Sarasota Middle School

2014-15 School Improvement Plan

Sarasota Middle School

4826 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/sarasotamiddle

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	31%

Alternative/ESE Center	Charter School	Minority
No	No	23%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

Sarasota Middle School is a community offering a safe, encouraging environment that celebrates learning and innovation. All learners model and promote integrity, empathy, and responsibility.

Provide the school's vision statement

Sarasota Middle School places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.

School Environment

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

Sarasota Middle School takes every opportunity to establish and promote student well-being and social development dedicating time and effort to building relationships that connect our students, families, and community to school staff and administration.
Before the school year begins all 6th grade students are invited to our WEB program - WHERE EVERYONE BELONGS. During this 4 hour orientation assembly, trained 8th grade WEB Leaders guide the incoming 6th grade students offering them a path to success both socially and academically. Sarasota Middle school prides itself on being a Community of Caring. The values of caring, family, trust, responsibility, and respect are displayed throughout our campus as well as in the classrooms. Those same values are promoted daily on our school wide morning news program. SMS has established organizations like Builders Club and the National Junior Honor Society where student service learning is encouraged. Our students are developing their civic responsibilities and knowledge through school supervised volunteer programs. Families are encouraged to participate in the international Coastal Clean up each year at a community park.

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

Teachers, administrators and support staff work through the PBS committee to set classroom/school-wide behavioral expectations that create an environment of respect and safety. Teachers/staff provide before, during and after-school supervision to ensure safety for all students. Students are encouraged to report any concerns to teachers, support staff, parents, bus drivers, administration and/or our student resource office. Each report is investigated and documented, and action is taken as deemed necessary.

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

A positive learning culture is promulgated at Sarasota Middle School by ensuring that all participants and stakeholders feel they are part of a safe, respectful, caring and positive environment. The hallmarks of this positive learning culture at SMS are fair and consistent implementation of school policies, decisions that are guided by a problem solving, not punitive, approach, and intervention that is progressive, supportive, constructive and transparent.

Every teacher at SMS engages students in learning through implementation of the iEngage Instructional Model. Training in the implementation of this model is ongoing both formally and through collaborative school-based Professional Learning Circles.
Students are taught Sarasota Middle School's school wide expectations of Show Respect, Be Prepared, Be an Active Learner and Show Self control the first day of the school year. These are posted and reinforced in every classroom across campus on a daily basis.

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

Students, staff and parent have access to instructional support personnel that can provide either direct service or referral for service for student needs. The SMS support team consists of two Guidance Counselors, a Behavior Specialist, two ESE Liaisons, a School Psychologist, a District Social Worker, a District Truancy officer, two Assistant Principals and our Principal. This School-Wide Support Team meets on a weekly basis to take action on any needs and/or concerns.

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

The SMS Attendance Secretary prepares a weekly report of habitually absent students. This report is reviewed at our weekly School-Wide Support Team meeting.
The SMS Assistant Principals monitor teacher grades to proactively identify students of academic concern at the midpoint and end of each quarter. A parent contact is made with every family of a failing student.
Teachers and support staff refer any student of concern to the School-Wide Support Team to begin the RTI/MTSS process as necessary.
Level 1 and Level 2 Reading and Math students are identified through the scheduling process.
Reading Level 1 and 2 students are provided intervention through scheduling in Intensive Reading and/or CAR/PD endorsed class placement. Math Level 1 and 2 students receive intervention in Math Fluency.
Teachers and Content Specialists review student FAIR-FS results and district Math and Science Benchmark testing results to identify intervention needs. Professional Learning Circle collaborative teams review student progress towards subject mastery and identify and provide remediation as needed.
The ESE Liaisons and Behavior Specialists review discipline referrals and suspensions.

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	14	12	17	43
One or more suspensions	28	27	20	75
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	30	49	32	111

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	10	8	9	27

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

Intensive Reading - small group, differentiated instruction in reading.
Targeted and differentiated classroom instruction based on needs discovered through formative and summative classroom assessment.
Math Fluency - small group, differentiated instruction in math fluency.
Mentoring - weekly, small group, mentoring provided through lunches with our Behavior Specialist and Guidance Counselor.
Placement of all ESE students in their Least Restrictive Environment with additional classroom instructional assistance as required.
In-School Suspension with support staff to assure continuance of the learning process while separated from their regular classroom.

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

Parents attend Back to School afternoons, our Annual Open House, Music concerts, athletic events, National Junior Honor Society events, Literacy Night events, promotion ceremonies and parent conferences. Additionally we have a very active PTSO that raises money to support school functions, organizes Renaissance recognition events and other student events, and provides volunteers.

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

We have an active School Advisory Committee made-up of community representatives who serve as liaisons between the school and the wider community. Our PTSO successfully identifies and recruits business partners that provide generous and varied resources to support our school and student achievement. Additionally, we make our school facilities available to local organizations for meetings and events. This builds relationships with our community and generates funding for the school.

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
Rose, Karen	Principal
Taylor, Melanie	Assistant Principal
Oliver, Christine	Assistant Principal

Duties

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

Karen Rose - Principal
Melanie Taylor - Assistant Principal
Christine Oliver - Assistant Principal
School Curriculum Leaders - Tracy Prince, 6th grade ATA Language Arts and Social Studies; Kyle Bluogh, 7th gradeATA Language Arts and Social Studies; Marta Boyle, 8th grade ATA Language Arts and Social Studies; Mark Frisina, 7th and 8th grade ATA Math; Danny Lunt, 8th grade ATA Math; Terri Reisz, 6th grade ATA Science; Sue Guiffrida, 8th grade ATA Science; Moya Hanaway and Beth Rogers, PGA Language Arts; Nicole Machenheimer, PGA Science; Mark Mudrock, PGA Math; Ashley Morrison, PGA Social Studies; Diane Vanderlaan, ESE Team; Matt Joiner, Physical Education
Carolyn Dorr/Michelle Burrell - ESE Liaisons
Marti Watson/Stacy Loos - Guidance Counselors
Sally Hritz - Behavior Specialist
Shared Decision Making is faciliated through monthly School Leader meetings attended by the personnel enumerated above. Additionally, each Curriculum Leader meets weekly with their respective Professional Learning Circle.

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 iEngage instructional model encourages the identification of students with learning deficits and the provision of differentiated instruction to meet individual and small group needs. Every teacher is trained in this instructional model.
Teachers bring students of concern (students in need to Tier 1 or Tier 2 interventions) to the School Wide Support Team (SWST) - Guidance Counselors, Behavior Specialist, ESE Liaisons, School Social Worker, Truancy worker, School Psychologist and school administrators - for support, needs analysis, monitoring facilitation and possible disability identification and programming of services. This group meets weekly throughout the school year.
Additional support is offered through before school tutoring, Math Fluency classes, Intermittent Math Fluency Interventions, Intensive Reading and Course Recovery.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Carolyn Braune	Business/Community
Susan Brown	Parent
Marianne Ferrier	Parent
Anne Frisina	Education Support Employee
Deb Houston	Teacher
Randy Miller	Business/Community
Judi Robson	Teacher
Karen Rose	Principal
Debbie Shults	Teacher
Marti Watson	Teacher
Nickie Wolfe	Business/Community
Jordan Harting	Student
Gabriel Aponte	Student
Jane Beattie	Parent

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

The SMS SAC reviews end-of-year results, noting successes and opportunities for growth and improvement going forward.

Development of this school improvement plan

Provide input; review and approve final document.

Preparation of the school's annual budget and plan

Provide feedback, review and approve final school budget.

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

There are no School Improvement Funds

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
Taylor, Melanie	Assistant Principal
Oliver, Christine	Assistant Principal
Rose, Karen	Principal

Duties

Describe how the LLT promotes literacy within the school

Effective implementation of school wide instructional strategies: iEngage (Gradual Release) instructional model, WOW vocabulary development, Cornell Notes, Frayer Model vocabulary, Reciprocal Teaching, Active Vocabulary Word Walls, Excellence in Writing, FOCUS testing results, FAIR-FS testing results, development and use of common assessments, and regular analysis of formative and summative assessment data to inform instruction.

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

The school culture reflects a global respect and appreciation for the work of each staff member toward the achievement of our global goal of student achievement. This respect and shared focus is reflected in quarterly staff meetings, monthly School Leader meetings and weekly Professional Learning Circles. Collaborative planning is seen in these weekly PLC meetings, but also daily as teachers meet informally to discuss Best Practices, in frequent school-based Professional Development and in weekly Tech Cohort instructional planning sessions.

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

School administration is responsible for assuring that our Instructional staff is provided collaborative support through regularly scheduled Professional Learning Circle (PLC) meetings and ongoing professional development. Inexperienced teachers are provided mentoring support at the school and professional development support through the district Professional Development department. Assistance and support are formally provided to struggling teachers.

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

SMS has nine new instructional members this school year. Each is provided with a mentor. Each mentor provides strong content based skills, instructional lesson design support and on-going mentoring through both formal and informal weekly meetings. Support is also provided by school administration and district staff.

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

Teachers, students and parents are aware of the increased rigor of the new FSA. Through our TechActive classrooms and implementation of the iEngage Instructional Model we are actively engaging students in critical thinking skills including interpretation, analysis, evaluation, inference, explanation, evidence seeking and reflection around their content. Administration and faculty actively seek out resources and professional deveolpoment that will further our ability to reach students and involve them in the types of learning tasks that that promote the thinking skills required by the new 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

In addition to their own common assessment and formative classroom assessment data, instructional staff utilizes State-Wide testing data (FCAT, EOCs, FAIR-FS),District created Benchmark testing data, writing practice prompt data and school wide math fluency results to identify differentiation needs of students. The iEngage Instructional Model, by intent, provides teachers ongoing opportunities to provide identified differentiated instructional needs to individual and small groups of students within the classroom on a daily basis.

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: 6,480

Teachers participate in various opportunites to collaborate and plan. They also actively seek out Professional Development opportunites.

Strategy Rationale

Collaboration and Professional Development provides teachers the time and framework to reflect on their practice, construct new knowledge about teaching, and make positive sustained changes to their teaching practice.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Rose, Karen, karen.rose@sarasotacountyschools.net

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

FSA results, EOC results, District Benchmark results, FAIR-FS results, etc. are analyzed to determine if our overall achievement growth for the year has been obtained.

Strategy: Before School Program

Minutes added to school year: 10,920

Students are provided the opportunity for before school tutoring. There are also enrichment opportunities through various clubs, such as Math Counts and Technology Student Association.

Strategy Rationale

A successful tutoring program will empower students to seize the learning opportunities offered to them in the classroom. It builds relationships that provide the confidence to take academic risks. For students who are academically and intellectually advanced, tutoring and extra-curricular activies can provide instruction and learning experiences at an accelerated pace or outside of their current curriculum to maintain the student's interest and increase their depth of conceptual understanding.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rose, Karen, karen.rose@sarasotacountyschools.net

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

Formative and summative classroom assessment of individual student achievement growth.

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

Incoming 6th graders participate in a Preview event in the Spring of their 5th grade year. They tour the school and meet 6th grade faculty and administrators. They also attend a WEB Rally (Where Everyone Belongs) the week before school starts. This event is lead by current 8th grade students and helps introduce incoming 6th graders to their new school
8th Grade students all participate in career and academic planning. They create their own portfolio containing potential careers, their research on those careers, their interest survey results and identified career clusters. They do further research to identify recommended course selections for their chosen areas of interest. High School Guidance Counselors present to 8th Graders each year. Students are offered choices for courses of study and electives in high school. Our Guidance Counselors provide guidance to assist students in their choices and then the High School Guidance Counselors meet individually with each student to finalize their course of high school study.

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

Sarasota Middle School is a College and Career Ready School. We embrace the iEngage Instructional Model which encourages daily embedding of real-life learning experiences that connect

students to world around them and inspires their imaginations to go beyond the classroom and envision their lives as they move towards college and careers. We bring in community business and industry leaders through Junior Achievement to interact with our 8th grade students and bring the real world into the classroom.

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

Students may participate in Technology Education, Family and Consumer Science and Science Explorations. We also invite students to participate in the annual Science Fair, Math Counts, Builders Club, SWAT and Project Adventure.

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

Every core subject classroom is equiped as a TechAvtive Classroom of Tomorrow putting technology at the finger tips of each students. The iEngage Instructional Model compels students to develop the interactive, collaborative skills needed in the 21st Century workplace. The instructional model also demands that they develop the technological skills needed and required in the marketplace.

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

-Increased rigor across disciplines
-Increased enrollment in acceleration classes (Algebra and Geometry)
-Increased connections across disciplines and interdisciplinary units of study
-Increased awareness of the relationship of current learning to college and careers

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. TechActive classroom teachers will become fluent in their use of the tools available to them in their TechActive classroom to fully engage students in critical thinking skills.

G2. The percentage of students scoring satisfactory in Reading will increase from 81% to 87%.

G3. The percentage of students scoring satisfactory in Math will increase from 84% to 87%.

G4. Students will increase their percent proficiency in Science from 77% to 81%.

G5. Teachers will fully implement the TechActive iEngage Instructional Model.

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. TechActive classroom teachers will become fluent in their use of the tools available to them in their TechActive classroom to fully engage students in critical thinking skills. 1a

G048324

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- TechActive equipment, TechActive trainers, District trainers, school administration, collaborative colleagues

Targeted Barriers to Achieving the Goal 3

- Teachers need Professional Development to be able to create high quality Accountable Team Tasks utilizing the resources available to them in a TechActive classroom.

- Teachers need time and access to meet with colleagues to plan effective instruction in a TechActive classroom.

Plan to Monitor Progress Toward G1. 8

Training logs, attendance rosters

Person Responsible
Karen Rose

Schedule
Weekly, from 9/18/2014 to 5/28/2015

Evidence of Completion
Training logs, attendance rosters and classroom observations

G2. The percentage of students scoring satisfactory in Reading will increase from 81% to 87%. 1a

🔍 G038266

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0

Resources Available to Support the Goal 2

- All classroom teachers, administrators, paraprofessionals and support staff are critical resources. Additionally, district resources are available for staff training and support.

Targeted Barriers to Achieving the Goal 3

- Students present with reading deficits, particularly in the areas of non-fiction, informational text.

- Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

- Instructional staff need regularly scheduled opportunities to share ideas and successful instructional strategies with each other.

Plan to Monitor Progress Toward G2. 8

Classroom formative and summative assessments.
Focus and FAIR testing.
Progress monitoring of FCAT Level 1 and 2 students, not only in their reading and Language Arts class, but across their curriculum.

Person Responsible
Karen Rose

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

Evidence of Completion
2015 FSA results.

G3. The percentage of students scoring satisfactory in Math will increase from 84% to 87%. `1a`

Targets Supported `1b`

🔍 G038267

Indicator	Annual Target
AMO Math - All Students	87.0

Resources Available to Support the Goal `2`

- All teachers, administrators,paraprofessionals and support staff are critical resources. Additionally, district level training resources and support are available.

Targeted Barriers to Achieving the Goal `3`

- Students present with math fluency deficits which are impediments to mastering the grade level curriculum.

- Students need to see how math experts think and work through math problems

- Teachers need regularly scheduled opportunities to collaborate and to share ideas and successful instructional strategies with each other.

Plan to Monitor Progress Toward G3. `8`

Formative and summative assessments, and Math Benchmark assessments.

Person Responsible
Karen Rose

Schedule
Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion
Classroom assessments, Math Benchmark assessments and FSA 2.0 2015.

G4. Students will increase their percent proficiency in Science from 77% to 81%. 1a

🔍 G038268

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	81.0

Resources Available to Support the Goal 2

- Class room teachers, mentors, coaches, district level curriculum specialist, administrators and support staff. Tech Active classrooms.

Targeted Barriers to Achieving the Goal 3

- Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding.

Plan to Monitor Progress Toward G4. 8

Classroom formative and summative assessments, Science Benchmark testing results and Science FCAT 2..0 2014

Person Responsible
Karen Rose

Schedule
Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion
End of year Science FCAT 2.0 results.

G5. Teachers will fully implement the TechActive iEngage Instructional Model. 1a

G038269

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Classroom teachers, administrators, support staff, coaches and district personnel.

Targeted Barriers to Achieving the Goal 3

- Teachers need additional Professional Development to build understanding and effective implementation of the iEngage Instructional Model.

Plan to Monitor Progress Toward G5. 8

Training calendar and attendance records from trainings.

Person Responsible

Karen Rose

Schedule

Monthly, from 8/4/2014 to 6/2/2015

Evidence of Completion

Participation in Professional Development and observation of classroom implementation.

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. TechActive classroom teachers will become fluent in their use of the tools available to them in their TechActive classroom to fully engage students in critical thinking skills. 1

🔑 G048324

G1.B1 Teachers need Professional Development to be able to create high quality Accountable Team Tasks utilizing the resources available to them in a TechActive classroom. 2

🔑 B120506

G1.B1.S1 Trainers will schedule time to work with individual teachers, PLCs and after school groups. 4

🔑 S132397

Strategy Rationale

These meetings will be able to target training and maximize the benefit accrued.

Action Step 1 5

Training Calendars and attendance

Person Responsible

Karen Rose

Schedule

Monthly, from 8/4/2014 to 5/22/2015

Evidence of Completion

Completed training calendar.

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

Training schedule and participants

Person Responsible

Karen Rose

Schedule

Monthly, from 8/4/2014 to 5/29/2015

Evidence of Completion

2015 FSA results, 2015 EOC results, 2015 FCAT Science results and classroom engagement and student depth of understanding.

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

Classroom observations

Person Responsible

Karen Rose

Schedule

Monthly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Observation notes, Classroom Indicators for Success

G1.B1.S2 Schedule additional PLC meetings across PGA and ATA and between experienced users and new users of the TechActive classroom and the iEngage Instructional model 4

🔑 S132398

Strategy Rationale

Collaboration between different levels of users increases the level of implementation for all users.

Action Step 1 5

Monitor meetings

Person Responsible

Karen Rose

Schedule

Weekly, from 9/5/2014 to 5/22/2015

Evidence of Completion

Classroom observations and Instructional Indicators for Success.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom observation and feedback from participants.

Person Responsible

Karen Rose

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Classroom observation notes and Classroom Indicators for Success.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Protect the additional PLC meeting times. Provide coaching and feedback as needed.

> **Person Responsible**
>
> Karen Rose
>
> **Schedule**
>
> Weekly, from 9/19/2014 to 5/29/2015
>
> *Evidence of Completion*
>
> Increased instructional capacity with the TechActive iEngage Instructional Model.

G1.B2 Teachers need time and access to meet with colleagues to plan effective instruction in a TechActive classroom. `2`

B120507

G1.B2.S1 Maintain fidelity to weekly, collaborative PLC meetings. `4`

S132399

> **Strategy Rationale**
>
> Consistent, collegial collaboration increases the knowledge base and implementation ability of all participants.

Action Step 1 `5`

Schedule weekly PLC meetings and assign members.

> **Person Responsible**
>
> Karen Rose
>
> **Schedule**
>
> On 9/29/2014
>
> *Evidence of Completion*
>
> Completed schedule and weekly PLC reports.

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

Collect and review weekly PLC reports.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Weekly PLC reports and direct observation.

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

Provide PLCs "protected" meeting times.

Person Responsible

Karen Rose

Schedule

Evidence of Completion

PLC meeting schedule without conflicting meetings.

G1.B2.S2 Add additional PLC meetings to increase the collaboration across campus. 4

S132400

Strategy Rationale

Collaboration between different levels of users increases the level of implementation for all users.

Action Step 1 5

Strategically assign and schedule teachers to additional PLC groups.

Person Responsible

Karen Rose

Schedule

Evidence of Completion

PLC meeting schedule and feedback from participants.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Observation of PLC and feedback from participants.

Person Responsible

Karen Rose

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Observation notes and classroom instruction.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Classroom observations.

Person Responsible

Karen Rose

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Observation notes and Instructional Indicators for Success.

G2. The percentage of students scoring satisfactory in Reading will increase from 81% to 87%. [1]

🔑 G038266

G2.B1 Students present with reading deficits, particularly in the areas of non-fiction, informational text. [2]

🔑 B091924

G2.B1.S1 Level 1 and Level 2 Reading FCAT students will participate in either an Intensive Reading class or receive direct instruction on reading from a CAR-PD certified teacher. All teachers will emphasis reading and comprehension in their content areas. There will be an increased emphasis on informational text and the eliciting of evidence to support comprehension. [4]

🔑 S102826

Strategy Rationale

Action Step 1 [5]

Increased reading in the content areas. Increased reading of informational text and the use of textual evidence to demonstrate comprehension.

Person Responsible

Karen Rose

Schedule

Daily, from 8/18/2014 to 6/2/2015

Evidence of Completion

Classroom observations.

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

Observation of classroom instruction to include reading in the content area and informational text.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/15/2014 to 5/29/2015

Evidence of Completion

Improved reading scores.

<div style="background-color:#d4a843">

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

</div>

Classroom observations, formative and summative classroom assessments, FAIR and Focus results.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

FAIR and Focus results; FSA 2.0 2015 Reading scores.

G2.B2 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies. `2`

🔑 B091925

G2.B2.S1 Teachers will implement theTechActive iEngage Instructional model. They will implement Cornell Note Taking strategies, Reciprocal Teaching methods, Anticipation Guides, and the Frayer Model of vocabulary comprehension. Teachers will actively utilize Word Walls to emphasis current, content specific vocabulary. `4`

🔑 S102827

Strategy Rationale

Action Step 1 `5`

Training, review and reinforcement of the instructional strategies.

Person Responsible

Karen Rose

Schedule

Every 6 Weeks, from 8/11/2014 to 5/15/2015

Evidence of Completion

Classroom observation of teaching strategies.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Classroom observation of instruction.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Fidelity of use of instructional strategies in each classroom.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Formative and summative classroom assessments, Focus and FAIR results.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Results of summative classroom assessments, student grades, Focus and FAIR results and FCAT 2.0 2014 Reading results.

G2.B3 Instructional staff need regularly scheduled opportunities to share ideas and successful instructional strategies with each other. 2

B091926

G2.B3.S1 Administration and Master Scheduler will develop a schedule that provides for weekly grade level, content specific PLC meetings. 4

S102828

Strategy Rationale

Action Step 1 5

Develop Master Schedule that facilitates weekly, grade level, content specific PLC meetings.

Person Responsible

Karen Rose

Schedule

On 8/22/2014

Evidence of Completion

Completed Master Schedule.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Verify Master Schedule and planning times.

Person Responsible

Karen Rose

Schedule

On 8/22/2014

Evidence of Completion

Finished Master Schedule

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Verify use of weekly PLC planning time.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Observation of productive PLC meeting and review of minutes.

G2.B3.S2 Teachers will schedule and fully utilize collaborative planning time to share ideas and successful instructional strategies. `4`

S102829

Strategy Rationale

Action Step 1 `5`

Establish and utilize weekly collaborative planning time.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/26/2014 to 5/26/2015

Evidence of Completion

Observation of meetings and classroom implementation of identified strategies.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

Participate and observe weekly PLC meetings.

Person Responsible

Schedule

Evidence of Completion

Productive use of collaborative meeting time and implementation of shared strategies.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Effective implementation of high impact instructional strategies and interventions.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/26/2014 to 5/26/2015

Evidence of Completion

Classroom observation and student learning gains as evidenced by assessment results.

G3. The percentage of students scoring satisfactory in Math will increase from 84% to 87%. `1`

G038267

G3.B1 Students present with math fluency deficits which are impediments to mastering the grade level curriculum. `2`

B091927

G3.B1.S1 Teachers will regularly monitor their students math fluency levels. They will implement in class interventions to address any deficits. Academic Intervention and Math Fluency classes will be established to provide additional fluency support and strategies for deficits that go beyond what can be addressed in the classroom. `4`

S102830

Strategy Rationale

Action Step 1 `5`

Progress monitor math fluency, identify specific needs, and develop interventions.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Math fluency test results and FSA 2015.

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

Progress monitoring of math fluency.

Person Responsible

Karen Rose

Schedule

Every 6 Weeks, from 9/5/2014 to 5/29/2015

Evidence of Completion

Results of math fluency test, classroom assessments and FSA 2.0 2015.

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

Review math fluency scores SuccessMaker progress and classroom summative assessments.

Person Responsible

Karen Rose

Schedule

Every 6 Weeks, from 9/5/2014 to 5/15/2015

Evidence of Completion

2014-2015 FSA Math Results

G3.B2 Students need to see how math experts think and work through math problems 2

🔧 B091928

G3.B2.S1 Math teachers will fully implement the iEngage Instructional Model. This includes the identification and articulation of clear content and vocabulary purposes each day, the implementation of a collaborative student team task and the guided instruction necessary for successful student completion, and opportunities for students to demonstrate independent content mastery. 4

🔧 S102831

Strategy Rationale

Action Step 1 5

Training, reinforcement and implementation of the TechActive iEngage Instructional model.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Observation of classroom instruction implementing the iEngage Instructional Model.

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

Fidelity of implementation of TechActive iEngage Instructional Model.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Classroom observation of instruction.

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

Formative and summative assessments of content understanding and mastery.

Person Responsible

Karen Rose

Schedule

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

Evidence of Completion

Classroom observation, student grades and 2014-2015 FSA Math results..

G3.B3 Teachers need regularly scheduled opportunities to collaborate and to share ideas and successful instructional strategies with each other. `2`

🔑 B091929

G3.B3.S1 Administration will develop a Master Schedule that allows for weekly content and grade level specific PLC meetings. Teachers will utilize this time to collaborate and share successful instructional strategies. `4`

🔑 S102832

Strategy Rationale

Action Step 1 `5`

Develop Master Schedule that allows for content and grade level weekly PLC meetings.

Person Responsible

Karen Rose

Schedule

On 8/22/2014

Evidence of Completion

Finished Master Schedule.

Action Step 2 `5`

Establish and utilize regularly schedule collaborative meeting times.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Observation of PLC's. Minutes of PLC meetings. Observation of classroom implementation of identified strategies.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Participate in and observe regular PLC meetings.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/26/2014 to 5/26/2015

Evidence of Completion

Observation and implementation of productive PLC meetings.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Productive PLC meetings and implementation of identified strategies.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/26/2014 to 5/29/2015

Evidence of Completion

Observation of PLC meetings and 2014-2015 FSA Math results..

G4. Students will increase their percent proficiency in Science from 77% to 81%. [1]

G038268

G4.B1 Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding. [2]

B091930

G4.B1.S1 Science teachers will fully implement the iEngage instructional model. They will increase their use of science, informational text and routinely engage their students in Accountable Team Tasks. [4]

S102833

Strategy Rationale

Action Step 1 [5]

Train, review and reinforce the use of the iEngage Instructional Model.

Person Responsible

Karen Rose

Schedule

Daily, from 8/4/2014 to 5/29/2015

Evidence of Completion

Classroom observations.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

Observation of classroom instructional strategies.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Successful and consistent implementation of the iEngage Instructional Model. Increased FCAT Science proficiency scores.

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

Formative and summative classroom assessments, Science Benchmark assessments and FCAT results

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Increased proficiency on FCAT 2.0 Science in 2014 .

G4.B1.S2 Science teachers will optimize the utilization to their TechActive classrooms (if applicable). Thereby creating relevancy and engagement with the content. 4

S102834

Strategy Rationale

Action Step 1 5

Attend training for LanSchool and TI-nSpire. Collaborate with other TechActive teachers to optimize utilization of assets.

Person Responsible

Karen Rose

Schedule

Daily, from 8/4/2014 to 6/2/2015

Evidence of Completion

Increased effective utilization of all components of the TechActive classroom.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Classroom observations of effective utilization.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Classroom teacher ability to fluidly use the technology in the TechActive classroom.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Classroom observations and student engagement.

Person Responsible

Karen Rose

Schedule

Daily, from 8/22/2014 to 5/29/2015

Evidence of Completion

Rigor and relevance in the Science classroom. Increased Science FACT 2.0 2014 proficiency levels.

G5. Teachers will fully implement the TechActive iEngage Instructional Model. 1

G038269

G5.B1 Teachers need additional Professional Development to build understanding and effective implementation of the iEngage Instructional Model. 2

B091931

G5.B1.S1 TechActive trainers and District Specialists will be scheduled to provide training at Sarasota Middle School during PLC times and after school. 4

S102835

Strategy Rationale

Training needs to be directed at the specific needs to Sarasota Middle School teachers. It needs to be easily accessible and provided in a forum that provides peer collaboration.

Action Step 1 5

Provide training, ongoing classroom support/feedback

Person Responsible

Karen Rose

Schedule

Daily, from 8/4/2014 to 5/15/2015

Evidence of Completion

Effective teaching of writing.

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

Classroom implementation of iEngage.

Person Responsible

Karen Rose

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Effective implementation of classroom teaching strategies.

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

Classroom observations, summative assessment and Benchmark assessment results.

Person Responsible

Karen Rose

Schedule

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

Evidence of Completion

Increased student engagement and subject mastery. Year-end results.

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
G2.B1.S1.A1	Increased reading in the content areas. Increased reading of informational text and the use of textual evidence to demonstrate comprehension.	Rose, Karen	8/18/2014	Classroom observations.	6/2/2015 daily
G2.B2.S1.A1	Training, review and reinforcement of the instructional strategies.	Rose, Karen	8/11/2014	Classroom observation of teaching strategies.	5/15/2015 every-6-weeks
G2.B3.S1.A1	Develop Master Schedule that facilitates weekly, grade level, content specific PLC meetings.	Rose, Karen	8/1/2014	Completed Master Schedule.	8/22/2014 one-time
G2.B3.S2.A1	Establish and utilize weekly collaborative planning time.	Rose, Karen	8/26/2014	Observation of meetings and classroom implementation of identified strategies.	5/26/2015 weekly
G3.B1.S1.A1	Progress monitor math fluency, identify specific needs, and develop interventions.	Rose, Karen	8/22/2014	Math fluency test results and FSA 2015.	5/29/2015 weekly
G3.B2.S1.A1	Training, reinforcement and implementation of the TechActive iEngage Instructional model.	Rose, Karen	8/11/2014	Observation of classroom instruction implementing the iEngage Instructional Model.	5/29/2015 weekly
G3.B3.S1.A1	Develop Master Schedule that allows for content and grade level weekly PLC meetings.	Rose, Karen	8/1/2014	Finished Master Schedule.	8/22/2014 one-time
G4.B1.S1.A1	Train, review and reinforce the use of the iEngage Instructional Model.	Rose, Karen	8/4/2014	Classroom observations.	5/29/2015 daily
G4.B1.S2.A1	Attend training for LanSchool and TI-nSpire. Collaborate with other TechActive teachers to optimize utilization of assets.	Rose, Karen	8/4/2014	Increased effective utilization of all components of the TechActive classroom.	6/2/2015 daily
G5.B1.S1.A1	Provide training, ongoing classroom support/feedback	Rose, Karen	8/4/2014	Effective teaching of writing.	5/15/2015 daily
G1.B1.S1.A1	Training Calendars and attendance	Rose, Karen	8/4/2014	Completed training calendar.	5/22/2015 monthly
G1.B1.S2.A1	Monitor meetings	Rose, Karen	9/5/2014	Classroom observations and Instructional Indicators for Success.	5/22/2015 weekly
G1.B2.S1.A1	Schedule weekly PLC meetings and assign members.	Rose, Karen	8/11/2014	Completed schedule and weekly PLC reports.	9/29/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A1	Strategically assign and schedule teachers to additional PLC groups.	Rose, Karen	9/12/2014	PLC meeting schedule and feedback from participants.	one-time
G3.B3.S1.A2	Establish and utilize regularly schedule collaborative meeting times.	Rose, Karen	8/22/2014	Observation of PLC's. Minutes of PLC meetings. Observation of classroom implementation of identified strategies.	5/29/2015 weekly
G1.MA1	Training logs, attendance rosters	Rose, Karen	9/18/2014	Training logs, attendance rosters and classroom observations	5/28/2015 weekly
G1.B1.S1.MA1	Classroom observations	Rose, Karen	8/22/2014	Observation notes, Classroom Indicators for Success	5/29/2015 monthly
G1.B1.S1.MA1	Training schedule and participants	Rose, Karen	8/4/2014	2015 FSA results, 2015 EOC results, 2015 FCAT Science results and classroom engagement and student depth of understanding.	5/29/2015 monthly
G1.B2.S1.MA1	Provide PLCs "protected" meeting times.	Rose, Karen	8/11/2014	PLC meeting schedule without conflicting meetings.	one-time
G1.B2.S1.MA1	Collect and review weekly PLC reports.	Rose, Karen	8/22/2014	Weekly PLC reports and direct observation.	5/29/2015 weekly
G1.B1.S2.MA1	Protect the additional PLC meeting times. Provide coaching and feedback as needed.	Rose, Karen	9/19/2014	Increased instructional capacity with the TechActive iEngage Instructional Model.	5/29/2015 weekly
G1.B1.S2.MA1	Classroom observation and feedback from participants.	Rose, Karen	9/12/2014	Classroom observation notes and Classroom Indicators for Success.	5/29/2015 weekly
G1.B2.S2.MA1	Classroom observations.	Rose, Karen	9/19/2014	Observation notes and Instructional Indicators for Success.	5/29/2015 weekly
G1.B2.S2.MA1	Observation of PLC and feedback from participants.	Rose, Karen	9/19/2014	Observation notes and classroom instruction.	5/29/2015 weekly
G2.MA1	Classroom formative and summative assessments. Focus and FAIR testing. Progress monitoring of FCAT Level 1 and 2 students, not only in their reading and Language Arts class, but across their curriculum.	Rose, Karen	8/18/2014	2015 FSA results.	5/29/2015 weekly
G2.B1.S1.MA1	Classroom observations, formative and summative classroom assessments, FAIR and Focus results.	Rose, Karen	8/22/2014	FAIR and Focus results; FSA 2.0 2015 Reading scores.	5/29/2015 weekly
G2.B1.S1.MA1	Observation of classroom instruction to include reading in the content area and informational text.	Rose, Karen	8/15/2014	Improved reading scores.	5/29/2015 weekly
G2.B2.S1.MA1	Formative and summative classroom assessments, Focus and FAIR results.	Rose, Karen	8/22/2014	Results of summative classroom assessments, student grades, Focus and FAIR results and FCAT 2.0 2014 Reading results.	5/29/2015 weekly
G2.B2.S1.MA1	Classroom observation of instruction.	Rose, Karen	8/22/2014	Fidelity of use of instructional strategies in each classroom.	5/29/2015 weekly
G2.B3.S1.MA1	Verify use of weekly PLC planning time.	Rose, Karen	8/22/2014	Observation of productive PLC meeting and review of minutes.	5/29/2015 weekly
G2.B3.S1.MA1	Verify Master Schedule and planning times.	Rose, Karen	8/1/2014	Finished Master Schedule	8/22/2014 one-time
G2.B3.S2.MA1	Effective implementation of high impact instructional strategies and interventions.	Rose, Karen	8/26/2014	Classroom observation and student learning gains as evidenced by assessment results.	5/26/2015 weekly
G2.B3.S2.MA1	Participate and observe weekly PLC meetings.		Productive use of collaborative meeting time and implementation of shared strategies.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	Formative and summative assessments, and Math Benchmark assessments.	Rose, Karen	9/12/2014	Classroom assessments, Math Benchmark assessments and FSA 2.0 2015.	5/29/2015 monthly
G3.B1.S1.MA1	Review math fluency scores SuccessMaker progress and classroom summative assessments.	Rose, Karen	9/5/2014	2014-2015 FSA Math Results	5/15/2015 every-6-weeks
G3.B1.S1.MA1	Progress monitoring of math fluency.	Rose, Karen	9/5/2014	Results of math fluency test, classroom assessments and FSA 2.0 2015.	5/29/2015 every-6-weeks
G3.B2.S1.MA1	Formative and summative assessments of content understanding and mastery.	Rose, Karen	8/29/2014	Classroom observation, student grades and 2014-2015 FSA Math results..	5/29/2015 weekly
G3.B2.S1.MA1	Fidelity of implementation of TechActive iEngage Instructional Model.	Rose, Karen	8/22/2014	Classroom observation of instruction.	5/29/2015 weekly
G3.B3.S1.MA1	Productive PLC meetings and implementation of identified strategies.	Rose, Karen	8/26/2014	Observation of PLC meetings and 2014-2015 FSA Math results..	5/29/2015 weekly
G3.B3.S1.MA1	Participate in and observe regular PLC meetings.	Rose, Karen	8/26/2014	Observation and implementation of productive PLC meetings.	5/26/2015 weekly
G4.MA1	Classroom formative and summative assessments, Science Benchmark testing results and Science FCAT 2..0 2014	Rose, Karen	8/22/2014	End of year Science FCAT 2.0 results.	5/29/2015 weekly
G4.B1.S1.MA1	Formative and summative classroom assessments, Science Benchmark assessments and FCAT results	Rose, Karen	8/22/2014	Increased proficiency on FCAT 2.0 Science in 2014 .	5/29/2015 weekly
G4.B1.S1.MA1	Observation of classroom instructional strategies.	Rose, Karen	8/22/2014	Successful and consistent implementation of the iEngage Instructional Model. Increased FCAT Science proficiency scores.	5/29/2015 weekly
G4.B1.S2.MA1	Classroom observations and student engagement.	Rose, Karen	8/22/2014	Rigor and relevance in the Science classroom. Increased Science FACT 2.0 2014 proficiency levels.	5/29/2015 daily
G4.B1.S2.MA1	Classroom observations of effective utilization.	Rose, Karen	8/22/2014	Classroom teacher ability to fluidly use the technology in the TechActive classroom.	5/29/2015 weekly
G5.MA1	Training calendar and attendance records from trainings.	Rose, Karen	8/4/2014	Participation in Professional Development and observation of classroom implementation.	6/2/2015 monthly
G5.B1.S1.MA1	Classroom observations, summative assessment and Benchmark assessment results.	Rose, Karen	8/29/2014	Increased student engagement and subject mastery. Year-end results.	5/29/2015 weekly
G5.B1.S1.MA1	Classroom implementation of iEngage.	Rose, Karen	8/22/2014	Effective implementation of classroom teaching strategies.	5/29/2015 weekly

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 Opportuntities

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

G1. TechActive classroom teachers will become fluent in their use of the tools available to them in their TechActive classroom to fully engage students in critical thinking skills.

G1.B1 Teachers need Professional Development to be able to create high quality Accountable Team Tasks utilizing the resources available to them in a TechActive classroom.

G1.B1.S1 Trainers will schedule time to work with individual teachers, PLCs and after school groups.

PD Opportunity 1

Training Calendars and attendance

Facilitator

School-based and District trainers

Participants

All new and existing TechActive teachers

Schedule

Monthly, from 8/4/2014 to 5/22/2015

G2. The percentage of students scoring satisfactory in Reading will increase from 81% to 87%.

G2.B2 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.

G2.B2.S1 Teachers will implement theTechActive iEngage Instructional model. They will implement Cornell Note Taking strategies, Reciprocal Teaching methods, Anticipation Guides, and the Frayer Model of vocabulary comprehension. Teachers will actively utilize Word Walls to emphasis current, content specific vocabulary.

PD Opportunity 1

Training, review and reinforcement of the instructional strategies.

Facilitator

Administrators, coaches, district personnel.

Participants

Classroom teachers, administrators, district personnel, and support staff.

Schedule

Every 6 Weeks, from 8/11/2014 to 5/15/2015

G4. Students will increase their percent proficiency in Science from 77% to 81%.

G4.B1 Students need to "discover" Science through collaborative, hands-on investigations to develop scientific investigative processes and deep content understanding.

G4.B1.S1 Science teachers will fully implement the iEngage instructional model. They will increase their use of science, informational text and routinely engage their students in Accountable Team Tasks.

PD Opportunity 1

Train, review and reinforce the use of the iEngage Instructional Model.

Facilitator

Administrators, Lead teachers, coaches and district personnel.

Participants

Science teachers and administrators.

Schedule

Daily, from 8/4/2014 to 5/29/2015

G4.B1.S2 Science teachers will optimize the utilization to their TechActive classrooms (if applicable). Thereby creating relevancy and engagement with the content.

PD Opportunity 1

Attend training for LanSchool and TI-nSpire. Collaborate with other TechActive teachers to optimize utilization of assets.

Facilitator

Administrators, Lead Teachers, District personnel, and TechActive and outside trainers.

Participants

TechActive classroom Science teachers, district personnel, administrators and support staff.

Schedule

Daily, from 8/4/2014 to 6/2/2015

G5. Teachers will fully implement the TechActive iEngage Instructional Model.

G5.B1 Teachers need additional Professional Development to build understanding and effective implementation of the iEngage Instructional Model.

G5.B1.S1 TechActive trainers and District Specialists will be scheduled to provide training at Sarasota Middle School during PLC times and after school.

PD Opportunity 1

Provide training, ongoing classroom support/feedback

Facilitator

School-based and District trainers

Participants

All new instructional personnel, support personnel and continuing instructional personnel as needed.

Schedule

Daily, from 8/4/2014 to 5/15/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**