

Mcintosh Middle School



2014-15 School Improvement Plan

Mcintosh Middle School

701 MCINTOSH RD, Sarasota, FL 34232

www.sarasotacountyschools.net/mcintosh

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

56%

Alternative/ESE Center

No

Charter School

No

Minority

40%

School Grades History

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

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

TO ENSURE THAT EVERY CHILD REACHES THEIR MAXIMUM LEVEL OF PROFICIENCY

Provide the school's vision statement

ALL McINTOSH MIDDLE SCHOOL STUDENTS WILL PERFORM AT LEVEL 3 OR ABOVE

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In order to learn about students' cultures, teacher take time in their classes to get to know their students and understand how their cultures can positively impact the classroom environment. When possible, staff members work with community agencies in order to support students and their cultures. Here at McIntosh Middle, we strive to have parents involved in the school and be a part of the education process. Parents are invited to participate in school events and share with our staff their cultures so they can be highlighted.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Ensuring a safe environment for our students is one of the most vital components of learning on campus. We are committed to providing a safe learning environment for students to support our teachers' ability to teach and our students' ability to learn. This is done through the implementation of our schoolwide behavior system and effective communication with students, parents, and teachers. From the moment students arrive to the moment they leave, they are supervised and kept safe. We ask teachers to monitor the halls and keep administration involved as needed with student issues. Even more important is to maintain a respectful relationship with the students. Our first schoolwide expectation is respect, and is something administration expects of everyone on campus. We aim to avoid embarrassment with students and keep them motivated to learn and participate in their classes. As part of our iEngage Instructional Model, students are encouraged to be respectful learners of each other and their peers through meaningful collaboration and deep learning.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Staff will use the level system to teach and correct behavior in the classroom. This process must be used with the intention to positively improve behavior and NOT merely as a punishment to remove a student from the learning environment. These levels address both academic and behavioral concerns.

Level 1:

Use an appropriate pre-referral intervention if the misbehavior is repeated after one warning or redirection. (Repetitive warnings do not promote improved behavior.)

Re-teach and reward appropriate behavior in the class by others

Begin a Teacher Intervention Record (TIR) for target student

Level 2:

Use an appropriate pre-referral intervention with a personal parent contact
Re-teach expectations class-wide and reinforce compliant students
Notify Admin/Support Staff via email with copy of TIR

Level 3:

Parent Conference with Support Staff participation
Alternate Instructional Environment
School-wide Support Team (SWST) portfolio tasks assigned

Level 4:

Referral
SWST Referral
Appropriate intervention or consequence administratively assigned

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Here at McIntosh Middle School we have two school guidance counselors who work with students both on a regular basis and an as-needed basis. In addition, Sarasota County Schools has several interagency agreements which provide additional counseling and or mentoring opportunities for our students, including: Jewish Family & Children's Services (mental health counseling and Safe Alternative to Out of School Suspension), SEDNET (mental health referral service), Family Preservation Services (Family crisis counseling), Coastal Behavioral Healthcare (therapy services), Sports Camp for Life Mentoring Program, and The Sarasota YMCA (Family counseling).

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance:

At five days unexcused, students are added to an attendance database and we begin tracking their attendance. At this time, a letter is also automatically generated by the school district, signed by the principal, and sent home to parents; a copy is also placed in the cum file. At ten days, excused or unexcused, a letter is sent home from the assistant principal, Mr. Ryan Chase, informing parents of their obligation for their child to attend school.

Suspensions:

All student referrals are input into the Student Information System (SIS) and tracked through discipline reports run through the system. All decisions in regards to suspensions are made with the previous discipline data in mind. As student suspensions increase, we refer the student to guidance and often the Challenge to Change (CTC) program for additional counseling with a licensed mental health counselor.

Failures in ELA/Math:

McIntosh Middle School employs a Progress Monitor who regularly checks student grades and assessment results. The Progress Monitor compiles data, and prepares reports for the principal in order to make decisions to help the students. Often, students at risk of failing are placed in an Academic Intervention course. These courses are built into the master schedule and allow for students to receive additional support in their areas of deficiency and receive reteaching opportunities with a certified teacher.

Level 1 Reading/Math:

The Progress Monitor also develops the master schedule for McIntosh. Aside from providing all level 1 readers with intensive reading class, all level 1 students received the Diagnostic Assessment of

Reading (DAR) in order to better understand their level of proficiency in reading. The data collected is used to provide more specific interventions for students aimed at making learning gains.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	32	46	62	140
One or more suspensions	4	0	2	6
Course failure in ELA or Math	32	13	51	96
Level 1 on statewide assessment	40	37	52	129

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	20	17	41	78

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- MMS academic performance Intervention Form
- PLC Meetings
- Houses with common lunch for teacher collaborative planning regarding students of concern
- Academic Intervention classes
- Course recovery
- Intensive reading
- Inclusion model for ESE
- Before/After school tutoring and homework assistance
- School-wide Support Team (Rtl-Problem Solving Team)
- Attendance referrals
- 504/IEP reviews
- Progress monitoring
- FAIR/DAR/Math benchmark assessments

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

To involve parents in multiple aspects of the school. Through PTO, parents support the teachers and students with volunteer hours, financial support, and school-spirit related events. PTO is also heavily involved in the school's Renaissance program which helps reward students for meeting academic and behavioral goals. The school also utilizes its SAC in order to involve the community and help make shared decisions for the good of the school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through the PTO, McIntosh has a healthy relationship with the community and utilizes the resources in the community for student benefits. At this time, McIntosh Middle School teachers have applied for several grants to serve their students, including: classroom libraries, educational field trips to planetariums, museums, and environmental locations, arts integration, professional development, and classroom supplies. These applications are pending, but show the teachers' commitment to involving the community with the classroom. Additionally, through our STEM magnet program, we have several business partnerships which have produced a Speakers' Bureau, Field Trips, and additional funding.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moore, Dr. Harriet D.	Principal
Chase, Ryan	Assistant Principal
Bartol-Thomas, Alicia	Teacher, K-12
Clay, Rich	Dean
Cohen, Stephanie	Teacher, K-12
Daige, Christopher	Teacher, K-12
Fehr, Farnaz	Teacher, ESE
Gwatney, David	Teacher, Career/Technical
Harris, Jeff	Teacher, ESE
Lester, Helen	Teacher, K-12
Mergos, Jennifer	Teacher, K-12
Panighetti, Deanne	Other
Proch-Moore, Amy	Teacher, K-12
Schatz, David	Guidance Counselor
Schopfer, Amy	Teacher, K-12
Shaughnessy, Schelly	Teacher, K-12
Theriot, Leiland	Teacher, K-12
Vega, Dana	Teacher, Career/Technical
Westberry, Jeffi	Guidance Counselor
Wilson, Tracy	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Each school-based leadership team is charged with pupil progression and making sure that each student receives an equal and fair education. They strive to accomplish this by reviewing pertinent data and implementing the support necessary to assist students to achieve their maximum level of proficiency or academic growth.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school based MTSS/RTI processes are the core of our students' progression and academic growth. The MTSS process is the driving force in the development of interventions for student achievement and progress monitoring. Our MTSS processes impact the implementation of our School Improvement Plan. The team assists teachers to guide our students to in achieving academic growth. Information learned through the MTSS processes brings to light areas of need in terms of student achievement, professional development, and program development.

Title II funds will be used to support the Professional Development of Teachers to enhance their ability to ensure that students reach their maximum level of proficiency on the Florida Standards Assessment (FSA). Professional Development to support inclusion for exceptional students, as well as strengthening the ability of teachers to incorporate the iEngage Lesson Design with fidelity in the classrooms.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
David Schatz	Education Support Employee
Dr. Harriet Moore	Principal
Patty Largo	Teacher
Leiland Theriot	Teacher
Erica Laperriere	Parent
Jackie Weaver	Education Support Employee
Robert Rosenbaum	Business/Community
Helen Lester	Teacher
Keisha Wilson	Education Support Employee
Bridget Malecki	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At our September SAC meeting, data was reviewed in regards to the 2013-14 SIP and 2014 FCAT. SAC members asked questions and were involved in the evaluation process throughout the meeting.

Development of this school improvement plan

The SAC from last year was instrumental in providing feedback and quality input regarding what works at McIntosh Middle School and what areas for improvement. The SAC also approved the School Improvement Plan and participated in the continuous improvements made throughout the school year.

Preparation of the school's annual budget and plan

SAC helps participate in the budget process through its work with the principal, Dr. Moore. Dr. Moore meets with the SAC and discusses the needs of the school and how they can manage funds to serve the needs of the students.

No A+ Monies awarded to McIntosh Middle for years 2013-2015.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

In the 2013-14 school year, the SAC was instrumental in funding the registration and housing for the Odyssey of the Mind team competition in which our school's team competed at the state level.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Moore, Dr. Harriet D.	Principal
Chase, Ryan	Assistant Principal
Panighetti, Deanne	Other
Schatz, David	Guidance Counselor
Lester, Helen	Teacher, K-12
Hoffman, Jennifer	Teacher, K-12
Milligan, Bonnie	Teacher, K-12

Duties***Describe how the LLT promotes literacy within the school***

McIntosh Middle School will continue the integration of the iEngage Instructional model; implementing teacher modeling guided practice, accountable team task, and independent practice;

The Word of the Week (WOW) will be implemented in every classroom across the campus to build word-part knowledge and vocabulary;

Through the implementation of Common Core State Standards, students will be involved in more critical reading and writing;

Weekly PLCs will continue their work in building common formative and summative assessments, lesson design and implementation, data analysis, and development of strategies for targeting areas of student weakness, as identified by formative assessments.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

For this school year, the master schedule was designed with collaboration in mind, both vertically and horizontally. McIntosh Middle School is designed to have an Arts House and STEM House for teaming purposes. All teachers in the Arts House have common lunch and all teachers on the STEM House have common lunch. In addition, all teachers within the same department, social studies for example, have common planning time. This allows for weekly grade-level PLC meetings and monthly department meetings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Use of qualified candidates list provided from Human Resources - Principal or Asst. Principal;
Interview committees represent diverse opinions and positions of school personnel - Principal or Asst. Principal;
Use of professional guidelines in hiring and interview process - Principal or Asst. Principal;
Regular meetings with Leadership Team - Principal or Asst. Principal.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Retaining teachers and instructional support staff in Sarasota County is a district goal. Sarasota County's way of fostering this is with on-going support and mentorship at the school and district level through Sarasota County Induction Program (SCIP).

The purpose of SCIP is to aide in:

- Introducing new hires to the culture of the school and district;
- Establishing collegial connections between new hires and staff members;
- Learning the curriculum and resources used in best instructional practices;
- Acquiring knowledge of technology resources; and
- Advancing instructional and professional behaviors that meet the high standards of the Sarasota County School District.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

For Language Arts, the new textbook series, HMH Collections, is geared toward the Florida Standards as it requires students to interact with multiple forms of media, including short stories, poetry, songs, articles, new stories, video clips and more.

In mathematics, teachers are incorporating additional resources as the textbook is not aligned with the Florida Standards, including Illustrative Math, which provides sample questions written to reflect the current requirements of Common Core and the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

After the first quarter of the 2013-14 school year, it was apparent that teachers needed more accurate data on their students' literacy proficiency. As a result, we began looking for solutions to gather a baseline data set for students at the beginning of the 2014-15 school year for teachers to provide appropriate interventions for students. A major part of the Florida Standards and Common Core is having accurate and relevant data in which to start with interventions for students. The DAR was a requirement for all sixth graders and students who scored below proficient in reading on the 2014 FCAT 2.0 Reading. Most teachers, however, administered the test to all students as a means of gathering data on the current proficiency of each student, regardless of their FCAT score.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 9,360

Mathematics Lab and Tutoring - This before- and after-school program is designed to offer tutoring for any student on campus and gives students the opportunity to work in small groups or receive individualized tutoring help.

Strategy Rationale

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Based on participation, students who utilize this service sign in to record attendance. As needed, teachers use performance data before and after assistance, tracked by teachers, to communicate with stakeholders on who is receiving extra help, what they are struggling with, and identify areas in which the teacher can reinforce to work toward mastery. Further, struggles beyond that, can be reported to guidance, ESOL liaison, and/or ESE liaison in order to take further measure to support the student in their mastery of the mathematics concepts/skills, as well as reading and other areas in which students are struggling.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Elem-Middle & Middle to High Guidance/ESE Liaison transition meetings regarding "students of concern".

Middle School Progression Checklist

SWST/CARE notes
Orientation
Back to School Night
MMS Student Parent Information Night (SPIN)/World's Fair
Hawk Night in Spring-School Choice
New Hawk Night in Fall
ESOL Parent nights
Career Planning through Civics curriculum
High School SPIN nights
Magnet School visitations
High school shadowing
Sports Camp for Life Mentoring Program
Challenge to Change (CTC)/Safe Alternative to Out-of-School Suspension (SATOSS)
High School registration process on campus in Spring.
United Against Bullying/Positive Behavior Support (PBS)
Renaissance program

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Each student is required to participate in a career planning unit, which is completed through social studies and is done while the students are in the eighth grade.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

All subjects currently integrate the blended Common Core and NGSS standards which address the needs of students as they move forward in not only their academic, but career paths from middle to high school, and beyond. Beyond this, STEM courses in engineering, aerospace, robotics, art 2D and 3D design, agri-science, and business computers/culinary arts allow students to receive training in fields with current demand.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

McIntosh Middle School designed the master schedule, as well as the school, to focus on the integration of all core and encore courses as it relates to STEM, Arts, and Agri-science. The school is divided into STEM and Arts Houses, with career pathways embedded. These pathways focus on Science, Technology, Engineering, Mathematics, Arts (performing and 2D/3D), and Agriscience.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Based on our knowledge of students' transition to high school, we focus on core academic instruction, fostered within the iEngage Instructional Model. This includes students' involved in collaborative work, using academic vocabulary, modeling of expert thinking, and the use higher-level questioning to promote deep thinking as required by the Florida Standards.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the end of the 2014-2015 school year, all subgroups will meet the AMO goals set by the state for reading and mathematics for proficiency and learning gains.
- G2.** By the end of the 2015 school year, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
- G3.** By the end of the 2015 school year, there will be a minimum of a four percent increase on for proficiency for the writing portion of the Florida Standards Assessment.
- G4.** By the year 2015, there will be a reduction of five percentage points of suspensions from the 2013-14 to the 2014-15 school year.
- G5.** By 2015, 100% of students taking the Algebra and Geometry End-of-Course Exams will demonstrate proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the end of the 2014-2015 school year, all subgroups will meet the AMO goals set by the state for reading and mathematics for proficiency and learning gains. **1a**

G038260

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Reading - Asian	73.0
AMO Reading - African American	56.0
AMO Reading - ED	67.0
AMO Reading - ELL	57.0
AMO Reading - Hispanic	65.0
AMO Reading - SWD	52.0
AMO Reading - White	81.0
AMO Math - All Students	77.0
AMO Math - Asian	81.0
AMO Math - African American	58.0
AMO Math - ED	70.0
AMO Math - ELL	59.0
AMO Math - Hispanic	68.0
AMO Math - SWD	51.0
AMO Math - White	83.0

Resources Available to Support the Goal **2**

- PLC meetings with grade-level partners to develop common assessments.
- PD Support from teacher experts and zone PD resource.

Targeted Barriers to Achieving the Goal **3**

- Implementation of the iEngage Lesson Model with fidelity across all classrooms.
- The pacing of Instructional Focus Guides (IFGs) vary between classrooms thereby producing diverse emphasis on certain outcome measures.
- Students require regular practice and feedback on FSA-style mathematics assessments.
- Math curriculum implementation timeline is inconsistent and not fully aligned to district and state outcome measures.

Plan to Monitor Progress Toward G1. 8

Determine progress toward meeting growth in FSA reading and mathematics proficiency.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative assessment data, summative assessment data, benchmark tests, FAIR data, & 2015 FSA data.

G2. By the end of the 2015 school year, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1a

G038262

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Mathematics Lab
- Intensive Mathematics
- Intensive Reading

Targeted Barriers to Achieving the Goal 3

- Students are not performing on grade level and struggle with concepts below their grade level.
- Struggling readers have a negative affect toward reading.

Plan to Monitor Progress Toward G2. 8

Determine Progress toward meeting growth in reading and mathematics on FSA.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative/summative assessment data, FAIR data, DAR data, and FSA reading and mathematics results.

G3. By the end of the 2015 school year, there will be a minimum of a four percent increase on for proficiency for the writing portion of the Florida Standards Assessment. 1a

G038263

Targets Supported 1b

Indicator	Annual Target
	70.0

Resources Available to Support the Goal 2

- Zone PD Support

Targeted Barriers to Achieving the Goal 3

- Writing standards in classes vary based on content-area.
- Writing expectations and state rubrics continue to change, forcing the teaching of grammar and conventions which have been taught minimally to focus on content accuracy.

Plan to Monitor Progress Toward G3. 8

Monitor student progress of meeting FSA writing expectations

Person Responsible

Dr. Harriet D. Moore

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Writing rubrics, District writing assessments, Content Area Writing assessments, 2015 FSA Writing Component.

G4. By the year 2015, there will be a reduction of five percentage points of suspensions from the 2013-14 to the 2014-15 school year. 1a

G038264

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	20.0

Resources Available to Support the Goal 2

- Bullying Prevention Council.
- Positive Behavior Support.
- Challenge to Change/Safe Alternative to Out-Of-School Suspension (CTC/SATOSS) Counseling.
- Sports Camp for Life Mentoring Program.

Targeted Barriers to Achieving the Goal 3

- Implementation of PBS is relatively new and requires training for awareness for students and staff.
- Emphasis on keeping students in classrooms, changing of philosophy on classroom interventions.

Plan to Monitor Progress Toward G4. 8

Monitor referral and suspension data along with positive reward program participation

Person Responsible

Ryan Chase

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Referral and suspension data & positive reward program participation.

G5. By 2015, 100% of students taking the Algebra and Geometry End-of-Course Exams will demonstrate proficiency. 1a

G038265

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

- N/A

Plan to Monitor Progress Toward G5. 8

Monitor benchmark test and mid-term assessments to determine proficiency of assessed benchmarks.

Person Responsible

Deanne Panighetti

Schedule

On 5/29/2015

Evidence of Completion

Formative assessments, Algebra I and Geometry EOC benchmark tests, and Algebra I and Geometry EOC midterms.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. By the end of the 2014-2015 school year, all subgroups will meet the AMO goals set by the state for reading and mathematics for proficiency and learning gains. **1**

 G038260

G1.B1 Implementation of the iEngage Lesson Model with fidelity across all classrooms. **2**

 B091909

G1.B1.S1 Teacher curriculum writing committees have written content purpose, language purpose, and accountable team task across the curriculum to guide teachers. On-going professional development will be implemented to support teachers in implementing iEngage. **4**

 S102811

Strategy Rationale

Action Step 1 **5**

Monitor iEngage Lesson implementation

Person Responsible

Dr. Harriet D. Moore

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observations, walk-throughs, and student output.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor Reading, Mathematics, and Science benchmark data.

Person Responsible

Schedule

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor Reading, Mathematics, and Science benchmark data.


Person Responsible

Schedule

Evidence of Completion


Formative, Summative, and Benchmark Assessments.

G1.B2 The pacing of Instructional Focus Guides (IFGs) vary between classrooms thereby producing diverse emphasis on certain outcome measures. 2

 B091910

G1.B2.S1 IFGs have been refined by district committees with participation from teachers at all schools. IFGs are also discussed and reviewed during PLC meetings while teachers attempt to align curriculum.

4

 S102812

Strategy Rationale

Action Step 1 5

Review, implement, collect data, and re-align IFCs as needed.

Person Responsible

Dr. Harriet D. Moore

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative & summative assessments, classroom observations and walk-throughs, & PLCs notes.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor Reading, Mathematics, and Science benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor Reading, Mathematics, and Science benchmark data.

Person Responsible

Deanne Panighetti


Schedule

Monthly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G1.B3 Students require regular practice and feedback on FSA-style mathematics assessments. 2

 B091911

G1.B3.S1 Students will participate in bi-quarterly formative assessments and district benchmark testing three times during the school year. 4

 S102813

Strategy Rationale

Action Step 1 5

Development of FSA-style assessments for students to prepare for actual FSA.

Person Responsible

Dr. Harriet D. Moore

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor Reading, Mathematics, and Science benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor Reading, Mathematics, and Science benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G1.B4 Math curriculum implementation timeline is inconsistent and not fully aligned to district and state outcome measures. 2

 B091912

G1.B4.S1 All teachers will follow the teacher-created, district Instructional Focus Calendars (IFCs). 4

 S102814

Strategy Rationale

Action Step 1 5

Provide access to IFGs for teachers and monitor teacher alignment to IFGs.

Person Responsible

Dr. Harriet D. Moore

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC notes & walk-through/observation data.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor Reading, Mathematics, and Science benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor Reading, Mathematics, and Science benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G2. By the end of the 2015 school year, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1

 G038262

G2.B1 Students are not performing on grade level and struggle with concepts below their grade level. 2

 B091917

G2.B1.S1 Begin review of intensive reading programs including co-teaching for ESE and regular ed. teachers. 4

 S102819

Strategy Rationale

Action Step 1 5

Review intensive reading options and incorporate co-teaching for ESE students when applicable.

Person Responsible

Deanne Panighetti

Schedule

On 5/29/2015

Evidence of Completion

FAIR testing, DAR testing, classroom assessments, IIS data checks, & FSA Reading and Math

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor Reading and Mathematics benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor Reading and Mathematics benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G2.B1.S2 Use of highinterest literacy materials; alignment of text complexity to student level. 4

S102820

Strategy Rationale

Action Step 1 5

Provide students with the opportunity to access high-interest materials to encourage reading and increase reading proficiency.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Weekly classroom assessments, FAIR testing, DAR Testing, Formal and informal reading and fluency assessments.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor Reading and Mathematics benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor Reading and Mathematics benchmark data.

Person Responsible

Deanne Panighetti


Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G2.B1.S3 Concentrate on geometry and algebraic thinking in Core Content classes. 4

 S102821

Strategy Rationale

Action Step 1 5

Focus mathematic thinking on concepts which will reinforce basic skills and help to build to grade-level standards.

Person Responsible

Dr. Harriet D. Moore

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Math benchmark assessments, formative and summative assessments.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Monitor Reading and Mathematics benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Monitor Reading and Mathematics benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

G3. By the end of the 2015 school year, there will be a minimum of a four percent increase on for proficiency for the writing portion of the Florida Standards Assessment. 1

G038263

G3.B1 Writing standards in classes vary based on content-area. 2

B091919

G3.B1.S1 School-wide writing expectations and training to implement effective writing instruction across all curricula. 4

S102822

Strategy Rationale

Action Step 1 5

Continue to assign content-area writing for students and provide meaningful feedback to meet state writing expectations.

Person Responsible

Dr. Harriet D. Moore

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Writing rubrics, District writing assessments, Content Area Writing assessments, 2015 FSA Writing Component

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher.

Person Responsible

Deanne Panighetti

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom writing assessments, district writing assessments, & writing rubrics.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher.

Person Responsible

Deanne Panighetti


Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom writing assessments, district writing assessments, & writing rubrics.

G3.B2 Writing expectations and state rubrics continue to change, forcing the teaching of grammar and conventions which have been taught minimally to focus on content accuracy. 2

 B091920

G3.B2.S1 School-wide writing expectations and training to implement effective writing instruction across all curricula. 4

 S102823

Strategy Rationale

Action Step 1 5

Continue to assign content-area writing for students and provide meaningful feedback to meet state writing expectations.

Person Responsible

Dr. Harriet D. Moore

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Writing rubrics, District writing assessments, Content Area Writing assessments, 2015 FSA Writing Component

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher.

Person Responsible

Deanne Panighetti

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom writing assessments, district writing assessments, & writing rubrics.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher.

Person Responsible

Deanne Panighetti

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom writing assessments, district writing assessments, & writing rubrics.

G4. By the year 2015, there will be a reduction of five percentage points of suspensions from the 2013-14 to the 2014-15 school year. **1**

G038264

G4.B1 Implementation of PBS is relatively new and requires training for awareness for students and staff. **2**

B091921

G4.B1.S1 Proactively teach school-wide behavior expectations and highlight the benefits of the positive rewards for students to encourage meeting expectations and positively rewarding students rather than providing negative consequences. **4**

S102824

Strategy Rationale

Action Step 1 **5**

Continue to meet with PBS team and develop delievery plans for behavior expectations and positive reward plans.

Person Responsible

Rich Clay

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Referral numbers, suspension percentages, participation in positive reward program.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Track discipline data, reward data, and generate reports to share with PBS Team and Administration

Person Responsible

Rich Clay

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Discipline data, broken down by subgroups and reward data from PBS.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Implementation of positive reward system

Person Responsible

Rich Clay

Schedule


Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion


Referral/Suspension data & participation in positive reward system.

G4.B2 Emphasis on keeping students in classrooms, changing of philosophy on classroom interventions.

2

 B091922

G4.B2.S1 Provide counselling and mentoring programs to develop positive relationships within the school 4

 S130750

Strategy Rationale

Action Step 1 5

Provide counselling and mentoring programs to develop positive relationships within the school

Person Responsible

Ryan Chase

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance, discipline, and academic progress data during mentoring participation.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.

Person Responsible

Ryan Chase

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.

G5. By 2015, 100% of students taking the Algebra and Geometry End-of-Course Exams will demonstrate proficiency. 1

G038265

G5.B1 N/A 2

B091923

G5.B1.S1 Concentrate on geometry and algebraic thinking in core content classes. Algebra 1 is offered to 7th graders who scored high on FCAT and were recommended by their previous teacher. Geometry is offered to these students in 8th grade 4

S102825

Strategy Rationale

Action Step 1 5

Design accurate and authentic assessments to identify students to place into accelerated math courses.

Person Responsible

Sergio Gudino

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

FSA math results, Math placement assessment results, & teacher recommendations.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitor Algebra I and Geometry EOC benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Monitor Algebra I and Geometry EOC benchmark data.

Person Responsible

Deanne Panighetti

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formative, Summative, and Benchmark Assessments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Monitor iEngage Lesson implementation	Moore, Dr. Harriet D.	8/18/2014	Observations, walk-throughs, and student output.	5/29/2015 daily
G1.B2.S1.A1	Review, implement, collect data, and re-align IFCs as needed.	Moore, Dr. Harriet D.	8/18/2014	Formative & summative assessments, classroom observations and walk-throughs, & PLCs notes.	5/29/2015 daily
G1.B3.S1.A1	Development of FSA-style assessments for students to prepare for actual FSA.	Moore, Dr. Harriet D.	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G1.B4.S1.A1	Provide access to IFGs for teachers and monitor teacher alignment to IFGs.	Moore, Dr. Harriet D.	8/18/2014	PLC notes & walk-through/observation data.	5/29/2015 daily
G2.B1.S1.A1	Review intensive reading options and incorporate co-teaching for ESE students when applicable.	Panighetti, Deanne	8/18/2014	FAIR testing, DAR testing, classroom assessments, IIS data checks, & FSA Reading and Math	5/29/2015 one-time
G2.B1.S2.A1	Provide students with the opportunity to access high-interest materials to encourage reading and increase reading proficiency.	Panighetti, Deanne	8/18/2014	Weekly classroom assessments, FAIR testing, DAR Testing, Formal and informal reading and fluency assessments.	5/29/2015 monthly
G2.B1.S3.A1	Focus mathematic thinking on concepts which will reinforce basic skills and help to build to grade-level standards.	Moore, Dr. Harriet D.	8/18/2014	Math benchmark assessments, formative and summative assessments.	5/29/2015 weekly
G3.B1.S1.A1	Continue to assign content-area writing for students and provide meaningful feedback to meet state writing expectations.	Moore, Dr. Harriet D.	8/18/2014	Writing rubrics, District writing assessments, Content Area Writing assessments, 2015 FSA Writing Component	5/29/2015 daily
G3.B2.S1.A1	Continue to assign content-area writing for students and provide meaningful feedback to meet state writing expectations.	Moore, Dr. Harriet D.	8/18/2014	Writing rubrics, District writing assessments, Content Area Writing assessments, 2015 FSA Writing Component	5/29/2015 daily
G4.B1.S1.A1	Continue to meet with PBS team and develop delievery plans for behavior expectations and posite reward plans.	Clay, Rich	8/18/2014	Referral numbers, suspension percentages, participation in positive reward program.	5/29/2015 monthly
G5.B1.S1.A1	Design accurate and authentic assessments to identify students to place into accelerated math courses.	Gudino, Sergio	8/18/2014	FSA math results, Math placement assessment results, & teacher recommendations.	5/29/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.A1	Provide counselling and mentoring programs to develop positive relationships within the school	Chase, Ryan	8/18/2014	Attendance, discipline, and academic progress data during mentoring participation.	5/29/2015 monthly
G1.MA1	Determine progress toward meeting growth in FSA reading and mathematics proficiency.	Panighetti, Deanne	8/18/2014	Formative assessment data, summative assessment data, benchmark tests, FAIR data, & 2015 FSA data.	5/29/2015 monthly
G1.B1.S1.MA1	Monitor Reading, Mathematics, and Science benchmark data.		Formative, Summative, and Benchmark Assessments.	once	
G1.B1.S1.MA1	Monitor Reading, Mathematics, and Science benchmark data.		Formative, Summative, and Benchmark Assessments.	once	
G1.B2.S1.MA1	Monitor Reading, Mathematics, and Science benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G1.B2.S1.MA1	Monitor Reading, Mathematics, and Science benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G1.B3.S1.MA1	Monitor Reading, Mathematics, and Science benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G1.B3.S1.MA1	Monitor Reading, Mathematics, and Science benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G1.B4.S1.MA1	Monitor Reading, Mathematics, and Science benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G1.B4.S1.MA1	Monitor Reading, Mathematics, and Science benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G2.MA1	Determine Progress toward meeting growth in reading and mathematics on FSA.	Panighetti, Deanne	8/18/2014	Formative/summative assessment data, FAIR data, DAR data, and FSA reading and mathematics results.	5/29/2015 monthly
G2.B1.S1.MA1	Monitor Reading and Mathematics benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G2.B1.S1.MA1	Monitor Reading and Mathematics benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G2.B1.S2.MA1	Monitor Reading and Mathematics benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G2.B1.S2.MA1	Monitor Reading and Mathematics benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G2.B1.S3.MA1	Monitor Reading and Mathematics benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G2.B1.S3.MA1	Monitor Reading and Mathematics benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 monthly
G3.MA1	Monitor student progress of meeting FSA writing expectations	Moore, Dr. Harriet D.	8/18/2014	Writing rubrics, District writing assessments, Content Area Writing assessments, 2015 FSA Writing Component.	5/29/2015 quarterly
G3.B1.S1.MA1	By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher.	Panighetti, Deanne	8/18/2014	Classroom writing assessments, district writing assessments, & writing rubrics.	5/29/2015 quarterly
G3.B1.S1.MA1	By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for	Panighetti, Deanne	8/18/2014	Classroom writing assessments, district writing assessments, & writing rubrics.	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	all student groups where 75% or more are demonstrating 3.5 or higher.				
G3.B2.S1.MA1	By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher.	Panighetti, Deanne	8/18/2014	Classroom writing assessments, district writing assessments, & writing rubrics.	5/29/2015 quarterly
G3.B2.S1.MA1	By 2014, there will be a minimum of a four percent increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a minimum of a two percent increase for all student groups where 75% or more are demonstrating 3.5 or higher.	Panighetti, Deanne	8/18/2014	Classroom writing assessments, district writing assessments, & writing rubrics.	5/29/2015 quarterly
G4.MA1	Monitor referral and suspension data along with positive reward program participation	Chase, Ryan	8/18/2014	Referral and suspension data & positive reward program participation.	5/29/2015 weekly
G4.B1.S1.MA1	Implementation of positive reward system	Clay, Rich	8/18/2014	Referral/Suspension data & participation in positive reward system.	5/29/2015 monthly
G4.B1.S1.MA1	Track discipline data, reward data, and generate reports to share with PBS Team and Administration	Clay, Rich	8/18/2014	Discipline data, broken down by subgroups and reward data from PBS.	5/29/2015 biweekly
G4.B2.S1.MA1	Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.		8/18/2014	Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.	5/29/2015 monthly
G4.B2.S1.MA1	Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.	Chase, Ryan	8/18/2014	Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.	5/29/2015 monthly
G5.MA1	Monitor benchmark test and mid-term assessments to determine proficiency of assessed benchmarks.	Panighetti, Deanne	8/18/2014	Formative assessments, Algebra I and Geometry EOC benchmark tests, and Algebra I and Geometry EOC midterms.	5/29/2015 one-time
G5.B1.S1.MA1	Monitor Algebra I and Geometry EOC benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 quarterly
G5.B1.S1.MA1	Monitor Algebra I and Geometry EOC benchmark data.	Panighetti, Deanne	8/18/2014	Formative, Summative, and Benchmark Assessments.	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By the end of the 2014-2015 school year, all subgroups will meet the AMO goals set by the state for reading and mathematics for proficiency and learning gains.

G1.B1 Implementation of the iEngage Lesson Model with fidelity across all classrooms.

G1.B1.S1 Teacher curriculum writing committees have written content purpose, language purpose, and accountable team task across the curriculum to guide teachers. On-going professional development will be implemented to support teachers in implementing iEngage.

PD Opportunity 1

Monitor iEngage Lesson implementation

Facilitator

Principal, Assistant Principal, and Curriculum Leaders

Participants

All teachers

Schedule

Daily, from 8/18/2014 to 5/29/2015

G1.B2 The pacing of Instructional Focus Guides (IFGs) vary between classrooms thereby producing diverse emphasis on certain outcome measures.

G1.B2.S1 IFGs have been refined by district committees with participation from teachers at all schools. IFGs are also discussed and reviewed during PLC meetings while teachers attempt to align curriculum.

PD Opportunity 1

Review, implement, collect data, and re-align IFCs as needed.

Facilitator

District Curriculum Department

Participants

All Teachers

Schedule

Daily, from 8/18/2014 to 5/29/2015

G1.B3 Students require regular practice and feedback on FSA-style mathematics assessments.

G1.B3.S1 Students will participate in bi-quarterly formative assessments and district benchmark testing three times during the school year.

PD Opportunity 1

Development of FSA-style assessments for students to prepare for actual FSA.

Facilitator

Jane Brand, District Math Program Specialist

Participants

Mathematics Teachers

Schedule

Monthly, from 8/18/2014 to 5/29/2015

G3. By the end of the 2015 school year, there will be a minimum of a four percent increase on for proficiency for the writing portion of the Florida Standards Assessment.

G3.B1 Writing standards in classes vary based on content-area.

G3.B1.S1 School-wide writing expectations and training to implement effective writing instruction across all curricula.

PD Opportunity 1

Continue to assign content-area writing for students and provide meaningful feedback to meet state writing expectations.

Facilitator

Language Arts Teachers

Participants

All faculty

Schedule

Daily, from 8/18/2014 to 5/29/2015

G3.B2 Writing expectations and state rubrics continue to change, forcing the teaching of grammar and conventions which have been taught minimally to focus on content accuracy.

G3.B2.S1 School-wide writing expectations and training to implement effective writing instruction across all curricula.

PD Opportunity 1

Continue to assign content-area writing for students and provide meaningful feedback to meet state writing expectations.

Facilitator

Language Arts Teachers

Participants

All faculty

Schedule

Daily, from 8/18/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 4: By the year 2015, there will be a reduction of five percentage points of suspensions from the 2013-14 to the 2014-15 school year.	500
Grand Total	500

Goal 4: By the year 2015, there will be a reduction of five percentage points of suspensions from the 2013-14 to the 2014-15 school year.		
Description	Source	Total
B1.S1.A1 - Donations received to purchase lunch room rewards for students who earn reward tickets.	Other	500
Total Goal 4		500