



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Marianna Middle School

4144 SOUTH ST  
Marianna, FL 32448  
850-482-9609  
<http://mms.jcsb.org>

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## School Demographics

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**School Type**  
Middle School

**Title I**  
No

**Free and Reduced Lunch Rate**  
57%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
45%

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## School Grades History

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**2013-14**  
C

**2012-13**  
B

**2011-12**  
A

**2010-11**  
A

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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Marianna Middle School

##### Principal

Eddie Ellis

##### School Advisory Council chair

Sherri Godwin

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

| Name         | Title                         |
|--------------|-------------------------------|
| Eddie Ellis  | Principal                     |
| Sybil Rivers | Assistant Principal           |
| Hunter Nolen | Teacher on Special Assignment |

#### District-Level Information

##### District

Jackson

##### Superintendent

Mr. Steve R Benton, Sr

##### 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 SAC members are not employed by the school district. The SAC is 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.

Sherri Godwin - Teacher - Chairman

Eddie Ellis - Principal

Amber Tucker - Teacher

Martha Godwin - Teacher

Cathy Ellis - Paraprofessional

Stacy Borges - Business

Jay James -Community

Jane Michels - Parent

Jodi Currier - Parent

Denise Sorey - Parent

Blair Taylor - Teacher

Adin Domen - Student  
 Caleb Callahan - Student  
 Jai'Lah Richardson - Student  
 Dekarion Sims - Student  
 Sybil Rivers - Teacher

**Involvement of the SAC in the development of the SIP**

The SAC committee was involved with the implementation of the School Improvement Plan as an advisory board that kept constant communication between the community and school.

**Activities of the SAC for the upcoming school year**

The School Advisory Council at Marianna Middle School will meet to monitor the progress of the school improvement plan and adjust accordingly. It will also assist the school to create and analyze school climate surveys.

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

**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:**

**Eddie Ellis**

Principal

Years as Administrator: 11

Years at Current School: 12

**Credentials**

B.S. Physical Education (K-12), Athens State College  
 M.S. in Educational Leadership and Supervision, University of West Florida

**Performance Record**

2012-2013 - Grade B, Reading Mastery: 63%, Math Mastery: 59%, Science Mastery: 59%, Writing Mastery: 53%  
 2011-2012 - Grade A, Reading Mastery: 64%, Math Mastery: 66.2%, Science Mastery: 64%, Writing Mastery: 69%  
 2010-2011 - Grade A, Reading Mastery: 73%, Math Mastery: 75%, Science Mastery: 51%, Writing Mastery: 84%

| <b>Sybil Rivers</b>       |  |                                   |
|---------------------------|--|-----------------------------------|
| <b>Asst Principal</b>     | <b>Years as Administrator: 5</b>   | <b>Years at Current School: 0</b> |
| <b>Credentials</b>        | B.S. Computer Science, Florida A & M University, M.S. in Educational Leadership and Supervision, University of West Florida  |                                   |
| <b>Performance Record</b> | 2012-2013 - Grade B, Reading Mastery: 63%, Math Mastery: 59%, Science Mastery: 59%, Writing Mastery: 53%<br>2011-2012 - Grade A, Reading Mastery: 64%, Math Mastery: 66.2%, Science Mastery: 64%, Writing Mastery: 69%<br>2010-2011 - Grade A, Reading Mastery: 73%, Math Mastery: 75%, Science Mastery: 51%, Writing Mastery: 84% |                                   |

**Instructional Coaches**

|  |                        |                                 |
|--|------------------------|---------------------------------|
| <b># of instructional coaches</b>  | 0                      |                                 |
| <b># receiving effective rating or higher</b><br>(not entered because basis is < 10) |                        |                                 |
| <b>Instructional Coach Information:</b>  |                        |                                 |
| <b>Part-time / District-based</b>  | <b>Years as Coach:</b> | <b>Years at Current School:</b> |
| <b>Areas</b>   | [none selected]        |                                 |
| <b>Credentials</b>   |                        |                                 |
| <b>Performance Record</b>  |                        |                                 |

**Classroom Teachers**

|   |          |  |
|---|----------|--|
| <b># of classroom teachers</b>                | 40       |  |
| <b># receiving effective rating or higher</b> | 40, 100% |  |
| <b># Highly Qualified Teachers</b>            | 88%      |  |
| <b># certified in-field</b>                   | 35, 88%  |  |
| <b># ESOL endorsed</b>                        | 11, 28%  |  |
| <b># reading endorsed</b>                     | 9, 23%   |  |
| <b># with advanced degrees</b>                | 12, 30%  |  |



**# National Board Certified**

0, 0%

**# first-year teachers**

6, 15%

**# with 1-5 years of experience**

7, 18%

**# with 6-14 years of experience**

11, 28%

**# with 15 or more years of experience**

16, 40%

**Education Paraprofessionals****# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

1. Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertising job openings for the District that is accessible on the world wide web.
2. Newly hired teachers are provided a mentor and District support through the beginning teacher program.
3. Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualify teachers by providing a conducive environment for improving professional knowledge.
4. Provide resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, ect.) for teachers to obtain their professional teaching certificate; become highly qualified in subject areas taught; and renewal of professional certificates for veteran teachers.
5. Support teachers to improve instructional practices through the evaluation process developed through RACE to the TOP using the Marzano frameworks.

**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

Mentor Name Mentee Assigned Rationale for Pairing

Bennett Tocchi Brittany Griffin He is an accomplished math teacher teaching the same subject and grade as mentee.

Mary Hinson Amy Cannon She is an accomplished math teacher teaching the same subject and grade as mentee

Katherine Sarah Elnath Maldonado Mrs. Sarah and Mrs. Maldonado speak Spanish.

Kim Mock Sam Toole Mrs. Mock is an accomplish teacher with excellent classroom management skills.

D'Leisha Ephriam Mareta Spencer Mrs. Ephriam is an accomplish teacher with excellent classroom management skills

Brad Cross Tyler Wilson Mr. Cross is an accomplish teacher and teaching the same subject and grade as mentee.

Planned mentoring activities include collaborate weekly; provide formal and informal observations; develop long and short term goals; analyzing data; assist with paper work.

## 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

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

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

Specific SST Roles/functions (one person may sure more than one role)

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
- Record Keeper – Documents/completes required paperwork in the meetings,

serves as timekeeper, informs team when time is running short.

- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
- Teacher – of the student whose needs are being addressed
- Parent/Guardian – of the student whose needs are being addressed
- Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists.

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

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

- Lesson Plans
- District-wide Intervention Documentation Worksheets—documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions
- Review of on-going Progress Monitoring Results
- Walkthroughs
- Analyze/review student performance data in Grade Groups

**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**

Core (T1 \*monitored 3x yr) Data Sources: \*ThinkLink (reading, math, science) FCAT (reading, math, science, writing- as applicable) \*Jackson County Writes, \*Office Discipline Referrals  
 Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS  
 Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly) Data Sources: ThinkLink probes (reading, math, science), FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading),  
 Think Through Math (3-12), Office Discipline Referrals  
 Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports

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

The Staff Liaison on the SST will continue to collaborate with grade groups on the MTSS process and new teachers will receive training as needed. Parents are encouraged through parent/teacher conferences, phone calls and written invitations to actively participate in the MTSS process for his/her child. The district wide MTSS coordinator will continue to provide district wide trainings, onsite trainings and consultation as needed throughout the school year.

**Literacy Leadership Team (LLT)**

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

| Name           | Title                   |
|----------------|-------------------------|
| Lindsay Fisher | 7th Grade Language Arts |

| Name                | Title                     |
|---------------------|---------------------------|
| Martha Godwin       | 8th Grade Science Teacher |
| Gerald Brockner     | 8th Grade History Teacher |
| Greta Charles       | 7th Grade Reading Teacher |
| Mary Hinson         | 8th Grade Math Teacher    |
| Charlene Merrifield | Media Specialist          |
| Eddie Ellis         | Principal                 |
| Brad Cross          | 6-8 Physical Education    |
| Sybil Rivers        | Assistant Principal       |

### How the school-based LLT functions

The team will plan to meet regularly to engage in the following activities: Review universal screening data and link the data to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, and moderate risk or high risk students for not meeting benchmarks. The team will also collaborate regularly to problem solve, share effective practices, evaluate and make decisions. The literacy team members will guide and encourage literacy across the curriculum and content areas by promoting teachers to incorporate small passage close reads.

### Major initiatives of the LLT

Team members will guide and encourage literacy by having each teacher incorporate small passage close reads that adheres to their subject.

## Every Teacher Contributes to Reading Instruction

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

The Literacy Team members will encourage all teachers to take an active role in teaching and implementing reading strategies within their content areas. The Literacy Team will urge teachers to incorporate content area informational text within small passages of close readings. Using this strategy has been proven to increase the comprehension of complex text.

## 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

In 8th grade, the school has incorporated career education within the History classes to emphasize the relationship between subjects and their future.

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

Marianna Middle School and Marianna High School School Counselors meet with 8th grade students to advise on their individual course of study that is personally meaningful for academic and career planning.

### 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%           | 63%           | No          | 72%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 52%           | 43%           | No          | 57%           |
| Hispanic                   | 66%           | 73%           | Yes         | 69%           |
| White                      | 79%           | 76%           | No          | 81%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 38%           | 12%           | No          | 44%           |
| Economically disadvantaged | 57%           | 50%           | No          | 61%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 196           | 29%           | 31%           |
| Students scoring at or above Achievement Level 4 | 216           | 32%           | 34%           |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 421           | 63%           | 65%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 103           | 62%           | 64%           |

### 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 | 112           | 54%           | 56%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               |               |               |               |

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

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

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 69%           | 59%           | No          | 72%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 55%           | 34%           | No          | 60%           |
| Hispanic                   | 66%           | 64%           | No          | 69%           |
| White                      | 78%           | 75%           | No          | 81%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 36%           | 19%           | No          | 42%           |
| Economically disadvantaged | 58%           | 46%           | No          | 63%           |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 200           | 30%           | 32%           |
| Students scoring at or above Achievement Level 4 | 188           | 28%           | 30%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 428           | 64%           | 66%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 92            | 55%           | 57%           |

**Middle School Acceleration**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | 44            | 100%          | 100%          |
| Middle school performance on high school EOC and industry certifications   |               |               |               |

**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> | 5%            |
| Students scoring at or above Achievement Level 4 | 42            | 93%  | 95%           |

**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          | 45            | 22%           | 24%           |
| Students scoring at or above Achievement Level 4 | 74            | 36%           | 38%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Area 8: Early Warning Systems****Middle School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time   | 72            | 11%           |               |
| Students who fail a mathematics course   |               |               |               |
| Students who fail an English Language Arts course  |               |               |               |
| Students who fail two or more courses in any subject   |               |               |               |
| Students who receive two or more behavior referrals  | 296           | 44%           |               |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 113           | 17%           |               |

**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 have set a goal of having 95% of parents actively involved in our school for the 2013-2014 school year. We will advocate increased communication through progress reports, report cards, TRACKS newsletter, agenda books, phone calls, parent and teacher meetings, and behavioral contracts.

**Specific Parental Involvement Targets**

| Target  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| School will communicate with parents on student progress every three weeks. | 602           | 90%           | 95%           |

## Goals Summary

- G1.** 62% of students will score Level 3 or above on FCAT 2.0 Math
- G2.** 62% of students will score a level 3 or above on FCAT 2.0 Science
- G3.** 67% of students will score Level 3 or above on FCAT 2.0 Reading

## Goals Detail

### G1. 62% of students will score Level 3 or above on FCAT 2.0 Math

#### Targets Supported

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

#### Resources Available to Support the Goal

- Teachers
- Discovery Education Assessment (DEA)

#### Targeted Barriers to Achieving the Goal

- Lack of student awareness of weakness in subcategories

### Plan to Monitor Progress Toward the Goal

DEA

#### Person or Persons Responsible

Math Teachers

#### Target Dates or Schedule:

Three times a year after progress monitoring

#### Evidence of Completion:

Test results from progress monitoring

### G2. 62% of students will score a level 3 or above on FCAT 2.0 Science

#### Targets Supported

- Science - Middle School

#### Resources Available to Support the Goal

- Teachers
- Discovery Education Assessment (DEA)

#### Targeted Barriers to Achieving the Goal

- Lack of student awareness in subcategories
- Lack of understanding of text and long term retention of text content



## Plan to Monitor Progress Toward the Goal

DEA

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule:

Three times a year after progress monitoring

### Evidence of Completion:

Test Results from Progress Monitoring

## G3. 67% of students will score Level 3 or above on FCAT 2.0 Reading

### Targets Supported

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

### Resources Available to Support the Goal

- Teachers
- Discovery Education Assessment (DEA)
- FAIR

### Targeted Barriers to Achieving the Goal

- Lack of student awareness of weakness in subcategories

## Plan to Monitor Progress Toward the Goal

Discovery Education Assessment and FAIR

### Person or Persons Responsible

Teachers

### Target Dates or Schedule:

3 times a year/after progress monitoring testing

### Evidence of Completion:

Test results from progress monitoring

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 62% of students will score Level 3 or above on FCAT 2.0 Math

**G1.B1** Lack of student awareness of weakness in subcategories

**G1.B1.S1** After each Progress Monitoring assessment, teachers will conference with students to make students aware of strengths and weaknesses in each subcategory.

#### Action Step 1

DEA

#### Person or Persons Responsible

Math Teacher

#### Target Dates or Schedule

Aug. 19 - Sep. 27, Nov. 4 - Dec. 20, Feb. 10 - March 21

#### Evidence of Completion

DEA Test Results

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

Student conferences

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

Within two weeks of completion of assessment

#### Evidence of Completion

Documentation within lesson plans

## Plan to Monitor Effectiveness of G1.B1.S1

DEA

### Person or Persons Responsible

Math Teachers

### Target Dates or Schedule

After each assessment

### Evidence of Completion

Growth reports

**G2.** 62% of students will score a level 3 or above on FCAT 2.0 Science

## G2.B1 Lack of student awareness in subcategories

**G2.B1.S1** After each Progress Monitoring assessment, teachers will conference with students to make students aware of strengths and weaknesses in each subcategory.

### Action Step 1

DEA

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

Aug. 19 - Sept. 27, Nov. 4 - Dec. 20, Feb. 10- March 21

### Evidence of Completion

DEA Test Results

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

Student conferences

### Person or Persons Responsible

Principal

### Target Dates or Schedule

Within two weeks of completion of assessment

### Evidence of Completion

Documentation within lesson plans

## Plan to Monitor Effectiveness of G2.B1.S1

DEA

### Person or Persons Responsible

Science Teachers

### Target Dates or Schedule

After each assessments

### Evidence of Completion

Grwoth Reports

## G2.B2 Lack of understanding of text and long term retention of text content

### G2.B2.S1 Utilize the Cornell note-taking system to encourage interaction with text

#### Action Step 1

Using Cornell notes

#### Person or Persons Responsible

Science Teachers

#### Target Dates or Schedule

As needed during classroom lectures

#### Evidence of Completion

Thinklink data and classroom benchmark assessments

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

Use of Cornell notes

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson Plans

## Plan to Monitor Effectiveness of G2.B2.S1

Cornell Notes

### Person or Persons Responsible

Science Teacher

### Target Dates or Schedule

After assessments

### Evidence of Completion

Thinklink and classroom assessment results

## G3. 67% of students will score Level 3 or above on FCAT 2.0 Reading

### G3.B1 Lack of student awareness of weakness in subcategories

**G3.B1.S1** After each Progress Monitoring assessment, teachers will conference with students to make students aware of strengths and weaknesses in each subcategory.

#### Action Step 1

Discovery Education Assessment (DEA), FAIR

#### Person or Persons Responsible

Language Arts and Reading Teachers

#### Target Dates or Schedule

DEA - Aug. 19-Sept. 27, Nov. 4-Dec. 20, Feb. 10-Mar. 21 FAIR - Aug 26 - Oct. 22, Dec. 5 - Feb. 6, Apr. 7 - May 23

#### Evidence of Completion

DEA and FAIR test results

#### Facilitator:

Cathi Addison

#### Participants:

Reading and Language Arts Teachers

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

Student conferences

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Within two weeks of completion of assessment

**Evidence of Completion**

Documentation within lesson plans

### Plan to Monitor Effectiveness of G3.B1.S1

DEA and FAIR assessment results

**Person or Persons Responsible**

Language Arts and Reading Teachers

**Target Dates or Schedule**

after each assessment

**Evidence of Completion**

growth reports

## 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.*

### G3. 67% of students will score Level 3 or above on FCAT 2.0 Reading

#### G3.B1 Lack of student awareness of weakness in subcategories

**G3.B1.S1** After each Progress Monitoring assessment, teachers will conference with students to make students aware of strengths and weaknesses in each subcategory.

#### PD Opportunity 1

Discovery Education Assessment (DEA), FAIR

##### Facilitator

Cathi Addison

##### Participants

Reading and Language Arts Teachers

##### Target Dates or Schedule

DEA - Aug. 19-Sept. 27, Nov. 4-Dec. 20, Feb. 10-Mar. 21 FAIR - Aug 26 - Oct. 22, Dec. 5 - Feb. 6, Apr. 7 - May 23

##### Evidence of Completion

DEA and FAIR test results

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description   | Total   |
|-------|---|---------|
| G3.   | 67% of students will score Level 3 or above on FCAT 2.0 Reading | \$4,400 |
| Total |   | \$4,400 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Total   |
|----------------|------------------------|---------|
|                | \$4,400                | \$4,400 |
| Total          | \$4,400                | \$4,400 |

### Budget Details

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

#### G3. 67% of students will score Level 3 or above on FCAT 2.0 Reading

##### G3.B1 Lack of student awareness of weakness in subcategories

**G3.B1.S1** After each Progress Monitoring assessment, teachers will conference with students to make students aware of strengths and weaknesses in each subcategory.

#### Action Step 1

Discovery Education Assessment (DEA), FAIR

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

\$4,400