

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Incorporating Literacy standards in the content area

G3.B2.S2 Develop instructional activities that address the literacy standards.

Action Step 1

Teachers will be trained on using effective literacy strategies that can be included in the content area and be provided time plan collaboratively.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, teacher rosters, evaluations, meeting notes

Facilitator:

Literacy Coach/Administration

Participants:

Math Teachers

Action Step 2

Math teachers will use literacy strategies and incorporate literacy activities when designing lessons.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, teacher observations

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Lesson plans will be reviewed and frequent observations will occur by administration. Teachers are also expected to maintain a writing folder which contains samples of student writing.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, observation notes, writing folders

Plan to Monitor Effectiveness of G3.B2.S2

Lesson plan checks and frequent observations will occur to monitor the effectiveness of strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, observation notes

G4. Increase the percentage of students demonstrating proficiency in the area of science by 10% (26% to 36%) for all subgroups grade levels (5/8) and categories.

G4.B1 Incorporating Literacy standards in science instruction

G4.B1.S2 Align appropriate literacy strategies and activities with science instruction.

Action Step 1

Teachers will be trained on using effective literacy strategies that can be included in the content area and be provided time to plan collaboratively.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, teacher rosters, evaluations, meeting notes

Facilitator:

Literacy Coach/Administration

Participants:

Science Teachers

Action Step 2

Science teachers will use literacy strategies and incorporate literacy activities when designing lessons

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, teacher observations

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Lesson plans will be reviewed and frequent observations will occur by administration. Teachers are also expected to maintain a writing folder for each student that contains samples of student writing.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans, observation notes, writing folders

Plan to Monitor Effectiveness of G4.B1.S2

Lesson plans checks and frequent observations will occur to monitor the effectiveness of strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, observation notes

G5. Increase the percentage of students demonstrating proficiency (level 3) by 5% (48% to 53%) for all subgroups and categories.

G5.B1 Non-reading content teachers find difficulty implementing reading strategies in the classroom

G5.B1.S1 Provide training in implementing Reading and Writing strategies in classroom instruction.

Action Step 1

Integrating Literacy in Content Area instruction

Person or Persons Responsible

All Subject Area Teachers

Target Dates or Schedule

ongoing PD provided throughout the school year

Evidence of Completion

Rosters, evaluations, teacher observations, lesson plans

Facilitator:

Administration/Literacy Coach

Participants:

All Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B3 Establishing and communicating clear Learning Goals and Scales/Rubrics

G5.B3.S1 Model the development of learning goals/scales.

Action Step 1

Provide training in developing learning goals and scales/rubrics.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Teacher observations, lesson plans

Facilitator:

Administration

Participants:

All Teachers

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

Monitor progress of identified strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

student artifacts, lesson plans, observations, training rosters, PD evaluations, BMT assessments

Plan to Monitor Effectiveness of G5.B3.S1

Frequently evaluate strategy effectiveness through teacher feedback, observations, and assessment results.

Person or Persons Responsible

Administration/Literacy Coach

Target Dates or Schedule

ongoing

Evidence of Completion

teacher/student artifacts, lesson plans, teacher observations

G5.B5 Authentic Student Engagement

G5.B5.S1 Teachers will be trained in using Defined STEM, which is an online program that provides real-life applications to student learning experiences.

Action Step 1

Defined STEM training

Person or Persons Responsible

Content Area Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Sign-in Rosters, PD evaluations

Facilitator:

Dave Resse

Participants:

All content area teachers

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B5.S2 Teachers will integrate content areas emphasizing student connections

Action Step 1

Collaborative Planning

Person or Persons Responsible

All Teachers

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Lesson plan, Observations

Facilitator:

Administration

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G5.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B5.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

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

Title I, Part A

IMS coordinates with the Martin County District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to insure the smooth coordination of all efforts. Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I, Part C- Migrant

IMS has conducted a Comprehensive Needs Assessment for all students. In addition to looking at academic needs for student, this needs assessment considers staff development and addresses the priorities established for Title III, Migrant and Title I programs. IMS continues to work closely with the Parent Resource Center to provide as much support to our Migrant Program.

Title I, Part D

The priorities established for Title I Part D are addressed in the Comprehensive Needs Assessment.

Title II

Professional Development strategies outlined in the School Improvement Plan are tied to funds provided by Title II.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III.

Title X- Homeless

Homeless students and their families are offered support through the guidance department, school nurse and other school personnel. Brochures about services for the homeless are available in the front office.

Supplemental Academic Instruction (SAI)

SAI funds will be used to fund an after-school tutorial program for students in grades 5 through 8. All are fully certified teachers and work with research based intervention programs for struggling students.

Violence Prevention Programs

IMS uses the Drug Abuse Resistance Education Program (DARE) in grade 5. This is provided with a partnership between the Martin County School District and the Martin County Sheriff's Department. The guidance counselor and other staff provide interventions and assistance as requested. In addition, IMS will continue to communicate with the district's Certified Prevention Specialist and attempt to bring in guest speakers throughout the year.

Nutrition Programs

IMS has established provisions so that every student is eligible for free breakfast and lunch. The cafeteria manager maintains a bulletin board in the cafeteria, detailing nutritional information.

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. Increase the percent of students demonstrating proficiency in the area of writing (3.5 or higher) by 20% (48% to 68%).

G1.B1 Limited understanding of effective literacy instructional strategies.

G1.B1.S1 Provide training in effective literacy strategies for all subject areas.

PD Opportunity 1

Teachers will be provided training in effective writing strategies/activities and student evidence supporting the writing process

Facilitator

Literacy Coach/ Administration

Participants

All Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

sign-in rosters, PD evaluations, identified strategies, student evidence

G1.B2 Limited opportunities for students to receive feedback on writing

G1.B2.S1 Students will be administered a common writing assessment three times per year and receive written and verbal feedback

PD Opportunity 1

Score writing responses, providing written and verbal feedback

Facilitator

Literacy Coach/Lead Teachers

Participants

Content Area Teachers

Target Dates or Schedule

after the conclusion of each assessment

Evidence of Completion

Writing samples, data chat forms, student writing folders

G3. Student proficiency in the area of Math for all subgroups and categories will increase by 5% (54% to 59%).

G3.B1 Blending Common Core Standards and NGSSS

G3.B1.S1 Provide time for teachers to unpack Common Core Standards and make alignments to NGSSS

PD Opportunity 1

Teachers will work in collaborative groups to unpack common core state standards

Facilitator

Administration

Participants

Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

unpacked standards, meeting minutes

G3.B2 Incorporating Literacy standards in the content area

G3.B2.S2 Develop instructional activities that address the literacy standards.

PD Opportunity 1

Teachers will be trained on using effective literacy strategies that can be included in the content area and be provided time plan collaboratively.

Facilitator

Literacy Coach/Administration

Participants

Math Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, teacher rosters, evaluations, meeting notes

G4. Increase the percentage of students demonstrating proficiency in the area of science by 10% (26% to 36%) for all subgroups grade levels (5/8) and categories.

G4.B1 Incorporating Literacy standards in science instruction

G4.B1.S2 Align appropriate literacy strategies and activities with science instruction.

PD Opportunity 1

Teachers will be trained on using effective literacy strategies that can be included in the content area and be provided time to plan collaboratively.

Facilitator

Literacy Coach/Administration

Participants

Science Teachers

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, teacher rosters, evaluations, meeting notes

G5. Increase the percentage of students demonstrating proficiency (level 3) by 5% (48% to 53%) for all subgroups and categories.

G5.B1 Non-reading content teachers find difficulty implementing reading strategies in the classroom

G5.B1.S1 Provide training in implementing Reading and Writing strategies in classroom instruction.

PD Opportunity 1

Integrating Literacy in Content Area instruction

Facilitator

Administration/Literacy Coach

Participants

All Teachers

Target Dates or Schedule

ongoing PD provided throughout the school year

Evidence of Completion

Rosters, evaluations, teacher observations, lesson plans

G5.B3 Establishing and communicating clear Learning Goals and Scales/Rubrics

G5.B3.S1 Model the development of learning goals/scales.

PD Opportunity 1

Provide training in developing learning goals and scales/rubrics.

Facilitator

Administration

Participants

All Teachers

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Teacher observations, lesson plans

G5.B5 Authentic Student Engagement

G5.B5.S1 Teachers will be trained in using Defined STEM, which is an online program that provides real-life applications to student learning experiences.

PD Opportunity 1

Defined STEM training

Facilitator

Dave Resse

Participants

All content area teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Sign-in Rosters, PD evaluations

G5.B5.S2 Teachers will integrate content areas emphasizing student connections

PD Opportunity 1

Collaborative Planning

Facilitator

Administration

Participants

All Teachers

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Lesson plan, Observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percent of students demonstrating proficiency in the area of writing (3.5 or higher) by 20% (48% to 68%).	\$1,000
G2.	100% of students will increase their understanding of concepts in all content areas by attending an additional class session provided within the Encore Schedule.	\$200
G5.	Increase the percentage of students demonstrating proficiency (level 3) by 5% (48% to 53%) for all subgroups and categories.	\$2,500
Total		\$3,700

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
Education Foundation	\$2,500	\$0	\$2,500
Title 1	\$1,000	\$0	\$1,000
Internal	\$0	\$200	\$200
Total	\$3,500	\$200	\$3,700

Budget Details

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

G1. Increase the percent of students demonstrating proficiency in the area of writing (3.5 or higher) by 20% (48% to 68%).

G1.B2 Limited opportunities for students to receive feedback on writing

G1.B2.S1 Students will be administered a common writing assessment three times per year and receive written and verbal feedback

Action Step 1

Create a common writing assessment for each grade level.

Resource Type

Evidence-Based Program

Resource

Develop and print writing prompts for each grade level three times per school year.

Funding Source

Title 1

Amount Needed

\$1,000

G2. 100% of students will increase their understanding of concepts in all content areas by attending an additional class session provided within the Encore Schedule.

G2.B1 Some students will not have an Encore Class due to Level 1 Reading status

G2.B1.S1 Students will receive incentives.

Action Step 1

Identify students that must attend Intensive Language Arts classes

Resource Type

Other

Resource

Wrist bands will be purchased for students

Funding Source

Internal

Amount Needed

\$200

G5. Increase the percentage of students demonstrating proficiency (level 3) by 5% (48% to 53%) for all subgroups and categories.

G5.B5 Authentic Student Engagement

G5.B5.S1 Teachers will be trained in using Defined STEM, which is an online program that provides real-life applications to student learning experiences.

Action Step 1

Defined STEM training

Resource Type

Evidence-Based Program

Resource

Defined STEM is an online program that provides students with real-life applications to learning. It also contains Performance and Literacy tasks that can be used across all content areas

Funding Source

Education Foundation

Amount Needed

\$2,500