2013-2014 SCHOOL IMPROVEMENT PLAN

Dr. David L. Anderson Middle School

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Stuart, FL 34997
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School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	No	55%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	42%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
C	B	A	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Dr. David L. Anderson Middle School

Principal
Tim Aitken

School Advisory Council chair
Ivy German

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

Name	Title
Susan McGrath	8th Grade Team
Diane McMurry	Reading Coach
Elizabeth Jekanowski	Intervention Problem Solving Coach
Kerrie Cuccurullo	7th Grade Team
Allison Boyar	Guidance Couselor
Laura Bianco	6th Grade Team
Miguel Juan-Gaspar	Career Technology Education
Kristi Johnson	Science
Mangi Neelavannan	Math

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

Tim Aitken - Principal, Ivy German - SAC Chair/Teacher, Terri Parent - Parent, Tonya Belvin - Teacher, Mangai Neelavannan - Teacher, Michael McNicholas - Community Business Partner, Renee Rodefeld - Parent, Talicia Vanhooser - Parent, Jeanell Natalie - Parent, Karen Jankens - Parent, Tara Pritsch - Parent, Debra Arcari - Parent, Kristi Austhof - Parent, Michelle Arena - Parent, Catherine Jankens - Student,William Jankens - Student.

Involvement of the SAC in the development of the SIP

The purpose of a SAC is to assist in the development, preparation, and development of the School Improvement Plan and to assist the principal with the annual school budget.

Activities of the SAC for the upcoming school year

The SAC will conduct monthly meetings. At this time the SAC will review relevant data , identify problem areas,
monitors the SIP implementation, and offer recommendations for improvement.

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

School Improvement fund requests must all be reviewed and voted upon by SAC members.These funds may be expended only on programs or projects that are directly related to School Improvement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

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

Recruiting SAC Members to more accurately reflect our student populations.

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:

Tim Aitken		
Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	B.S. - Elementary Education M.S. - Educational Leadership and Policy School Principal Certification	
Performance Record	SY 2012-13 Grade "B" . Reading Mastery 70%, Math Mastery 63%, Writing Mastery 55%, Reading Learning Gains 60%, Math Learning Gains 50%, Reading Learning Gains for Lowest 25% is 58%, Math Learning Gains for Lowest 25% is 63%. Out of State	

Amy Laws		
Asst Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	B.S. - Special Education M.S.- Educational Leadership School Principal Reading Endorsement
Performance Record	SY 2012-13, Grade pending, Reading Mastery 73%, Math Mastery 82%, Writing Mastery 92%, Reading Learning Gains 73%, Math Learning Gains 83%, Reading Learning Gains for Lowest 25% is 71%, Math Learning Gains for Lowest 25% is 77%. SY 2011-2012: Grade "A". Reading Mastery 73%, Math Mastery 82%, Writing Mastery 92%, Reading Learning Gains 73%, Math Learning Gains 83%, Reading Learning Gains for Lowest 25% is 71%, Math Learning Gains for Lowest 25% is 77%. SY 2010-2011: Grade "B". Reading Mastery 73%, Math Mastery 90%, Writing Mastery 94%, Science Mastery 68%, Reading Learning Gains 62%, Math Learning Gains 82%, Reading Learning Gains for Lowest 25% is 44%, Math Learning Gains for Lowest 25% is 78%. SY 2009-2010: "A" rated school. Reading Mastery 68%, Math Mastery 91%, Writing Mastery 92%, Science Mastery 65%, Reading Learning Gains 61%, Math Learning Gains 80%, Reading Learning Gains for Lowest 25% is 51%, Math Learning Gains for Lowest 25% is 74%. SY 2008-2009: "A" rated school. Reading Mastery 72%, Math Mastery 93%, Writing Mastery 92%, Science Mastery 64%, Reading Learning Gains 65%, Math Learning Gains 81%, Reading Learning Gains for Lowest 25% is 57%, Math Learning Gains for Lowest 25% is 84%.

Joe Flanagan		
Asst Principal	Years as Administrator: 13	Years at Current School: 1

Credentials	B.S. Music Education M.S. Master of Education Administration Certification
Performance Record	SY 2012-13 Grade "B" . Reading Mastery 59%, Math Mastery 48%, Writing Mastery 48%, Reading Learning Gains 49%, Math Learning Gains 38%, Reading Learning Gains for Lowest 25% is 60%, Math Learning Gains for Lowest 25% is 59%. District

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Diane McMurry		
Part-time / School-based	Years as Coach: 1	Years at Current School: 1

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 reading coach

Classroom Teachers

of classroom teachers
65

receiving effective rating or higher
65, 100%

Highly Qualified Teachers
89%

certified in-field
60, 92%

ESOL endorsed
40, 62%

 # reading endorsed
10, 15%

 # with advanced degrees
22, 34%

 # National Board Certified
5, 8%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
24, 37%

 # with 6-14 years of experience
28, 43%

 # with 15 or more years of experience
12, 18%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
31

 # receiving effective rating or higher
31, 100%

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

Providing new teachers to the county with mentors.
Offer on-going opportunities for professional growth and classroom observations.
Develop PLCs and other Teacher-Leadership opportunities to develop ownership, pride, and a voice in the direction of the school.
Administration is responsible for this.

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 teacher new to the district is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year. We offer a buddy system to all teachers new to the school. Teachers receive two planning periods each day to build professional development opportunities into the day. This makes PD job-embedded, teacher directed, and practical. Teachers are now able to observe their peers, participate in PLCs, self-direct their own learning through the guidance of their mentor, not just at the direction of their administrators.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team meets weekly to engage in the following activities: review screening data and align with instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development, resources, and support to teachers to make sure individual student needs are being met. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Members of the MTSS Leadership Team also serve on one of the core content FCAT School Improvement goals. Member's primary role is to ensure meeting the needs of students who may be struggling academically or behaviorally. These needs are addressed through the school improvement plan where possible. Student data is analyzed to reveal the identification of those who need interventions and additional support. Once students are identified, strategies are matched to support achievement.

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

The MTSS Leadership Team will meet with School Advisory Council (SAC) and the school administrators to develop a School Improvement Plan (SIP). The team will provide data on Tier 1, 2, and 3 targets; academic and social/emotional need areas, set clear expectations for instruction (to include Rigor, Relevance, and Relationship building); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

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

Several data based systems are used to summarize tiered data:
1. The Performance Matters program allows for the identification of students who are struggling with grasping concepts related to FCAT sub skills. Each benchmark assessment will provide data that may be used to identify students.
2. Grade level teachers use an Item Analysis Collection Tool to collect information related to mini

assessments and other classroom observations.

3. The PBiS Rti:B data collection program which allows administration and the MTSS team to review data related to student discipline and behavior. This data is also reviewed on a bi-monthly basis, which allows for immediate identification and interventions.

4. Data management system is the PMRN data collection that is designed to chart progress for the Benchmark assessment and ORF scores. This allows the MTSS team members and reading teachers to identify the weaknesses and strengths of students in reading skills, which permits the opportunity for immediate implementation of intervention strategies.

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

The MTSS Team will continue to facilitate ongoing trainings throughout the year to provide intervention and procedural updates. These trainings will take place during staff data team meetings and during the MTSS Team Meetings. The team will also model and monitor strategies being used in the classroom to ensure fidelity and optimal student growth. Parents will continue to be invited to MTSS meetings because they are an important part of the problem solving process. Parents will also have the opportunity to watch an introductory video before attending their child's meeting which explains the MTSS process in depth to parents.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 3,240

Homework Club- Student are allowed to come to homework club where teachers of each curriculum category are available to teach, re-teach and monitor student completing work. Students are also allowed to use computers for research and for educational programs. (15% of our students do not have access to the internet at home.)

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student attendance, grade and promotion rates along with formative assessments (benchmark, EOC) are used to monitor students progress.

Who is responsible for monitoring implementation of this strategy?

The Media Center Specialist takes roll of the students. She analyzes the data and reports it to the administration where it is shared with all stakeholders.

Literacy Leadership Team (LLT)

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

Name	Title
Diane McMurry	Reading coach
Tim Aitken	Principal
Amy Laws	Assistant Principal
Penelope Taylor	Media Specialist
Laura Bianco	Teacher
Amy Koeppel	Teacher
Susan McGrath	Teacher
Lynn Ramos	Teacher
Jeanine Malavasi	Teacher
Kerrie Cuccurullo	Teacher

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 I data to determine the unique areas of opportunity for each sub-group, with an emphasis on multiple demonstrations of learning 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 improvement and implementation of instructional strategies that require students to use their minds well, students to be the workers and teachers to become facilitators, and a focus on personalization of instruction to meet the rigorous demands of the 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

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.

College and Career Readiness

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

Students have the option to choose a career academy pathway. The students are encouraged to take 3 years of these courses to prepare them for high school. They also have the opportunity to earn high school credit and begin their industry certification during their 8th grade year.

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

Individual planning meeting with guidance counselor each school year to plan for their academic year. Transition meetings are also held for eighth graders. Each high school is invited to share their program information so the student can follow the path that best fits their personal goals. In the US History class student are participating in career planning with the guidance counselor.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	59%	No	72%
American Indian				
Asian	65%	79%	Yes	69%
Black/African American	46%	39%	No	51%
Hispanic	57%	44%	No	61%
White	77%	68%	No	79%
English language learners	47%	36%	No	52%
Students with disabilities	42%	31%	No	48%
Economically disadvantaged	57%	47%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	285	30%	35%
Students scoring at or above Achievement Level 4	260	28%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	23	61%	70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	565	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	200	60%	65%

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)	69	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	18%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	42	37%	42%

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	160	48%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	83%	85%

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	66%	56%	No	69%
American Indian				
Asian	73%	86%	Yes	75%
Black/African American	47%	41%	No	52%
Hispanic	58%	39%	No	62%
White	74%	66%	No	77%
English language learners	52%	31%	No	57%
Students with disabilities	38%	31%	No	44%
Economically disadvantaged	58%	45%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	250	30%	35%
Students scoring at or above Achievement Level 4	146	18%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	24	63%	65%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	558	64%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	192	59%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	110	100%	100%
Middle school performance on high school EOC and industry certifications	110	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	25%	20%
Students scoring at or above Achievement Level 4	51	75%	80%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	24%	20%
Students scoring at or above Achievement Level 4	34	76%	80%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	28%	33%
Students scoring at or above Achievement Level 4	82	26%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

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)	110		25
Participation in STEM-related experiences provided for students	880	90%	95%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	26	100%	100%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	26	100%	100%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	10	45%	100%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	1	100%	100%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	74	8%	5%
Students who fail a mathematics course	8	1%	0%
Students who fail an English Language Arts course	8	1%	0%
Students who fail two or more courses in any subject	8	1%	0%
Students who receive two or more behavior referrals	134	14%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	115	12%	8%

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent teacher association	25	2%	15%

Goals Summary

G1. Increase the percentage of students earning a 3 or above in FCAT math

G2. Increase the percentage of students earning a 3 or above in FCAT reading.

G3. Increase the percentage of students earning 3.5 or above on FCAT Writes.

G4. To continue to have all students taking an academic class that is tested with an End Of Course exam earn a 3 or higher.

G5. The percentage of students scoring Level 4 in Science will increase

Goals Detail

G1. Increase the percentage of students earning a 3 or above in FCAT math

Targets Supported
- STEM

Resources Available to Support the Goal
- Opportunities for inquiry learning. Including the CCSS standards for math on district website. These include academic vocabulary, essential question, big ideas, and specific goals an scales

Targeted Barriers to Achieving the Goal
- Students' opportunities to real world math.

- Teachers need time to acquire deeper understanding of teaching CCSS (both content and process standards) with increased academic rigor.

Plan to Monitor Progress Toward the Goal

Assessments, classroom and benchmark

Person or Persons Responsible
classroom teacher and Administration

Target Dates or Schedule:
monthly

Evidence of Completion:
data will demonstrate learning gains

G2. Increase the percentage of students earning a 3 or above in FCAT reading.

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

Resources Available to Support the Goal
- Literacy Coaches are available to model lessons and provide resources for instructional staff., Literacy Coaches and Staff Developer,Diane McMurry, will provide multiple training opportunities centered around guided reading, strategy lessons, word study, and small group instruction., Unwrapped ELA standards are available on the district website.
- Principal will provide resources for instructional staff and multiple training opportunities for Problem Base Learning (PBL)

Targeted Barriers to Achieving the Goal
- Instructional staff needs different levels of support to differentiate instruction.
- Instructional staff needs multiple opportunities to implement PBL and support on the best process.

Plan to Monitor Progress Toward the Goal

Benchmark data

Person or Persons Responsible
Literacy coach, Team leaders

Target Dates or Schedule:
Monthly

Evidence of Completion:
student progess

G3. Increase the percentage of students earning 3.5 or above on FCAT Writes.

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

Resources Available to Support the Goal
- Literacy Coaches are available to model lessons and facilitate trainings and discussions to deepen knowledge of writing across the content areas.

Targeted Barriers to Achieving the Goal
- Need to ensure consistency and on-going constructive instructional feedback to students

Plan to Monitor Progress Toward the Goal

Utilization of My Access software, progress monitoring

Person or Persons Responsible
classroom teachers, administration

Target Dates or Schedule:
on going

Evidence of Completion:
Students rubric scores demonstrating learning gains.

G4. To continue to have all students taking an academic class that is tested with an End Of Course exam earn a 3 or higher.

Targets Supported
- Algebra 1 EOC
- Geometry EOC
- Civics EOC

Resources Available to Support the Goal
- collaborative teams, data teams

Targeted Barriers to Achieving the Goal
- progress monitoring for data driven instruction

Plan to Monitor Progress Toward the Goal

instruction and implementation

Person or Persons Responsible
teachers and administrators

Target Dates or Schedule:
on-going

Evidence of Completion:
EOC scores

G5. The percentage of students scoring Level 4 in Science will increase

Targets Supported

- Science - Middle School

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- implementing CCSS to allow for cross content area learning; address cognitive complexity in questioning Principals, Assistant principal, coaches and lead teachers attend professional development with Larry Chew., Professional development of teachers in the use of science journals by district science curriculum coordinator and science lab teacher. Increased use of hands-on exploration; Use of district provided experiments; Increased use of student self rating scales, Marzano strategy training for staff.

Targeted Barriers to Achieving the Goal

- Students lack reading and writing skills in the science content area along with the lack of knowledge into Inquiry based learning.

Plan to Monitor Progress Toward the Goal

Communicate effectiveness of lab

Person or Persons Responsible

Science teachers

Target Dates or Schedule:

Team meetings, SIP meetings

Evidence of Completion:

2014 FCAT

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the percentage of students earning a 3 or above in FCAT math

G1.B1 Students' opportunities to real world math.

G1.B1.S1 Provide opportunities for students to explore real-world math during center activities and for homework.

Action Step 1

Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve.

Person or Persons Responsible

classroom teacher

Target Dates or Schedule

During math centers/small group time

Evidence of Completion

Student work samples

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

student work samples and student interviews

Person or Persons Responsible

Administration

Target Dates or Schedule

Observations and walk-throughs

Evidence of Completion

Work samples

Plan to Monitor Effectiveness of G1.B1.S1

Assessment results

Person or Persons Responsible

Administration and classroom teacher

Target Dates or Schedule

periodic assessment

Evidence of Completion

learning gains on assessment

G1.B2 Teachers need time to acquire deeper understanding of teaching CCSS (both content and process standards) with increased academic rigor.

G1.B2.S1 Process through standards with monthly meetings.

Action Step 1

Teams will review CCSS standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards

Person or Persons Responsible

Math teachers, district Math coach

Target Dates or Schedule

monthly

Evidence of Completion

meeting minutes

Facilitator:

District math coach

Participants:

math teachers

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

Lesson plans, meeting minutes, classroom experiences

Person or Persons Responsible

team leader, administration, district math coach

Target Dates or Schedule

during planning, during lesson implementation, during meetings

Evidence of Completion

lesson plans, observations of lesson delivery, meeting minutes

Plan to Monitor Effectiveness of G1.B2.S1

Observations and lessons

Person or Persons Responsible

teacher, administration, math coach

Target Dates or Schedule

during lesson implementation and during planning

Evidence of Completion

meeting minutes,lesson plans,lesson implementation

G2. Increase the percentage of students earning a 3 or above in FCAT reading.

G2.B1 Instructional staff needs different levels of support to differentiate instruction.

G2.B1.S1 Collaborative teams working together to share strategies bi-weekly. Literacy coach and/or administrator will collaborate with teams. Use data from benchmarks to target deficiencies to focus on for differentiated instruction.

Action Step 1

Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams

Person or Persons Responsible

Literacy coach, teacher leaders administrators

Target Dates or Schedule

bi-weekly

Evidence of Completion

sign in sheets, meeting minutes, benchmark data

Facilitator:

Literacy Coach

Participants:

Instructional Staff

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

Review data and attend meetings

Person or Persons Responsible

Literacy Coach and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in forms, minutes

Plan to Monitor Effectiveness of G2.B1.S1

Data meetings

Person or Persons Responsible

Literacy Coaches, Administration, grade level teams

Target Dates or Schedule

Monthly

Evidence of Completion

Student progress, classroom observations

G2.B2 Instructional staff needs multiple opportunities to implement PBL and support on the best process.

G2.B2.S1 Principal will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice.

Action Step 1

During Professional Development/Training's the principal will provide a resources of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons.

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in forms, ERO evaluations

Facilitator:

Principal

Participants:

Instructional staff

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

Attendance at PD

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in forms

Plan to Monitor Effectiveness of G2.B2.S1

Teacher feedback, lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student progress

G3. Increase the percentage of students earning 3.5 or above on FCAT Writes.

G3.B1 Need to ensure consistency and on-going constructive instructional feedback to students

G3.B1.S1 Utilize MyAccess software to provide immediately feedback to students.

Action Step 1

All ELA teachers will utilized MyAccess software. A collaborative team will develop Writing in Content Areas procedures and guidelines.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

on going

Evidence of Completion

Observations, lesson plans, student work

Facilitator:

Penelope Taylor

Participants:

Teachers

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

Colloaborative meeting

Person or Persons Responsible

teachers, Literacy coach, administration

Target Dates or Schedule

Monthly

Evidence of Completion

progress monitoring of My Access

Plan to Monitor Effectiveness of G3.B1.S1

student writing scores

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

students rubric scores

G4. To continue to have all students taking an academic class that is tested with an End Of Course exam earn a 3 or higher.

G4.B1 progress monitoring for data driven instruction

G4.B1.S1 data disaggregation from multiple sources, mini assessments, interventions/enrichment, and on-going review

Action Step 1

data driven instruction implementation

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

on-going

Evidence of Completion

data teams, lesson plans, observations

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

team meetings

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

on-going

Evidence of Completion

team agendas, lesson reviews, observations

Plan to Monitor Effectiveness of G4.B1.S1

implementation of instruction based on data

Person or Persons Responsible

teachers

Target Dates or Schedule

on-going

Evidence of Completion

team meetings and teacher observations

G5. The percentage of students scoring Level 4 in Science will increase

G5.B1 Students lack reading and writing skills in the science content area along with the lack of knowledge into Inquiry based learning.

G5.B1.S1 Increased use of Science journals in classrooms and in the lab; implementing CCSS to allow for cross content area learning; address cognitive complexity in questioning and inquiry based learning along with authentic learning.

Action Step 1

Collaborative teams and cross curricular planning of instructional staff.

Person or Persons Responsible

CCSS team; Science SIP committee; Instructional staff, District Science Curriculum coordinator

Target Dates or Schedule

Monthly meetings, Grade-level instructional meetings. instructional time.

Evidence of Completion

Classroom observations; lesson plans; assessments; student journals

Facilitator:

Valerie Gaynor

Participants:

Science team members

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

Discuss and review process.

Person or Persons Responsible

CCSS team; Science SIP committee; Instructional staff;

Target Dates or Schedule

Committee meetings, Grade-level meetings

Evidence of Completion

2014 FCAT results

Plan to Monitor Effectiveness of G5.B1.S1

Discuss and problem solve during meetings.

Person or Persons Responsible

CCSS team; Science SIP committee; Instructional staff;

Target Dates or Schedule

SIP meetings, instructional meetings.

Evidence of Completion

Benchmarks, FCAT results

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

Anderson Middle School coordinates and integrates all federal, state, and local programs that impact the school:
• Implements research-based resources funded by local and federal funds
• School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
• Input from the Elementary and High School programs is obtained by the school and district and is included in the transition plan
• Parent surveys are conducted annually
• Partnerships are established (i.e. with FDLERS)
• Implementation of parent information programs, bullying hotline
• Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel

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 percentage of students earning a 3 or above in FCAT math

G1.B2 Teachers need time to acquire deeper understanding of teaching CCSS (both content and process standards) with increased academic rigor.

G1.B2.S1 Process through standards with monthly meetings.

PD Opportunity 1

Teams will review CCSS standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards

Facilitator

District math coach

Participants

math teachers

Target Dates or Schedule

monthly

Evidence of Completion

meeting minutes

G2. Increase the percentage of students earning a 3 or above in FCAT reading.

G2.B1 Instructional staff needs different levels of support to differentiate instruction.

G2.B1.S1 Collaborative teams working together to share strategies bi-weekly. Literacy coach and/or administrator will collaborate with teams. Use data from benchmarks to target deficiencies to focus on for differentiated instruction.

PD Opportunity 1

Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams

Facilitator

Literacy Coach

Participants

Instructional Staff

Target Dates or Schedule

bi-weekly

Evidence of Completion

sign in sheets, meeting minutes, benchmark data

G2.B2 Instructional staff needs multiple opportunities to implement PBL and support on the best process.

G2.B2.S1 Principal will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice.

PD Opportunity 1

During Professional Development/Training's the principal will provide a resources of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons.

Facilitator

Principal

Participants

Instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in forms, ERO evaluations

G3. Increase the percentage of students earning 3.5 or above on FCAT Writes.

G3.B1 Need to ensure consistency and on-going constructive instructional feedback to students

G3.B1.S1 Utilize MyAccess software to provide immediately feedback to students.

PD Opportunity 1

All ELA teachers will utilized MyAccess software. A collaborative team will develop Writing in Content Areas procedures and guidelines.

Facilitator

Penelope Taylor

Participants

Teachers

Target Dates or Schedule

on going

Evidence of Completion

Observations, lesson plans, student work

G5. The percentage of students scoring Level 4 in Science will increase

G5.B1 Students lack reading and writing skills in the science content area along with the lack of knowledge into Inquiry based learning.

G5.B1.S1 Increased use of Science journals in classrooms and in the lab; implementing CCSS to allow for cross content area learning; address cognitive complexity in questioning and inquiry based learning along with authentic learning.

PD Opportunity 1

Collaborative teams and cross curricular planning of instructional staff.

Facilitator

Valerie Gaynor

Participants

Science team members

Target Dates or Schedule

Monthly meetings, Grade-level instructional meetings. instructional time.

Evidence of Completion

Classroom observations; lesson plans; assessments; student journals

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Increase the percentage of students earning 3.5 or above on FCAT Writes.	$8,000
	Total	$8,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
SAC		$8,000	$8,000
Total		$8,000	$8,000

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

G3. Increase the percentage of students earning 3.5 or above on FCAT Writes.

G3.B1 Need to ensure consistency and on-going constructive instructional feedback to students

G3.B1.S1 Utilize MyAccess software to provide immediately feedback to students.

Action Step 1

All ELA teachers will utilized MyAccess software. A collaborative team will develop Writing in Content Areas procedures and guidelines.

Resource Type

Evidence-Based Program

Resource

Funding Source

SAC

Amount Needed

$8,000