



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sebastian Middle School
2955 LEWIS SPEEDWAY
St Augustine, FL 32084
904-547-3840
<http://www-sms.stjohns.k12.fl.us>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 55%
Alternative/ESE Center No	Charter School No	Minority Rate 22%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A	2009-10 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Sebastian Middle School

Principal

Kelly Battell

School Advisory Council chair

Sylvia Feijoo

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

Name	Title
Ted Banton	Assistant Principal
Christine Sikes	Instructional Literacy Coach

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

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

Sebastian Middle School members not employed by the SJCS D volunteer to be on SAC and approved at the first meeting. This year the percentage of members not employed by the district is 55%, 18% minority representation.

Voting members:

Sylvia Feijoo, teacher/SAC Chair
 Dawn Black, teacher/SAC Co-Chair
 Mikel Colakoglu, teacher/SAC secretary
 Kelly Battell, principal
 Lea Kilgallon, support staff member
 Dawn Galioto, parent
 Kathy Hayward, parent
 Dawn Kavanaugh, parent
 Stephen Levy, parent
 Kathy Weed, parent
 Eileen Whittaker, parent

non-voting members:

Ted Banton, assistant principal
 Lin Biller, district buddy

Involvement of the SAC in the development of the SIP

SAC is key in the development of the annual school improvement plan and reviews the plan monthly.

Activities of the SAC for the upcoming school year

SAC oversees and reviews school improvement plan implementation and the SAC Needs Assessment process.

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

n/a

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:

Kelly Battell

Principal	Years as Administrator: 9	Years at Current School: 7
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Credentials	University of Florida: BS –Journalism University of North Florida - ME – Educational Leadership FL Certification in Social Studies 6-12, Social Studies 5-9, Sociology 6-12, Journalism 6-12, Middle Grades Endorsement, School Principal
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Performance Record	Rdg Ma Wri Sci Rdg Ma Low 25% Adj Total Rdg Ma Rdg Ma C 2012-13 56 54 39 54 61 67 63 64 81 539 B 2011-12 60 56 71 47 60 63 52 51 74 534 A 2010-11 75 67 87 52 64 64 64 61 534 A 2009-10 77 70 92 59 64 70 61 63 556 A 2008-09 76 65 90 52 65 63 63 61 535
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Ted Banton		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Flagler College: BA - Social Science and Secondary Education Stetson University: ME - Educational Leadership Florida Certification in Social Studies 6-12, Educational Leadership	
Performance Record	Rdg Ma Wri Sci Gains Low 25% Adj Total Rdg Ma Rdg Ma C 2012-13 56 54 39 54 61 67 63 64 81 539	

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Christine Sikes		
Full-time / District-based	Years as Coach: 10	Years at Current School: 10
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Flagler College - BA in English and Secondary Education University of North Florida - Masters in Elementary Education Florida Certification - English 6-12, Reading Endorsement	
Performance Record	Rdg Ma Wri Sci Rdg Ma Low 25% Adj Total Rdg Ma Rdg Ma C 2012-13 56 54 39 54 61 67 63 64 81 539 B 2011-12 60 56 71 47 60 63 52 51 74 534 A 2010-11 75 67 87 52 64 64 64 61 534 A 2009-10 77 70 92 59 64 70 61 63 556 A 2008-09 76 65 90 52 65 63 63 61 535	

Classroom Teachers

of classroom teachers
42

receiving effective rating or higher
42, 100%

Highly Qualified Teachers
100%

certified in-field
40, 95%

ESOL endorsed

35, 83%

reading endorsed

8, 19%

with advanced degrees

21, 50%

National Board Certified

2, 5%

first-year teachers

5, 12%

with 1-5 years of experience

7, 17%

with 6-14 years of experience

14, 33%

with 15 or more years of experience

16, 38%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

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

1. Utilization of district PATS program to recruit and hire (principal)
2. Regular meetings of new teachers (assistant principal)
3. Partnering new teachers with veteran staff (content area leaders)
4. Content area collaboration (content area leaders)
6. Peer evaluator system (SJCSD)

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

The SJCS D holds a two-day new teacher orientation before school starts. The district also assigns every new teacher to a peer evaluator who observes and discusses improvements to classroom and instructional practices.

At the school level, we pair new teachers with a content area leader who mentors them throughout the year. The content area team collaborates together and shares/models best practices.

The assistant principal meets monthly and as needed to touch base with new teachers.

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

At SMS, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.

Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

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

Principal – Kelly Battell

Assistant Principal - Ted Banton

MTSS Facilitator - Christine Sikes

Instructional Literacy Coach - Christine Sikes

Guidance Counselors - Katie Anderson & Leanne Fortune

School Psychologist - Melissa Gullo

Behavior Specialist - John Guy

Speech/Language Pathologist - Karen Curet

Responsibilities:

- Member of core team
- Attends core meetings
- Attends RtI review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for RtI students into the RtI folder
- Updates data into the RtI digital database
- Schedules meetings to review RtI plans with teachers

- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on Rtl procedures, progress monitoring and related interventions
- Finalizes Rtl referral packet and submits to LEA

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

- MTSS core team meets weekly
- The MTSS core team systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
- Implements MTSS as a school-wide method of raising student achievement outcomes through data review and problem-solving.
- The MTSS core team plans, implements and monitors the progress of school improvement goals.

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

Baseline data:

Reading and Math – FCAT

Reading – FAIR

Reading, Math, Science – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data, referrals

Attendance – List of students missing 3, 5, or 10 days

Midyear data:

Reading and Math – FCAT

Reading – FAIR

Reading, Math, Science – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data, referrals

Attendance – List of students missing 3, 5, or 10 days

End of year data:

Reading and Math – FCAT

Reading – FAIR

Reading, Math, Science – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data

Attendance – List of students missing 3, 5, or 10 days

Reading and Math – FCAT

Reading – FAIR

Reading, Math, Science – Discovery Education Assessments

Writing – Writing Prompts

Behavior – Daily behavior charts, ABC data, referrals

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

The school-based leadership team received training on MTSS on August 5, 2013. Our team will receive additional monthly virtual meetings and face to face meetings monthly. Professional Development on MTSS will be conducted for the staff during pre-planning for the 2013-2014 school year.

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:

Eagle Vision is an after-school program held on Tuesdays, from 2-4:30pm. This time allows for tutoring, grade recovery, and various enrichment activities. An activity bus is provided for transportation.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Participation rosters, grades, and testing scores.

Who is responsible for monitoring implementation of this strategy?

Leadership Team (principal, assistant principal, ILC)

Strategy: Summer Program

Minutes added to school year:

Two days of professional development were offered in the summer, with 83% teacher participation. Focuses were Common Core, AVID strategies, Standards-based testing and grading.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Implementation of strategies will be monitored by teacher evaluations and student achievement.

Who is responsible for monitoring implementation of this strategy?

Leadership team (principal, assistant principal, ILC, content area leaders)

Literacy Leadership Team (LLT)

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

Name	Title
Kelly Battell	principal
Ted Banton	assistant principal
Christine Sikes	instructional literacy coach and ELA content leader
Dawn Black	science content leader
Teri Lydigsen	social studies content leader
Sylvia Feijoo	reading teacher
Jessica Fleischman	reading teacher
Natalie Huerkamp-Giacosa	reading teacher
Christine Granovski	reading teacher
Kristen Badger	media specialist

How the school-based LLT functions

The LLT meets monthly to discuss school-wide reading initiatives and to disaggregate reading data.

Major initiatives of the LLT

AVID WICOR strategies: writing, inquiry, collaboration, organization and reading professional development and classroom implementation.

Every Teacher Contributes to Reading Instruction

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

Sebastian Middle School teachers attended two full days of professional development prior to the week of pre-planning. These learning sessions focused on ways to increase student engagement and achievement. One of the breakout sessions dealt specifically with increasing student reading comprehension. Teachers learned several instructional strategies to aid in student comprehension and vocabulary development. After these training sessions, teachers collaborated within their content areas to develop specific classroom plans to integrate their new learning. As the year continues, teachers will be provided professional development each month on instructional strategies in writing, inquiry, collaboration, organization, and reading. This training will be immediately followed up with departmental collaboration to implement best practices learned. In addition, our Instructional Coach will observe all teachers and provide feedback in reading instruction as well as strategies to actively engage students in their learning.

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

SMS affords students the opportunity to take five CTE courses (Intro to Arts and Audio/Visual Communication, Computing for College and Career, Algebra I Honors, Physical Science Honors, and Spanish I). These courses provides students with acceleration toward college and careers. In addition,

15% of the student population is enrolled in an AVID elective course that specifically addresses college exploration and readiness.

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

Guidance counselors meet with students annually to make course selections and create individualized learning paths. SMS 8th grade students receive career planning through their U.S. History course which includes the use of Florida's Career Cruiser, a career exploration resource used to promote career development for students. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. Charts display sample occupations in 17 career clusters. Occupational descriptions, average earnings, and minimum educational level required for the job are also listed.

Strategies for improving student readiness for the public postsecondary level

Based upon data from our feeder high school, St. Augustine High School, strategies implemented at SMS to increase college prep graduates, as well as enrollment in AP, AICE and Dual Enrollment courses, include offering advanced core classes at every grade level, five high school credit classes (Algebra I Honors, Geometry I Honors, Physical Science Honors, Spanish I, and Computing for College and Careers). Our emphasis on math acceleration also helps to increase the number of students who complete Algebra I before entering high school.

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%	56%	No	71%
American Indian				
Asian		70%		
Black/African American	48%	37%	No	54%
Hispanic	59%	40%	No	63%
White	71%	60%	No	74%
English language learners		0%		
Students with disabilities	47%	29%	No	52%
Economically disadvantaged	57%	45%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	27%	30%
Students scoring at or above Achievement Level 4	157	28%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		19%
Students scoring at or above Level 7	12	48%	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	314	61%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	79	63%	66%

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]		43%
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]		50%
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]		60%

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	76	37%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		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	60%	54%	No	64%
American Indian				
Asian		50%		
Black/African American	41%	26%	No	47%
Hispanic	55%	48%	No	60%
White	63%	59%	No	66%
English language learners		0%		
Students with disabilities	38%	31%	No	45%
Economically disadvantaged	47%	43%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	29%	32%
Students scoring at or above Achievement Level 4	79	14%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	10	40%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	352	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	82	64%	67%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	104	61%	64%
Middle school performance on high school EOC and industry certifications	63	100%	90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	47%	50%
Students scoring at or above Achievement Level 4	23	53%	56%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4	20	100%	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	58	30%	33%
Students scoring at or above Achievement Level 4	46	23%	26%

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]		20%

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)	1		2
Participation in STEM-related experiences provided for students	175	27%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	10%
Students taking CTE industry certification exams	0	0%	10%
Passing rate (%) for students who take CTE industry certification exams		0%	5%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	1%

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	203	33%	25%
Students who fail a mathematics course	9	1%	1%
Students who fail an English Language Arts course	6	1%	1%
Students who fail two or more courses in any subject	9	1%	1%
Students who receive two or more behavior referrals	154	25%	22%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	124	20%	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

See Title 1 Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce unexcused absence rate by 25%	203	33%	25%

Area 10: Additional Targets**Additional targets for the school**

Utilize the Character Counts curriculum to reinforce our Positive Behavior Support system.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce number of students who receive two or more behavior referrals by 5%	154	25%	20%

Goals Summary

- G1.** Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions
- G2.** All teachers will implement high-yield strategies aligned to the State and Common Core Standards.
- G3.** Develop, refine and implement teacher assessments to inform instruction and measure student learning.

Goals Detail

G1. Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions

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

- Title 1 funds

Targeted Barriers to Achieving the Goal

- Communication with and involvement of parents

Plan to Monitor Progress Toward the Goal

increased parent involvement and communication and decreased truancy rates

Person or Persons Responsible

Administration and RtI/MTSS

Target Dates or Schedule:

bi-monthly

Evidence of Completion:

parent communication tools, participation logs, absentee, tardy and suspension rates.

G2. All teachers will implement high-yield strategies aligned to the State and Common Core Standards.

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
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- AVID (Advancement via Individual Determination)

Targeted Barriers to Achieving the Goal

- level of rigor

Plan to Monitor Progress Toward the Goal

school-wide data

Person or Persons Responsible

principal, assistant principal, instructional literacy coach

Target Dates or Schedule:

yearly

Evidence of Completion:

FCAT scores, EOC scores, acceleration rates

G3. Develop, refine and implement teacher assessments to inform instruction and measure student learning.

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
- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal

- District curriculum support (including district-created curriculum maps, pacing guides, and quarterly formative assessments), curriculum specialists and collaborative teachers groups.

Targeted Barriers to Achieving the Goal

- Lack of professional development related to higher-level questioning and standards-based assessment.

Plan to Monitor Progress Toward the Goal

test scores, grades and statewide assessment data

Person or Persons Responsible

administration

Target Dates or Schedule:

quarterly

Evidence of Completion:

student achievement

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions

G1.B1 Communication with and involvement of parents

G1.B1.S1 hire a Parent Involvement Liaison to make contact with parents regarding absenteeism and tardies and to increase parent communication and involvement in school policies and activities

Action Step 1

hire a part-time parent involvement liaison using Title 1 Funds (\$13,635)

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Leah Kilgallon, SMS Parent Involvement Liaison

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

fulfillment of job description

Person or Persons Responsible

Principal

Target Dates or Schedule

weekly

Evidence of Completion

employee evaluation

Plan to Monitor Effectiveness of G1.B1.S1

parent communication and contacts

Person or Persons Responsible

Rtl/MTSS

Target Dates or Schedule

bi-monthly

Evidence of Completion

attendance, tardy and suspension rates

G2. All teachers will implement high-yield strategies aligned to the State and Common Core Standards.

G2.B1 level of rigor

G2.B1.S1 Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies school-wide.

Action Step 1

professional development (summer conference and trainings, \$20,000 paid by Title 1)

Person or Persons Responsible

principal, assistant principal, instructional literacy coach

Target Dates or Schedule

summer 'launch' and monthly 'boosts'

Evidence of Completion

inservice logs

Facilitator:

ILC

Participants:

all teachers

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

classroom observations

Person or Persons Responsible

principal, assistant principal, instructional literacy coach

Target Dates or Schedule

weekly

Evidence of Completion

teacher evaluations

Plan to Monitor Effectiveness of G2.B1.S1

student achievement

Person or Persons Responsible

principal, assistant principal, instructional literacy coach

Target Dates or Schedule

monthly

Evidence of Completion

grades, progress monitoring, state exams (FCAT & EOCs)

G3. Develop, refine and implement teacher assessments to inform instruction and measure student learning.

G3.B1 Lack of professional development related to higher-level questioning and standards-based assessment.

G3.B1.S1 Professional development and resources aligned to standards-based assessment and higher level questioning.

Action Step 1

content area assessment collaboration meetings

Person or Persons Responsible

principal, assistant principal, instructional literacy coach, district curriculum specialists

Target Dates or Schedule

monthly

Evidence of Completion

assessments

Facilitator:

ILC

Participants:

all teachers

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

collaboration group visits

Person or Persons Responsible

administration

Target Dates or Schedule

monthly

Evidence of Completion

content area meeting minutes

Plan to Monitor Effectiveness of G3.B1.S1

common assessments

Person or Persons Responsible

principal, assistant principal, instructional literacy coach, district curriculum specialists

Target Dates or Schedule

quarterly

Evidence of Completion

student performance

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted during and after the school day. The district coordinates with Title II and Title III in ensuring staff development needs are provided

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through staff development.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide reading remediation during and after the school day.

Violence Prevention Programs

Safe and Drug Free Schools: District receives funds for programs (i.e. Red Ribbon Week) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

Nutrition Programs N/A

Housing Programs N/A

Head Start N/A

Adult Education N/A

Career and Technical Education

District receives funds for CTE for the development of middle school career and technical tracts.

Job Training N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. All teachers will implement high-yield strategies aligned to the State and Common Core Standards.

G2.B1 level of rigor

G2.B1.S1 Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies school-wide.

PD Opportunity 1

professional development (summer conference and trainings, \$20,000 paid by Title 1)

Facilitator

ILC

Participants

all teachers

Target Dates or Schedule

summer 'launch' and monthly 'boosts'

Evidence of Completion

inservice logs

G3. Develop, refine and implement teacher assessments to inform instruction and measure student learning.

G3.B1 Lack of professional development related to higher-level questioning and standards-based assessment.

G3.B1.S1 Professional development and resources aligned to standards-based assessment and higher level questioning.

PD Opportunity 1

content area assessment collaboration meetings

Facilitator

ILC

Participants

all teachers

Target Dates or Schedule

monthly

Evidence of Completion

assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions	\$13,635
G2.	All teachers will implement high-yield strategies aligned to the State and Common Core Standards.	\$20,000
Total		\$33,635

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1		\$33,635
Total		\$33,635

Budget Details

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

G1. Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions

G1.B1 Communication with and involvement of parents

G1.B1.S1 hire a Parent Involvement Liaison to make contact with parents regarding absenteeism and tardies and to increase parent communication and involvement in school policies and activities

Action Step 1

hire a part-time parent involvement liaison using Title 1 Funds (\$13,635)

Resource Type

Evidence-Based Program

Resource

select staff collobarate with district curriuculum coordinators to develop assessments and curriculum maps

Funding Source

Title 1

Amount Needed

\$13,635

G2. All teachers will implement high-yield strategies aligned to the State and Common Core Standards.

G2.B1 level of rigor

G2.B1.S1 Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies school-wide.

Action Step 1

professional development (summer conference and trainings, \$20,000 paid by Title 1)

Resource Type

Evidence-Based Program

Resource

Funding Source

Title 1

Amount Needed

\$20,000