

Indiantown Middle School

16303 SW FARM RD, Indiantown, FL 34956

ims.sbmc.org

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

100%

Alternative/ESE Center

No

Charter School

No

Minority

93%

School Grades History

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

School Board Approval

This plan is pending approval by the Martin County School Board.

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 | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 17 |
| Goals Summary | 17 |
| Goals Detail | 17 |
| Action Plan for Improvement | 22 |
| Appendix 1: Implementation Timeline | 37 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 39 |
| Professional Development Opportunities | 40 |
| Technical Assistance Items | 44 |
| Appendix 3: Budget to Support Goals | 45 |

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 | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Teachers, parents and community members share in the responsibility of supporting and challenging students in their educational, civic and social endeavors to become self-directed, lifelong learners.

Provide the school's vision statement

N/A

School Environment

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

The culture is embedded in the International Baccalaureate Program where the individual cultures of the students is celebrated and recognized through engaging lesson plan development. Instructional staff members keep families informed through Pinnacle, Web Page updates, student newsletters, conferences, emails, and phone calls.

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

Implementation of the International Baccalaureate Program.
Articulate, demonstrate, and teach the specific practices that reflect the application of the school's Positive Behavior and Supports Program (SOAR- Safe, Open-mindedness, Active Learning and Respect). Student and parent survey data results are used in decision making processes so that a clear message is delivered for consistency and transparency. Student assemblies are implemented to review procedures and expectations where an emphasis is placed on the PBIS goals (safety, open mindedness, active learners, and respect). Students are acknowledged for accomplishments (academic and behavior) via the PBIS Thunder bucks for displaying these characteristics. Modeling and re-teaching these expectations is on-going throughout the year in the teachers classrooms as well.

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

School-wide use of the PBIS program all staff document Classroom Managed Forms and Conduct Referrals. Data is shared with team members on regular basis. The PBIS program allows for data based decision making regarding students behaviors as they effect academic progress for each individual student.

Reward systems are in place for students displaying appropriate behaviors. On going training and support throughout the year is offered to the staff. Student data trends is used for use in the MTSS process as well as for early interventions based on student attendance, behavior, core academics, and standardized testing.

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

- Grade level teams that meet weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified as needing academic and social advising and guidance.
- Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who are apart of the Mental Health Collaborative (Tykes and Teens, Legacy, Sequel)
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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 below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Attendance is monitored daily. Attendance incentives within the school and positive feedback to staff for supporting attendance initiatives.
 - One or more suspensions, whether in school or out of school. Attendance is tracked daily.
 - Course failure in English Language Arts or mathematics
 - Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Utilize data systems to identify students who have attendance, behavioral or academic concerns
 - Create data decision rules for number of absences or OSS before referral generated to SBT
 - Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

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 |
|---------------------------------|-------------|----|----|----|-------|
| | 5 | 6 | 7 | 8 | |
| Attendance below 90 percent | 2 | 5 | 4 | 0 | 11 |
| One or more suspensions | 1 | 6 | 9 | 4 | 20 |
| Course failure in ELA or Math | 0 | 4 | 5 | 0 | 9 |
| Level 1 on statewide assessment | 34 | 37 | 31 | 29 | 131 |

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

| Indicator | Grade Level | | | | Total |
|--|-------------|---|---|---|-------|
| | 5 | 6 | 7 | 8 | |
| Students exhibiting two or more indicators | 2 | 3 | 2 | 3 | 10 |

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Tutoring, Wilson, iReady, IXL, ICL, Imagine Learning
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach; Targeted solution focused counseling (individual and/or group), parent collaboration/education.

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?

Yes

PIP Link

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

Description

We will continue to target parental engagement opportunities through workshops and curriculum nights. While working in collaboration with the Parent Resource Center, we saw a major boost in improving advocacy and engagement for our IMS parents. This year, we want to bring a focus to the implementation of Florida State Standards, along with a more in-depth understanding of the Middle Years Programme (IB), and standards based grading. We will utilize the automated calling system (AlertNow) to assist in our efforts in making sure parents are aware of the opportunities we will be providing. An emphasis on Writing and Science will be targeted, as specific areas of school improvement. Parents also have the opportunity to be informed via text message with "text alerts"

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

IMS continues to maintain ongoing contact with the Indiantown Boys and Girls Club, Indiantown Elisabeth Lahti library in order to provide additional educational resources for our students. McDonalds provides our students with incentives in which students are rewarded for their work which supports our school-wide PBIS initiative. Indiantown Education Coalition is a resource for teacher grant opportunities.

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 |
|--------------------|---------------------|
| Gratz, Suzi | Teacher, K-12 |
| Raimann, Jeff | Principal |
| McLeod, Michael | Assistant Principal |
| Scott, Jacqueline | Instructional Coach |
| Reed, Marnie | Teacher, K-12 |
| Rynca, Rose | Assistant Principal |
| Garcia, Michelle | Teacher, K-12 |
| Gullickson, Siddhi | Teacher, K-12 |
| Montessi, Linda | Instructional Coach |
| Daly, Pam | Teacher, K-12 |
| Ayala, Ivana | Guidance Counselor |

Duties

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

Members of the Leadership team facilitate the implementation of the Florida Standards. Meeting with grade level teams they are responsible for leading the team through the examination of student data review. Leaders meeting as a team twice a monthly to discuss their grade level data and review plan implementation.

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

Title I, Part A

IMS coordinates with the Martin County District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to insure the smooth coordination of all efforts. Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I, Part C- Migrant

IMS has conducted a Comprehensive Needs Assessment for all students. In addition to looking at academic needs for student, this needs assessment considers staff development and addresses the priorities established for Title III, Migrant and Title I programs. IMS continues to work closely with the Parent Resource Center to provide as much support to our Migrant Program.

Title I, Part D

The priorities established for Title I Part D are addressed in the Comprehensive Needs Assessment.

Title II

Professional Development strategies outlined in the School Improvement Plan are tied to funds provided by Title II.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III.

Title X- Homeless

Homeless students and their families are offered support through the guidance department, school nurse and other school personnel. Brochures about services for the homeless are available in the front office.

Violence Prevention Programs

IMS uses the Drug Abuse Resistance Education Program (DARE) in grade 5. This is provided with a partnership between the Martin County School District and the Martin County Sheriff's Department. The guidance counselor and other staff provide interventions and assistance as requested. In addition, IMS will continue to communicate with the district's Certified Prevention Specialist and attempt to bring in guest speakers throughout the year.

Nutrition Programs

IMS has established provisions so that every student is eligible for free breakfast and lunch. The cafeteria manager maintains a bulletin board in the cafeteria, detailing nutritional information.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|------------------|-------------------|
| Jeff Raimann | Principal |
| Michelle Garcia | Teacher |
| Susi Gratz | Teacher |
| Carmen Dominquez | Parent |
| Maria Vasquez | Parent |
| Petrona Gaspar | Parent |
| Cecilia Marcos | 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

Development of this school improvement plan

The initial draft of the SIP is developed by the administration and members of the instructional staff. The goals and plans are based upon the analyzing of school data and targeting specific areas for growth. The draft is then shared with our SAC members for their review and input. The final plan for submission is submitted based upon the input of all parties mentioned. To make this an on-going process and to allow for input, progress monitoring of student achievement will be shared at SAC meetings, as a measuring device of the effectiveness of our plan.

Preparation of the school's annual budget and plan

Budget is discussed at first SAC meeting and a review expenditures each needing following.

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

School improvement funds shall be discussed at the first meeting of the year, with the primary focus being that these dollars are tied directly to learning, whether it be our adults (via PD) or instructional resources for teachers/students. The current budget for School Improvement is \$7, 348.78 (as of 9.15.14).

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

No

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

Indiantown Middle School makes every attempt to establish a committee of members that reflect the diversity our school meeting this requirement. To date this has not been accomplished.

Literacy Leadership Team (LLT)**Membership**

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

| Name | Title |
|--------------------|---------------------|
| Rynca, Rose | Assistant Principal |
| Scott, Jacqueline | Instructional Coach |
| Daly, Pam | Teacher, K-12 |
| Ayala, Ivana | Guidance Counselor |
| Garcia, Michelle | Teacher, K-12 |
| Gratz, Suzi | Teacher, K-12 |
| Gullickson, Siddhi | Teacher, K-12 |
| McLeod, Michael | Assistant Principal |
| Montessi, Linda | Teacher, K-12 |
| Reed, Marnie | Teacher, K-12 |
| Raimann, Jeff | Principal |

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

The team will continue to facilitate school wide literacy initiatives and oversee the implementation of the school Writing Plan. The main objective is to determine what our students needs are individually and personalize those needs through a diversity of interventions that will enhance literacy for each child. The LLT will be meeting once a month to discuss: curriculum, common assessments, ELA frameworks, data, progress monitoring, successful interventions, school-wide implementation of strategies, strategies for content area reading, planning of literacy nights, participates in Drop Everything and Read, IB MYP assessment.

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

All teachers have 45 minute daily common planing periods. During this time teachers collaboratively plan, create common assessments, as well as discuss data and plan implementation of interventions.

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

Review resumes/NOVUS to find Highly Qualified teachers who have experience with Title I students/schools.

Provide professional development opportunities specific to the needs of IMS teachers to enhance each teacher's experience at IMS (retention strategy).

Conduct Climate Survey and other surveys to determine the needs of staff.

Western Zone Supplements continue to play a role in recruitment and retention for teachers at IMS.

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

Teachers new to Indiantown Middle School are assigned a mentor based on content area and specific experience with school programs and technology. School Administrators play a critical role in providing individualized Professional Development related to teacher pedagogy and online programs/databases.

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

All content-area teachers will be assigned to an administrator for a monthly data review. Teachers will be asked three questions during each review:

What standards have you covered in the last month?

What percentage of the students has mastered them?

What is your plan of action for those that have not?

Data will be supplied via lesson plans, assessments, and observation.

During these meetings teachers are required to discuss their progress through the district framework (ELA, Science and Math) and the integration of literacy skills through Social Studies.

The International Baccalaureate- Middle Years Program enhances and extends the core instructional program. Units of study and standards based assessments are used to provide students an opportunity to complete real life problem solving projects. These assignments require students to apply not only the Florida State standards, but also the standards set forth by the International Baccalaureate Program,

The district ensures procedures and protocols for material and textbook purchases and enhancements are consistent among all schools.

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

Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

Creating a schedule with an uninterrupted 90 minute reading block

Creating a schedule with an additional 45 minutes (Encore Schedule)

Providing resources to support instruction (i ready, I Can Learn, REad 180))

Administering assessments which measure instructed standards

Monitoring progress at the class and grade level during CLT meetings

Conducting data chats with students
Creating Units of Study using the IB Unit Template (backward design based on student data)
Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
Full inclusion of all ESE students

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: Summer Program

Minutes added to school year: 2,400

In recognizing a glaring achievement gap in the area of Science, IMS will be prepared to provide summer program for all incoming and current students. Upon securing Title One funding to run this program, a two -three week program.

Strategy Rationale

Reduction of Summer slide and ease of transition from elementary school

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Raimann, Jeff, raimanj@martin.k12.fl.us

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

Attendance of this program and student performance on (FSA - reading, writing and math) / (FCAT- Science)

Strategy: After School Program

Minutes added to school year: 4,500

Provide after school opportunities for those students with achievement scores in bottom quartile

Strategy Rationale

Tutoring students for skill gaps

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Raimann, Jeff, raimanj@martin.k12.fl.us

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

session rosters

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

Collaboration occurs as students transition from Warfield Elementary, our only feeder school as well as, to South Fork High School.

The school also works to bridge the transition of the International Baccalaureate Diploma Program Candidates by providing a two week summer school program. These students have a desire to continue as IB students and this opportunity assists them to gain skills needed to be successful.

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

As a part of the middle school journey, we have added a "Career Planning" component to the required 8th Grade US History course. The teacher leads every student through the "Bridges" on-line career planning assessment. Students are able to identify careers that align with their interests and then discover the pathways needed to reach their goals. The students find this to be beneficial as they register for high school courses and truly begin to plan for their future, making the connections to the coursework and the careers.

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

The school is implementing a Business Technology Program this year.

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

Business technology can challenge students to apply "real-world problem solving skills" into their daily practice. All content area teachers use of the IB framework infuse real life connections with each unit of study

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

n/a

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.** Increase the percentage of students demonstrating proficiency in the area of Reading for all subgroups, measured by the Florida State Assessment (FSA).
- G2.** Increase the percentage of students demonstrating proficiency in the area of Writing for all subgroups, measured by the Florida State Assessment (FSA).
- G3.** Increase the percentage of students demonstrating proficiency in the area of Math for all subgroups, measured by the Florida State Assessment (FSA).
- G4.** Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Comprehensive Assessment Test (FCAT).

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. Increase the percentage of students demonstrating proficiency in the area of Reading for all subgroups, measured by the Florida State Assessment (FSA). 1a

G044749

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| AMO Reading - All Students | 65.0 |
| AMO Reading - African American | 59.0 |
| AMO Reading - ELL | 61.0 |
| AMO Reading - Hispanic | 65.0 |
| AMO Reading - SWD | 47.0 |
| AMO Reading - ED | 65.0 |
| ELA/Reading Gains | 65.0 |
| ELA/Reading Lowest 25% Gains | 65.0 |

Resources Available to Support the Goal 2

- Common formative assessments
- Read 180
- i Ready
- IB Implementation

Targeted Barriers to Achieving the Goal 3

- New Student Assessment - Florida Standards Assessment (FSA)
- The need to more time on task by providing internet access for students after school (i Ready program)

Plan to Monitor Progress Toward G1. 8

Data from multiple sources (I ready, FAIR, common assessments)

Person Responsible

Rose Rynca

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Data meetings . All teachers will meet with administrator monthly to discuss student progress through the standards

G2. Increase the percentage of students demonstrating proficiency in the area of Writing for all subgroups, measured by the Florida State Assessment (FSA). 1a

G038722

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| | 75.0 |

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Limited understanding of effective literacy instructional strategies.
- Limited opportunities for students to receive feedback on writing
- Lack of integration of literacy within all content areas

Plan to Monitor Progress Toward G2. 8

Student progress will be monitored through the common assessment that will be given three times per school year. In addition, all teachers are expected to have students engage in minimum of one writing activity each week.

Person Responsible

Jacqueline Scott

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

student writing folders,journals, assessment results

G3. Increase the percentage of students demonstrating proficiency in the area of Math for all subgroups, measured by the Florida State Assessment (FSA). 1a

G038724

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| AMO Math - All Students | 73.0 |
| Geometry EOC Pass Rate | 100.0 |
| Algebra I EOC Pass Rate | 100.0 |
| AMO Math - African American | 63.0 |
| AMO Math - ELL | 71.0 |
| AMO Math - SWD | 52.0 |
| AMO Math - ED | 73.0 |
| AMO Math - Hispanic | 75.0 |
| Math Gains | 75.0 |
| Math Lowest 25% Gains | 70.0 |

Resources Available to Support the Goal 2

- Brainpop
- I Can Learn
- iReady
- IB workshops and conference

Targeted Barriers to Achieving the Goal 3

- Internet/Computer Access for online academic support programs.
- Teacher knowledge of standards and Math practices

Plan to Monitor Progress Toward G3. 8

Progress monitoring will occur through benchmark, summative, and formative assessment results. Lesson plans review and district science framework .

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

All teachers will meet with administrator monthly to discuss student progress through the standards Analyze data, lesson plans.

G4. Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Comprehensive Assessment Test (FCAT). 1a

G038725

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 55.0 |

Resources Available to Support the Goal 2

- Resources from Inquiry Training
- Brainpop
- Scholastic
- Textbook
- Interactive textbook (5th grade)

Targeted Barriers to Achieving the Goal 3

- Students have limited Science vocabulary

Plan to Monitor Progress Toward G4. 8

Progress monitoring will occur through benchmarks, Lesson plans will show the incorporation of literacy standards.

Person Responsible

Jeff Raimann

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Results from assessments, lesson plans All Science teachers will meet with administrator monthly to discuss student progress through the standards

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. Increase the percentage of students demonstrating proficiency in the area of Reading for all subgroups, measured by the Florida State Assessment (FSA). **1**

 G044749

G1.B1 New Student Assessment - Florida Standards Assessment (FSA) **2**

 B110234

G1.B1.S1 Provide PD opportunities for teachers to review new test items **4**

 S121725

Strategy Rationale

Teachers need time to familiarize with the newer standards and the district's ELA framework design

Action Step 1 **5**

Teachers will meet in grade level groups to complete practice items

Person Responsible

Rose Rynca

Schedule

On 9/30/2014

Evidence of Completion

Team meeting notes

Action Step 2 5

Purchase online resources to support student reading achievement

Person Responsible

Rose Rynca

Schedule

On 10/30/2014

Evidence of Completion

Review of Lesson Plans

Action Step 3 5

Administration and teachers will attend International Baccalaureate workshop / conferences

Person Responsible

Rose Rynca

Schedule

On 6/5/2015

Evidence of Completion

staff will return and are responsible for training more staff

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

Lesson Plan review

Person Responsible

Rose Rynca

Schedule

On 9/30/2014

Evidence of Completion

Review for the implementation

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

Monthly meetings with administration to review data and lesson plans

Person Responsible

Rose Rynca


Schedule

On 9/29/2014


Evidence of Completion

Team notes, lesson plans, unit planning,

G1.B2 The need to more time on task by providing internet access for students after school (i Ready program) 2

 B110236

G1.B2.S1 Provide After school tutoring to student with our internet access to continue skills (iReady) 4

 S125324

Strategy Rationale

allow for more time on task

Action Step 1 5

Provide after school sessions in computer lab

Person Responsible

Rose Rynca

Schedule

Weekly, from 10/2/2014 to 6/5/2015

Evidence of Completion

session rosters

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

Data will be reviewed at monthly data chat meetings

Person Responsible

Rose Rynca

Schedule

Monthly, from 10/2/2014 to 6/5/2015

Evidence of Completion

i ready data

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

Administration review/ reflection

Person Responsible

Rose Rynca

Schedule

Monthly, from 10/2/2014 to 6/5/2015

Evidence of Completion

Student performance

G2. Increase the percentage of students demonstrating proficiency in the area of Writing for all subgroups, measured by the Florida State Assessment (FSA). 1

G038722

G2.B2 Limited opportunities for students to receive feedback on writing 2

B093031

G2.B2.S1 Students will be administered a common writing assessment four times per year and receive written and verbal feedback 4

S104007

Strategy Rationale

Action Step 1 5

Create a common writing assessment for each grade level.

Person Responsible

Jacqueline Scott

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Writing prompts created for each grade level

Action Step 2 5

Administer a common writing assessment to each grade level 4 times per school year

Person Responsible

Jacqueline Scott

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

assessment calendar, Writing Plan

Action Step 3 5

Score writing responses, providing written and verbal feedback

Person Responsible

Jacqueline Scott

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Writing samples, data chat forms, student writing folders

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

Monitor implementation

Person Responsible

Rose Rynca

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Unit plans, lesson plans, direct observation

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

Monthly Data Chat meetings and Team/ grade level CLT meetings

Person Responsible


Rose Rynca

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

G2.B2.S2 Teachers will be trained on using a common rubric to score students responses **4**

 S104008

Strategy Rationale

Action Step 1 **5**

Provide CLT group to design and assess student writing samples

Person Responsible

Jacqueline Scott

Schedule

Every 6 Weeks, from 10/2/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S2 **6**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 **7**

Provide teachers feedback instrument

Person Responsible

Jacqueline Scott


Schedule

Every 6 Weeks, from 10/2/2014 to 6/5/2015

Evidence of Completion


Feedback will be gathered to improve future sessions

G2.B3 Lack of integration of literacy within all content areas **2**

 B093032

G2.B3.S1 Teachers will work collaboratively to plan lessons that integrate literacy across content areas.

4

 S104009

Strategy Rationale

Increase student performance

Action Step 1 **5**

Provide time for teachers to plan lessons that integrate Literacy across content areas

Person Responsible

Schedule

Every 6 Weeks, from 10/2/2014 to 6/5/2015

Evidence of Completion

lesson plans, observations, meeting notes

Action Step 2 **5**

Collaborate and implement Unit Writing program (ManageBac)

Person Responsible

Rose Rynca

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Administration will monitor

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

Lesson plans will be monitored, administration/literacy coach will assist in facilitating collaborative team meetings, frequent classroom walk-through will occur.

Person Responsible

Jacqueline Scott

Schedule

Monthly, from 10/2/2014 to 6/5/2015

Evidence of Completion

observation notes, lessons plan, feedback from team meetings

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

After each common assessment, teams will meet to discuss student responses and collectively score sample student papers, collaborative teams will frequently discuss effective strategies being used and suggest ideas for integrating/incorporating literacy within content areas.

Person Responsible

Jacqueline Scott

Schedule

Monthly, from 10/2/2014 to 6/5/2015

Evidence of Completion

Scored papers, meeting notes, teacher observations

G3. Increase the percentage of students demonstrating proficiency in the area of Math for all subgroups, measured by the Florida State Assessment (FSA). 1

G038724

G3.B2 Internet/Computer Access for online academic support programs. 2

B110190

G3.B2.S1 Provide after school tutoring to allow students extra time to practice skills 4

S121956

Strategy Rationale

The need to more time on task by providing internet access for students after school (i Ready program)

Action Step 1 5

Monitor student attendance in labs for tutoring

Person Responsible

Michael McLeod

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Attendance rosters

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

Review Attendance

Person Responsible

Michael McLeod

Schedule

Every 2 Months, from 10/2/2014 to 6/5/2015

Evidence of Completion

Attendance rosters

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

Monitor the number of students using tutoring service after school for this purpose


Person Responsible

Schedule

Every 2 Months, from 10/2/2014 to 6/5/2015

Evidence of Completion

G3.B3 Teacher knowledge of standards and Math practices 2

 B113831

G3.B3.S1 Provide in service to address Standards (district framework) and the use of mathematical practices 4

 S125285

Strategy Rationale

Increase teacher knowledge leading to student performance

Action Step 1 5

Teachers will attend district professional development opportunities

Person Responsible

Michael McLeod

Schedule

Quarterly, from 10/2/2014 to 6/5/2015

Evidence of Completion

Session rosters

Action Step 2 5

Teachers and administration will attend Math IB workshops and conference

Person Responsible

Michael McLeod

Schedule

On 6/5/2015

Evidence of Completion

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

Monitor lesson plans and observations

Person Responsible

Michael McLeod

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans, teacher observations, Monthly Data Chats

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

Administration will meet to discuss Monthly Data Chats

Person Responsible

Michael McLeod

Schedule

Monthly, from 10/2/2014 to 6/5/2015

Evidence of Completion

Implementation will be monitored

G4. Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Comprehensive Assessment Test (FCAT). 1

G038725

G4.B1 Students have limited Science vocabulary 2

B110235

G4.B1.S1 Implement the use of Science journals/Notebooks at all grade levels to organize content in student friendly language. 4

S121953

Strategy Rationale

Increase time/usage of science vocabulary and material

Action Step 1 5

Students will be using journals to process science material learned

Person Responsible

Jeff Raimann

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

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

Teachers will meet with administration monthly to discuss student achievement progress

Person Responsible

Jeff Raimann

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Discussion of the student data based on journal use and student achievement measured by district benchmark testing.

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

Person Responsible


Jeff Raimann

Schedule

On 6/5/2015

Evidence of Completion

G4.B1.S2 Utilize Collaborative Learning Teams to plan instructional strategies to support student achievement. This may include time to become more familiar with test blueprints/design. 4

 S121954

Strategy Rationale

Action Step 1 5

Collaborative Team meetings to address student's progress in science

Person Responsible

Jeff Raimann

Schedule

Monthly, from 10/2/2014 to 6/5/2015

Evidence of Completion

meeting minutes

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


Person Responsible

Jeff Raimann

Schedule

Evidence of Completion

G4.B1.S3 Participate in professional development with district science coordinator to provide guidance in the district science framework. 4

 S124892

Strategy Rationale

Use district personnel to support program


Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

G4.B1.S4 Attend IB workshop and conference 4

 S138515

Strategy Rationale

Build capacity for program implementation

Action Step 1 5

Administration and Teachers attend Science IB workshops and conference

Person Responsible

Jeff Raimann

Schedule

On 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Monitor implementation (unit plans, CLT monitoring)

Person Responsible

Jeff Raimann

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, unit plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Person Responsible

Schedule

Evidence of Completion

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.B2.S1.A1 | Create a common writing assessment for each grade level. | Scott, Jacqueline | 8/18/2014 | Writing prompts created for each grade level | 6/5/2015 quarterly |
| G2.B3.S1.A1 | Provide time for teachers to plan lessons that integrate Literacy across content areas | | 10/2/2014 | lesson plans, observations, meeting notes | 6/5/2015 every-6-weeks |
| G1.B1.S1.A1 | Teachers will meet in grade level groups to complete practice items | Rynca, Rose | 9/1/2014 | Team meeting notes | 9/30/2014 one-time |
| G4.B1.S1.A1 | Students will be using journals to process science material learned | Raimann, Jeff | 10/1/2014 | | 6/5/2015 monthly |
| G3.B2.S1.A1 | Monitor student attendance in labs for tutoring | McLeod, Michael | 10/1/2014 | Attendance rosters | 6/5/2015 quarterly |
| G4.B1.S2.A1 | Collaborative Team meetings to address student's progress in science | Raimann, Jeff | 10/2/2014 | meeting minutes | 6/5/2015 monthly |
| G2.B2.S2.A1 | Provide CLT group to design and assess student writing samples | Scott, Jacqueline | 10/2/2014 | | 6/5/2015 every-6-weeks |
| G3.B3.S1.A1 | Teachers will attend district professional development opportunities | McLeod, Michael | 10/2/2014 | Session rosters | 6/5/2015 quarterly |
| G1.B2.S1.A1 | Provide after school sessions in computer lab | Rynca, Rose | 10/2/2014 | session rosters | 6/5/2015 weekly |

Martin - 0221 - Indiantown Middle School - 2014-15 SIP

Indiantown Middle School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|-------------------|-------------------------------|---|------------------------|
| G4.B1.S4.A1 | Administration and Teachers attend Science IB workshops and conference | Raimann, Jeff | 10/1/2014 | | 6/5/2015 one-time |
| G4.B1.S3.A1 | [no content entered] | | | one-time | |
| G2.B2.S1.A2 | Administer a common writing assessment to each grade level 4 times per school year | Scott, Jacqueline | 8/18/2014 | assessment calendar, Writing Plan | 6/5/2015 quarterly |
| G1.B1.S1.A2 | Purchase online resources to support student reading achievement | Rynca, Rose | 10/2/2014 | Review of Lesson Plans | 10/30/2014 one-time |
| G3.B3.S1.A2 | Teachers and administration will attend Math IB workshops and conference | McLeod, Michael | 10/1/2014 | | 6/5/2015 one-time |
| G2.B3.S1.A2 | Collaborate and implement Unit Writing program (ManageBac) | Rynca, Rose | 10/1/2014 | Administration will monitor | 6/5/2015 monthly |
| G2.B2.S1.A3 | Score writing responses, providing written and verbal feedback | Scott, Jacqueline | 8/18/2014 | Writing samples, data chat forms, student writing folders | 6/5/2015 quarterly |
| G1.B1.S1.A3 | Administration and teachers will attend International Baccalaureate workshop / conferences | Rynca, Rose | 10/1/2014 | staff will return and are responsible for training more staff | 6/5/2015 one-time |
| G1.MA1 | Data from multiple sources (I ready, FAIR, common assessments) | Rynca, Rose | 9/22/2014 | Data meetings . All teachers will meet with administrator monthly to discuss student progress through the standards | 6/5/2015 monthly |
| G1.B1.S1.MA1 | Monthly meetings with administration to review data and lesson plans | Rynca, Rose | 9/22/2014 | Team notes, lesson plans, unit planning, | 9/29/2014 one-time |
| G1.B1.S1.MA1 | Lesson Plan review | Rynca, Rose | 9/1/2014 | Review for the implementation | 9/30/2014 one-time |
| G1.B2.S1.MA1 | Administration review/ reflection | Rynca, Rose | 10/2/2014 | Student performance | 6/5/2015 monthly |
| G1.B2.S1.MA1 | Data will be reviewed at monthly data chat meetings | Rynca, Rose | 10/2/2014 | i ready data | 6/5/2015 monthly |
| G2.MA1 | Student progress will be monitored through the common assessment that will be given three times per school year. In addition, all teachers are expected to have students engage in minimum of one writing activity each week. | Scott, Jacqueline | 8/18/2014 | student writing folders,journals, assessment results | 6/5/2015 weekly |
| G2.B2.S1.MA1 | Monthly Data Chat meetings and Team/ grade level CLT meetings | Rynca, Rose | 10/1/2014 | | 6/5/2015 monthly |
| G2.B2.S1.MA1 | Monitor implementation | Rynca, Rose | 10/1/2014 | Unit plans, lesson plans, direct observation | 6/5/2015 quarterly |
| G2.B3.S1.MA1 | After each common assessment, teams will meet to discuss student responses and collectively score sample student papers, collaborative teams will frequently discuss effective strategies being used and suggest ideas for integrating/incorporating literacy within content areas. | Scott, Jacqueline | 10/2/2014 | Scored papers, meeting notes, teacher observations | 6/5/2015 monthly |
| G2.B3.S1.MA1 | Lesson plans will be monitored, administration/literacy coach will assist in facilitating collaborative team meetings, frequent classroom walk-through will occur. | Scott, Jacqueline | 10/2/2014 | observation notes, lessons plan, feedback from team meetings | 6/5/2015 monthly |
| G2.B2.S2.MA1 | Provide teachers feedback instrument | Scott, Jacqueline | 10/2/2014 | Feedback will be gathered to improve future sessions | 6/5/2015 every-6-weeks |
| G2.B2.S2.MA1 | [no content entered] | | | one-time | |
| G3.MA1 | Progress monitoring will occur through benchmark, summative, and formative | McLeod, Michael | 8/18/2014 | All teachers will meet with administrator monthly to discuss | 6/5/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|--|-----------------|-------------------------------|--|-------------------------|
| | assessment results. Lesson plans review and district science framework . | | | student progress through the standards Analyze data, lesson plans. | |
| G3.B2.S1.MA1 | Monitor the number of students using tutoring service after school for this purpose | | 10/2/2014 | | 6/5/2015 every-2-months |
| G3.B2.S1.MA1 | Review Attendance | McLeod, Michael | 10/2/2014 | Attendance rosters | 6/5/2015 every-2-months |
| G3.B3.S1.MA1 | Administration will meet to discuss Monthly Data Chats | McLeod, Michael | 10/2/2014 | Implementation will be monitored | 6/5/2015 monthly |
| G3.B3.S1.MA1 | Monitor lesson plans and observations | McLeod, Michael | 10/2/2014 | Lesson plans, teacher observations, Monthly Data Chats | 6/5/2015 one-time |
| G4.MA1 | Progress monitoring will occur through benchmarks, Lesson plans will show the incorporation of literacy standards. | Raimann, Jeff | 8/18/2014 | Results from assessments, lesson plans All Science teachers will meet with administrator monthly to discuss student progress through the standards | 6/5/2015 monthly |
| G4.B1.S1.MA1 | [no content entered] | Raimann, Jeff | 10/1/2014 | | 6/5/2015 one-time |
| G4.B1.S1.MA1 | Teachers will meet with administration monthly to discuss student achievement progress | Raimann, Jeff | 10/1/2014 | Discussion of the student data based on journal use and student achievement measured by district benchmark testing. | 6/5/2015 monthly |
| G4.B1.S2.MA1 | [no content entered] | Raimann, Jeff | | one-time | |
| G4.B1.S4.MA1 | [no content entered] | | | one-time | |
| G4.B1.S4.MA1 | Monitor implementation (unit plans, CLT monitoring) | Raimann, Jeff | 10/1/2014 | Lesson plans, unit plans | 6/5/2015 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. Increase the percentage of students demonstrating proficiency in the area of Reading for all subgroups, measured by the Florida State Assessment (FSA).

G1.B1 New Student Assessment - Florida Standards Assessment (FSA)

G1.B1.S1 Provide PD opportunities for teachers to review new test items

PD Opportunity 1

Teachers will meet in grade level groups to complete practice items

Facilitator

Rose Rynca, Jacqueline Scott

Participants

All ELA teachers

Schedule

On 9/30/2014

PD Opportunity 2

Administration and teachers will attend International Baccalaureate workshop / conferences

Facilitator

Participants

Schedule

On 6/5/2015

G2. Increase the percentage of students demonstrating proficiency in the area of Writing for all subgroups, measured by the Florida State Assessment (FSA).

G2.B2 Limited opportunities for students to receive feedback on writing

G2.B2.S1 Students will be administered a common writing assessment four times per year and receive written and verbal feedback

PD Opportunity 1

Score writing responses, providing written and verbal feedback

Facilitator

Literacy Coach/Lead Teachers

Participants

Content Area Teachers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G2.B2.S2 Teachers will be trained on using a common rubric to score students responses

PD Opportunity 1

Provide CLT group to design and assess student writing samples

Facilitator

Jacqueline Scott

Participants

All ELA teachers

Schedule

Every 6 Weeks, from 10/2/2014 to 6/5/2015

G3. Increase the percentage of students demonstrating proficiency in the area of Math for all subgroups, measured by the Florida State Assessment (FSA).

G3.B3 Teacher knowledge of standards and Math practices

G3.B3.S1 Provide in service to address Standards (district framework) and the use of mathematical practices

PD Opportunity 1

Teachers will attend district professional development opportunities

Facilitator

Steve Layson

Participants

Math teachers

Schedule

Quarterly, from 10/2/2014 to 6/5/2015

PD Opportunity 2

Teachers and administration will attend Math IB workshops and conference

Facilitator

IB Organization

Participants

Administration and teachers

Schedule

On 6/5/2015

G4. Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Comprehensive Assessment Test (FCAT).

G4.B1 Students have limited Science vocabulary

G4.B1.S4 Attend IB workshop and conference

PD Opportunity 1

Administration and Teachers attend Science IB workshops and conference

Facilitator

IB organization

Participants

Administration and teachers

Schedule

On 6/5/2015

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 1: Increase the percentage of students demonstrating proficiency in the area of Reading for all subgroups, measured by the Florida State Assessment (FSA). | 34,500 |
| Goal 2: Increase the percentage of students demonstrating proficiency in the area of Writing for all subgroups, measured by the Florida State Assessment (FSA). | 4,400 |
| Goal 3: Increase the percentage of students demonstrating proficiency in the area of Math for all subgroups, measured by the Florida State Assessment (FSA). | 49,700 |
| Goal 4: Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Comprehensive Assessment Test (FCAT). | 5,200 |
| Grand Total | 93,800 |

Goal 1: Increase the percentage of students demonstrating proficiency in the area of Reading for all subgroups, measured by the Florida State Assessment (FSA).

| Description | Source | Total |
|---|----------------|---------------|
| B1.S1.A2 - Study Island Program | Title I Part A | 3,500 |
| B1.S1.A2 - i Ready - Reading | Title I Part A | 6,000 |
| B1.S1.A3 - IB workshops and conference | Title I Part A | 10,000 |
| B2.S1.A1 - After school tutoring program | Title I Part A | 15,000 |
| Total Goal 1 | | 34,500 |

Goal 2: Increase the percentage of students demonstrating proficiency in the area of Writing for all subgroups, measured by the Florida State Assessment (FSA).

| Description | Source | Total |
|--|----------------|--------------|
| B2.S1.A1 - repro-graphics, folders | Title I Part A | 400 |
| B3.S1.A2 - ManageBac (unit planning and assessment reporting program) | Title I Part A | 4,000 |
| Total Goal 2 | | 4,400 |

Goal 3: Increase the percentage of students demonstrating proficiency in the area of Math for all subgroups, measured by the Florida State Assessment (FSA).

| Description | Source | Total |
|---|----------------|---------------|
| B2.S1.A1 - Brainpop | Title I Part A | 1,700 |
| B2.S1.A1 - I Can Learn (Web based Program) | Title I Part A | 28,000 |
| B2.S1.A1 - After school tutoring | Title I Part A | 15,000 |
| B3.S1.A2 - IB workshops and Conference | Title I Part A | 5,000 |
| Total Goal 3 | | 49,700 |

Goal 4: Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Comprehensive Assessment Test (FCAT).

| Description | Source | Total |
|------------------------------------|----------------|-------|
| B1.S1.A1 - Science Journals | Title I Part A | 200 |

Goal 4: Increase the percentage of students demonstrating proficiency in the area of Science for all subgroups, measured by the Florida Comprehensive Assessment Test (FCAT).

| Description | Source | Total |
|--|----------------|--------------|
| B1.S4.A1 - IB workshop and conference | Title I Part A | 5,000 |
| Total Goal 4 | | 5,200 |