2013-2014 SCHOOL IMPROVEMENT PLAN

Sebring Middle School

500 E CENTER AVE

Sebring, FL 33870

863-471-5700

http://www.highlands.k12.fl.us/~sms/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	70%

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

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

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
Sebring Middle School

Principal
Sandra Whidden

School Advisory Council chair
Susan Bible

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

Name	Title
Sandi Whidden	Principal
Shawn West	Assistant Principal
Susan Tucker	Grade-level Chair 6th
Emilia Turek	Math Content Chair
Kim Velasquez	ESE Chair
Linda Lakes	Language Arts Content Chair
Angie Spencer	Literacy Curriuculm Resource Teacher
Jeff Johnson	Resource Dean
Andrea Smith	Grade-level Chair 7th
Lisa Tate	Social Studies Content Chair
Angie Porter	Science Content Chair
Doloras Bevins	Reading Chair
Kim Douberley	Techonology Resource Teacher
Nancy Bauer	Grade-level Chair 8th

District-Level Information

District
Highlands

Superintendent
Mr. Wallace P Cox

Date of school board approval of SIP
10/8/2013

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 School Advisory Council (or SAC) are part of the overall leadership structure at SMS. Providing a forum for open discussion and problem-solving, SACs give all stakeholder groups (administrators, parents, staff, and the larger community) a voice in school-based decision-making process. SACs promote collaboration and understanding and build support for the school's overall goals as well as individual programs, policies, and initiatives.
School Racial Composition (SAC) 61.3% W, 12.8% B, 21.0%H, 4.9% O, F/R 69.66%

Involvement of the SAC in the development of the SIP

Their primary role is to participate in the decision-making process that ensures that the needs of all students are specifically addressed.

Activities of the SAC for the upcoming school year

The SAC committee will meet monthly starting in September, 2013. During meetings, parents teachers,, and administrators will discuss curriculum, classroom activities, upcoming events, and needs of the school. Analysis of student data with regards to math, reading, writing, and science.

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

Throughout the school year, students are rewarded because of their behavior or grades. Funds are approved to support Positive Behavior Support (PBS) or Renaissance activities.

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
2

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

Administrator Information:

Sandra Whidden		
Principal	Years as Administrator: 19	Years at Current School: 15

Credentials	Bachelor's Degree Specific Learning Disabilities, Master's Degree Educational Leadership
Performance Record	2012-2013 School Grade B, 589 Points: Reading % Meeting High Standards 57%, Learning Gains 65%,Lowest 25% Making Learning Gains 63%, Math % Meeting High Standards 62%, Learning Gains 77%,Lowest 25% Making Learning Gains 73%,Writing % Meeting High Standards 66%, Science % Meeting High Standards 51%, 99% Tested, 70% Free/Reduced

Shawn West		
Asst Principal	Years as Administrator: 0	Years at Current School: 9

Credentials	Bachelor's Degree Elementary Education, Master's Degree Educational Leadership
Performance Record	2012-2013 School Grade B, 589 Points: Reading % Meeting High Standards 57%, Learning Gains 65%,Lowest 25% Making Learning Gains 63%, Math % Meeting High Standards 62%, Learning Gains 77%,Lowest 25% Making Learning Gains 73%,Writing % Meeting High Standards 66%, Science % Meeting High Standards 51%, 99% Tested, 70% Free/Reduced

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Angie Spencer		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9

Areas	Reading/Literacy, Data, RtI/MTSS
Credentials	Bachelor's Degree Political Science, Political Science 6-12, English 6-12, Middle Grades Integrated Curriculum, Reading Endorsement
Performance Record	2012-2013 School Grade B, 589 Points: Reading % Meeting High Standards 57%, Learning Gains 65%,Lowest 25% Making Learning Gains 63%, Math % Meeting High Standards 62%, Learning Gains 77%,Lowest 25% Making Learning Gains 73%,Writing % Meeting High Standards 66%, Science % Meeting High Standards 51%, 99% Tested, 70% Free/Reduced

Classroom Teachers

# of classroom teachers
43

 # receiving effective rating or higher
40, 93%

 # Highly Qualified Teachers
7%

 # certified in-field
42, 98%

 # ESOL endorsed
4, 9%

 # reading endorsed
7, 16%

 # with advanced degrees
11, 26%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
8, 19%

 # with 6-14 years of experience
14, 33%

 # with 15 or more years of experience
21, 49%

Education Paraprofessionals

of paraprofessionals
10

Highly Qualified
, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above
6

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

SMS offers a New Teacher Orientation class to help acclimate new teacher(s) to procedures/routines. Staff Development and support personnel are put in place. Frequent classroom visits with additional support are given to all new teachers.
Person(s) responsible are: Administrators, Reading Coach, CLT Members, and certified PEC mentors

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

SMS provides a highly qualified mentor to support and assist our new teachers with the important help they may need to be successful. We offer an environment that rewards and recognizes teachers for the contributions that they have made to impact student achievement and make our school great. Our teachers are professionals and we treat them as professionals by offering continuing education and opportunities to stay abreast of "best practices".

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

Success with the general content that students are expected to learn in reading, math, and science is measured through the gathering of data that includes scores on daily assignments, scores on classroom tests, scores on progress monitoring assessments (FAIR, Progress Matters), and state-wide tests (FCAT). When a student performs below the level expected for his grade placement, as shown by low grades, low scores on progress monitoring assessments that indicate skill deficits, and below grade level performances on the FCAT, that data is used to define the student's problem, to analyze why the problem is occurring, and to determine how much support that student needs, based on a comparison of his current level of performance to the level of performance that is expected for students to advance to

the next grade level. Using data, rather than relying solely on adult perceptions and judgment, allows for objective decisions on the allocations of support personnel to implement small group or individual interventions.

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

Each school-based leadership team member is committed to gaining expertise through effective professional development activities necessary to accurately analyze data, and make placement and instructional decisions that will provide the best delivery of core instruction to all students in Tier One (where most students make timely and adequate progress to advance to the next grade), to the small number of students who need Tier Two supplemental instruction in addition to the instruction they receive in Tier One, and to the few students who need intensive and individualized help that is provided in Tier Three in addition to instruction in Tier One and Tier Two.

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

The school's leadership team meets regularly to assess the success of Tier One instructional strategies using data collected through the district's Management Information Systems (MIS) which archives student records, and can retrieve and present data for the purpose of analyzing student progress. Fidelity of instructional content and practices is measured by leadership team members' frequent visits to classrooms, with feedback provided to teachers regarding the quality of their instruction and the level of engagement of their students at the time of visits.

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

The school's leadership team members have access to FAIR and Progress Matters data. Individual students, classrooms, or grade levels scores can be monitored for progress. The district's MIS Department can provide FCAT score reports formatted any number of ways to best analyze student progress. The effectiveness of core, supplemental, and intensive instruction can be assessed through comparisons of baseline data and data gathered after instruction and interventions have been implemented. Behavior and attendance also factor into academic success. Both can be monitored through attendance and discipline summaries generated from the district's data base.

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

To gain understanding and streamline our own process, our MTSS team is going to visit the MTSS team of a sister school that is operating especially well. As a result of our visit, we expect to find out what we're doing right, and what we can do better. MTSS is always a work in progress. Students are individual cases, and there is not a one size fits all solution. As our school staff implements Level Two and Level Three interventions for individual students needing additional support, we become better at the process, and teachers find that they actually have been providing interventions all along without the formal data collection and analysis format. Many teachers have provided a multi-tiered system of supports for their students for years, but never called it MTSS. Parents are informed through conferences and other forms of parent contact.

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: 25,920

Highlands County School District has partnered with the 21st Century Community Learning Centers Grant (CCLC) to offer free AfterSchool Care to students of Highlands County. Through cooperation with the Boys and Girls Club of Highlands County for 3.5 hours daily, students are offered an after school snack, homework assistance, and both academic and enrichment activities by certified teachers and qualified staff at no charge to parents.

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?

Data is collected peridocially and reviewed by the District Coordinator and School Supervisor.

Who is responsible for monitoring implementation of this strategy?

District Coordinator- Mrs. Betsy Veith

Literacy Leadership Team (LLT)

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

Name	Title
Angie Spencer	Reading Coach
Sandi Whidden	Principal
Shawn West	Assistant Prinicipal
Linda Lakes	CLT, 8th Grade LA's
Andrea Smith	CLT, 7th Grade LA's

How the school-based LLT functions

The function of the LLT is focus on issues of literacy instruction and curriculum.The principal, teachers who represent each grade level, content area, and the school's literacy coach often constitute a school literacy team, which meets routinely. While each member plays an important role, the literacy coach is frequently responsible for setting up the team.

Major initiatives of the LLT

The major initiatives of the LLT are:
To establish a literacy vision for the school.
To develop professional development opportunities that match the school's literacy vision and needs.
To support the administration by providing multiple voices that represent the staff.

To create structures to assess and develop plans for cohesive curriculum across grades.
To build a system for handling change, such as a new principal or new state mandates.

Every Teacher Contributes to Reading Instruction

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

Common Core State Standards places a strong emphasis on the role of text complexity and the student's ability to analyze textual evidence. All content area teachers are incorporating a blended curriculum that supports the implementation of CC ELA standards.

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

AVID is an approved elective course taken during the school day. Students are selected to enroll in an AVID class after an application process. For one class period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, and get academic help from peers and college tutors. Students participating in the AVID elective must also be enrolled in an Advanced Academic course.

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

The AVID elective teachers, AVID content area teachers, Gifted consult, and Guidance Counselors collaborate to provide opportunities for parents and students to attend an orientation, AVID night, Science Fair, and Advanced Academics night that describes the courses and programs available for students to focus on college and career readiness.

Strategies for improving student readiness for the public postsecondary level

The AVID curriculum is based on rigorous standards,developed by middle and senior high school teachers in collaboration with college professors. The AVID curriculum is used in AVID elective classes and in content-area classes in AVID schools. The AVID elective teacher and AVID content area teachers use WICOR strategies, (writing, inquiry, collaboration, organization and reading) to facilitate college and career readiness.

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	62%		No	66%
American Indian				
Asian				
Black/African American	43%	33%	No	49%
Hispanic	54%	45%	No	59%
White	68%	60%	No	71%
English language learners	34%		No	41%
Students with disabilities	40%	22%	No	46%
Economically disadvantaged	53%	46%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	184	27%	28%
Students scoring at or above Achievement Level 4	185	27%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	10	59%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	445	65%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	431	63%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		20%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		14%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		7%

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	137	66%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		31%

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	70%		No	73%
American Indian				
Asian				
Black/African American	53%	41%	No	58%
Hispanic	67%	53%	No	70%
White	73%	61%	No	76%
English language learners	43%	27%	No	49%
Students with disabilities	41%	32%	No	47%
Economically disadvantaged	63%	49%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	211	31%	32%
Students scoring at or above Achievement Level 4	211	31%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	76%	76%
Students scoring at or above Level 7	[data excluded for privacy reasons]		42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	527	77%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	432	63%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	70	15%	16%
Middle school performance on high school EOC and industry certifications	70	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		15%
Students scoring at or above Achievement Level 4	43	84%	85%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		
Students scoring at or above Achievement Level 4	19	100%	

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	26%	27%
Students scoring at or above Achievement Level 4	58	28%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		80%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

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	71	10%	15%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	436	61%	62%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	507	71%	72%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	11%	

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	177	25%	24%
Students who fail a mathematics course	17	24%	20%
Students who fail an English Language Arts course	12	17%	15%
Students who fail two or more courses in any subject	17	24%	20%
Students who receive two or more behavior referrals	177	25%	24%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	227	32%	30%

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

SMS will follow the Parent Involvement Plan of School Board of Highlands County.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SMS's target is to have at least 85% of parents attend Orientation.	624	87%	88%

Goals Summary

G1.   Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

G2.   Improve students' critical thinking skills by teaching compare and contrast strategies.

G3.   Increase students' opportunities to write in each content area.

G4.   Increase students' explicit instruction on Writing tasks.

G5.   Increase students' level of knowledge of technology.

G6.   Increase students' knowledge of scientific investigations.

Goals Detail

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

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
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Common Core State Standards (National Standards) adopted by 45 states, The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 19 states plus the District of Columbia and the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. Sample Exemplars.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Student comprehension on Fair and PM.

Person or Persons Responsible
Administrators, Reading Coach

Target Dates or Schedule:
October Baseline 1, Feb. Baseline 2 Results

Evidence of Completion:
Lesson Plan documentation, CCSS checklists

G2. Improve students' critical thinking skills by teaching compare and contrast strategies.

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 - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- All Engage NY modules pair literature with rich informational text (including primary source documents and literary nonfiction) on the topic. Informational text and supplemental literature in each module will meet the expected range of quantitative complexity.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Engage New York Modules with Complex Texts

Person or Persons Responsible
Administrators, Reading Coach

Target Dates or Schedule:
2013-2014 Academic School Year

Evidence of Completion:
Lesson Plan Documentation, Frequent Classroom visits

G3. Increase students' opportunities to write in each content area.

Targets Supported
- Writing

Resources Available to Support the Goal
- School wide use of CUPS(Capitalization, Usage, Punctuation, Structure) posters in each classroom.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Focus on CUPS usage

Person or Persons Responsible
Administrators, Reading Coach, LA's Teachers

Target Dates or Schedule:
2013-2014 Academic School Year

Evidence of Completion:
Classroom visits, student work samples.

G4. Increase students' explicit instruction on Writing tasks.

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

- CC student writing exemplars, PD on writing in the content

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Writing in the content

Person or Persons Responsible

Content area leaders, Administrators, Reading coach

Target Dates or Schedule:

2013-2014 Academic School Year

Evidence of Completion:

Monthly calendars with Writing tasks documented, lesson plans, student writing samples

G5. Increase students' level of knowledge of technology.

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

- CTE

Resources Available to Support the Goal

- PD in the use of Technology, CCSS, School wide Technology Integrated Tasks.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Technology Integrated Tasks

Person or Persons Responsible
Content leaders, Administrators, Reading Coach

Target Dates or Schedule:
2013-2014 Academic School Year

Evidence of Completion:
Semester Calendars, Lesson Plans, Classroom Observations

G6. Increase students' knowledge of scientific investigations.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Florida Science Fusion Textbook. Lab Calendar (min of 3 labs per month).

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

3 Labs per month

Person or Persons Responsible
Content Chair, Administrators

Target Dates or Schedule:
2013-2014 Academic School Year

Evidence of Completion:
Monthly Lab Calendars, Lesson Plans

Action Plan for Improvement

Problem Solving Key

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

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

These funds provide assistance to all school districts, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. The grant is also the funding source for implementing the requirements of NCLB.
The activities support and assist students to become academically successful and in some case English proficient.
Student services coordinates with Title I, to provide resources for students and identifies homeless families under the McKinney-Vento Act, to eliminate barriers for a free and and appropriate education.

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.

Appendix 2: Budget to Support School Improvement Goals