



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Storm Grove Middle School

6400 57TH ST

Vero Beach, FL 32967

772-564-6400

www.indianriverschools.org/schools/sgms/pages/default.aspx

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
55%

Alternative/ESE Center
No

Charter School
No

Minority Rate
37%

School Grades History

2013-14
A

2012-13
B

2011-12
A

2010-11
A

2009-10
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Storm Grove Middle School

Principal

Jennifer Idlette-Williams

School Advisory Council chair

Viola Harbaugh

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

Name	Title
Denny Hart	Assistant Principal
Michele Keeling	Assistant Principal
Kim Corby	Math Dept. Chair
Diane Hawkins	Language Arts Dept. Chair
Joan Martinelli	Science Dept. Chair
Susan Myers	Reading Dept. Chair
Sally Brown	Social Studies Dept. Chair

District-Level Information

District

Indian River

Superintendent

Dr. Frances J Adams

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Storm Grove Middle School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members.

- a) Chairperson: Viola Harbaugh, shall conduct the meeting according to the By-Laws; prepare the meeting agenda; establish committees and appoint committee chairpersons; monitor SAC membership for compliance; track any SAC fund expenditures; provide proper notification of meeting dates; keep a record of meeting attendance; and act as the school's liaison with the School District of Indian River County, as needed.
- b) Vice-Chairperson: Danielle Davis, will act as Chairperson in the absence of the Chairperson, fulfilling the Chairperson's responsibilities.

c) Secretary: Dawn Dalton, shall record the minutes of all SAC meetings and shall perform such duties as may be delegated to him/her by the Chairperson or Principal

Involvement of the SAC in the development of the SIP

The purpose of Storm Grove Middle’s SAC is to assist in the preparation and evaluation of the results of the school improvement plan and to assist the principal with the annual school budget. How school recognition funds are allocated is based on a consensus derived from input from the entire school faculty and staff, including SAC. The Faculty Council acts as facilitator for the process. Each year, the committee will refer to the State Statutes as communicated by the Indian River County School District, which outline the specific items for which the school funds may be used. The IRCSD also communicates the timeline for determining how the funds are dispersed, as dictated by the State.

Activities of the SAC for the upcoming school year

The purpose of Storm Grove Middle School Advisory Council is:

- a) Bring into closer relation the home, school, and community so that parents, teachers, and community members may cooperate in a positive way for the education of children and youth;
- b) Act as an advisory body to the Principal;
- c) Assist in the preparation and evaluation of the School Improvement Plan;
- d) Assist in the preparation of the school’s annual budget by reviewing the budget at a SAC meeting and providing any other assistance requested by the Principal;
- e) Determine how to allocate any School Improvement Funds that are available to support the implementation of the School Improvement Plan;
- f) Help identify problems, propose solutions, and suggest changes to enhance the overall school environment and curriculum;
- g) Conduct an annual survey of parents, evaluate the results, and make recommendations for change

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

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jennifer Idlette-Williams		
Principal	Years as Administrator: 8	Years at Current School: 5
Credentials	A.A-Business Administration B.S.-Business Administration M. Ed.-Educational Leadership 6-12-Business Administration 6-12-ESOL K-12-Educational Leadership	
Performance Record	STORM GROVE MIDDLE SCHOOL-B - 2012 STORM GROVE MIDDLE SCHOOL - A-2009-2011 SEBASTIAN RIVER MIDDLE SCHOOL - A - 2001-2009 VERO BEACH HIGH SCHOOL - C - 1997-2001	

Denny Hart		
Asst Principal	Years as Administrator: 8	Years at Current School: 5
Credentials	B.S. - Business Administration/Marketing M. Ed. - Educational Leadership 5-9-Social Science 6-12-Marketing K-12-Ed. Leadership	
Performance Record	STORM GROVE MIDDLE SCHOOL-B 2013- present STORM GROVE MIDDLE SCHOOL- A 2009- 2013 OSLO MIDDLE SCHOOL-A 2006-2009 GIFFORD MIDDLE SCHOOL-A 1996-2006	

Michele Keeling		
Asst Principal	Years as Administrator: 1	Years at Current School: 4
Credentials	AA Degree- Psychology BA Degree- Psychology MS Degree- Educational Leadership Varying Exceptionalities K-12 Psychology 6-12 Educational Leadership K-12 Reading Endorsement	
Performance Record	STORM GROVE MIDDLE SCHOOL- B 2013- Present SEBASTIAN RIVER HIGH SCHOOL- A 2012- 2013 STORM GROVE MIDDLE SCHOOL -A 2009-2012 SEBASTIAN RIVER MIDDLE SCHOOL - B 2001-2006 SEBASTIAN ELEMENTARY SCHOOL- A 2006-2009 GIFFORD MIDDLE SCHOOL - A 1995-2001	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Debra Schroeder

Part-time / District-based

Years as Coach: 0

Years at Current School: 2

Areas

Reading/Literacy

Credentials

MA Ed.- Administration and Curriculum
 BA Ed- English and Speech
 Reading Endorsement
 Gifted Endorsement
 ESOL Endorsement

Performance Record

This is a new position, so there is no data yet.

Classroom Teachers

of classroom teachers

49

receiving effective rating or higher

49, 100%

Highly Qualified Teachers

100%

certified in-field

49, 100%

ESOL endorsed

39, 80%

reading endorsed

11, 22%

with advanced degrees

20, 41%

National Board Certified

2, 4%

first-year teachers

1, 2%

with 1-5 years of experience

19, 39%

with 6-14 years of experience

17, 35%

with 15 or more years of experience

12, 24%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Utilizing Winocular as a means of collecting data on applicants to assist with identifying strengths of candidates

by querying for level of education, years of experience, certification, etc. Continue to recruit and retain the highest qualified personnel. Develop positive professional relationships that support instructional practices. Ensure proper accountability for all employees through an appropriate assessment system based on data monitoring.

Partner new faculty with veteran staff (mentor/mentee) and regular meetings with the administrative staff. Providing meaningful/relevant professional development to maintain knowledge base of best practices and opportunities to acquire new skills as we transition to CCSS.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentor and Peer Teachers are provided for all teachers who are newly hired to the school and/or district. Ample time is provided for teachers to learn and master their craft in a collegial and professional environment. Subject area is a strong consideration when pairing peer teachers with mentees, but it is not a requirement. Class location is another important factor, so the new teachers can ask questions as the need arises. The mentor teacher has monthly meetings with the peer teachers and mentees to give training and overviews of upcoming topics and school related issues and requirements. Training is scheduled to assist in developing the Individual Professional Development Plan and monthly meetings update each mentee on upcoming requirements including data, certifications, assessments, discipline, learning activities, communication, organizational systems, planning lessons, instruction, technology, procedures, and professional training opportunities. Department Chairs provide assistance with lesson planning, understanding how to blend the NGSSS and CCSS curriculum, establishing classroom management procedures, and creating a technology component of the classroom.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings. Core team members will serve as members of smaller Problem Solving Teams (PST) and schedule PST meetings which are held

every Tuesday during teacher planning time. Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention. Core team meets at least 4 times a month to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. Multi-Tiered System of Support /Response to intervention (MTSS/RtI) is referenced in the No Child Left Behind (NCLB) Act as well as in the Individuals with Disabilities Education Act (IDEA) reauthorization of 2004. RtI represents a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. It can also be used to assist schools in identifying students who may require more intensive instructional services and/or be eligible for an exceptional student education program.

The MTSS/RtI team meets weekly to discuss student needs and develop interventions (behavioral and academic) to ultimately raise student achievement. These interventions make a positive impact and help Storm Grove achieve its goals set in the SIP. The MTSS/RtI team will meet to review screening data and to review instructional decisions that impact student learning, to review progress monitoring data at the grade level and the classroom level, and to identify students who are not meeting/exceeding benchmarks and are at moderate or high risk for not meeting standards. The team will identify professional development and resources needed for implementation. The team will also collaborate regularly, problem solve, share effective practices and evaluation implementation, as well as make decisions, and practice new processes and skills.

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

The school based Multi-Tiered System of Support (MTSS) Team will consist of the general education teacher(s), exceptional education teacher(s), site based administrator(s), school psychologist, student support specialist(s), other student service personnel, occupational therapist and/or speech/language pathologist (when available and needed).

Jennifer Idlette-Williams, Principal: Provides the instructional leadership that ensures the commitment to data-driven decision making and continual strategic planning. The principal also ensures the implementation of the MTSS/RtI process and provides the necessary development for its success.

Denny Hart & Michele Keeling, Assistant Principals: Facilitate the effective implementation of the goals and objectives delineated by the principal. Both ensure that the instructional programs are monitored and modified

with efficacy while providing support for the total instructional and non-instructional staff.

Thomas Stull, Student Support Specialist: Provides guidance and support for the ESE teacher(s), General Ed. teachers(s), students, and families to support their academic, behavioral and social development.

Yvonne Douglas and Julie Spiesel, Guidance Counselors: Provide expertise on the balancing of academic pressure and social development of students. The counselor develops interventions needed

for students and families while providing a link to community organizations for continuous support. Provide support for students who need grief or other types of counseling. Collaborate with administration and staff to provide a well balanced schedule for the students with a variety of different needs.

Dr. Renee Keller, School Psychologist: Participates in direct observation, collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities. Coordinates social skills programs to assist in student decision making and personal social skills development. Collaborates with families to provide referrals to outside mental health agencies when needed.

Judith Smith, Exceptional Student Education Resource Specialist: Facilitates the monitoring and maintaining of all documentation and activities related to Exceptional Student Education. Provide information about core instruction and participate in student data collections. They also deliver Tier 1 instruction/intervention and collaborate with other teachers to implement Tier 2 interventions. They ensure that Tier 1 materials and instruction are integrated with Tier 2 and 3 activities.

Katherine Wolf, Speech and Language Pathologist: Participates in direct observation, collection, interpretation and analysis of data. Provides support for the classroom teacher in implementation of speech and language services.

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

Check In/ Check Out (CICO) & Social Skills/Anger Management Programs

The data will be analyzed from the following to determine students who need additional instruction with evidence based interventions. The following databases will be utilized: FAIR/PMRN, Performance Matters (PM2), Study Island Rti Reports, Program/Classroom Specific Reports, TERMS. Behavior Incident Reports (ODRs), eSembler, SAM. Other district instructional software available for instructional decisions and data analysis include: Read 180, FasttMath, System44, ThinkCentral, Compass Odyssey, Earobics, Accelerated Reader, and FCAT Explorer.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior include:

Florida Comprehensive Assessment Test (FCAT), FCAT Writes, Florida Assessment for Instruction in Reading (FAIR), Student Reading Inventory (SRI), Baselines/Benchmarks-Reading, Math, Science, WriteScore-Writing Analysis, Comprehensive English Language Learning Assessment (CELLA), Office Discipline Referrals, and Absences/Attendance Reports.

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

Professional Development will be provided to the faculty on designated professional development days and through job embedded professional opportunities. These in-services will include, but are not limited to, the following: Positive Behavior Support (PBS), Multi-Tiered System of Support /Response to Interventions – Academic and Behavioral Interventions (all tiers), Literacy and Math Curriculum Framework, Performance Matters, Progress Monitoring and Graphing. Administrators in the school building set clear expectations for MTSS/RtI. It is pivotal for meeting the needs of all students. Multi-tiered Support Services begins with clearly stating the purpose, goals, and expected outcomes from implementation, and continues with constant communication, supporting teachers with ongoing professional development, listening to staff concerns, and soliciting feedback to modify our plan as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,760

Free Academic Workshops are provided in the following areas from 2:45-4:15 every Thursday: 6th grade Math, 7th grade Math, Algebra 1 and Geometry, Reading (all grades), Science (all grades), Homework Help. Teachers of those subject areas provide remediation and enrichment to students on an as needed basis.

Strategy Purpose(s)

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

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

Sign in sheets are collected each week to monitor the number of students participating. FCAT level and academic progress is monitored for students participating

Who is responsible for monitoring implementation of this strategy?

Teachers, along with the administrative team, are responsible for monitoring the success of each academic program.

Strategy: Before or After School Program

Minutes added to school year: 630

Professional Development Wednesday takes place every 3rd Wednesday of the month in addition to 3 1/2 day inservice days in which 2 hrs of professional development is required. Professional development is facilitated by teachers on a research based strategy to enhance quality instruction to support academic gains. Professional Development topics include but are not limited to using literacy strategies in all content areas, common core implementation, providing accommodations/modifications for students with IEP's/504's, academic vocabulary, generating hypotheses across the curriculum, acquisition lesson planning, etc.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Teachers actively participate and engage in dialogue on each topic of Professional Development provided. Teachers are encouraged to earn additional inservice points by providing evidence of the knowledge obtained in their lessons.

Who is responsible for monitoring implementation of this strategy?

Administrators along w/ Professional Development coordinator

Literacy Leadership Team (LLT)

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

Name	Title
Jennifer Idlette-Williams	Principal
Denny Hart	Assistant Principal
Michele Keeling	Assistant Principal
Susan Myers	Reading Dept. Chair
Diane Hawkins	Language Arts Dept. Chair
Stephany Cooksey	.4 Media Specialist
Crystal O'Brien	.6 Media Specialist

How the school-based LLT functions

The purpose of the LLT is to increase reading and writing knowledge within the school building and focus on areas of literacy awareness in all subjects. Team members will be the leadership team charged with developing a literacy climate which supports effective teaching and learning. The mission of the team will be to improve Storm Grove's literacy program for increased student achievement and a love for learning. Administrative Team: Ensures the implementation of the Literacy Leadership Team through collaboration and team building; assesses the needs of school staff; and ensures implementation of intervention support and documentation; provides adequate professional development in the area of literacy.

Major initiatives of the LLT

Literacy focus is supported by incorporating Accelerated Reader into our WOO period daily, Sunshine State Readers, Student Book Club Participating in Book Battle, Content Area Strategies, School Wide Strategies (Cornell Note Taking), Increasing Book Circulation, Reading Strategies through Content Areas, Study Island, and Scholastic Book Fair

Every Teacher Contributes to Reading Instruction

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

Storm Grove has a school-wide initiative for reading, enrichment, and remediation during the school day. Implementation of Windows of Opportunity (WOO) is primarily for students to have the opportunity to read their AR books, thus increasing their reading Lexile scores. Windows of Opportunity are provided for students as an extension of their fourth period class. This period facilitates school wide reading and support for reading strategies. Our media specialist also collaborates with all teachers across the curriculum to emphasize reading across genres as well. School-wide literacy days are celebrated along with book club and activities to ensure that teaching reading strategies is the responsibility of every teacher.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Teachers create lessons that are engaging and relevant to real world situations, with added rigor as we transition from NGSSS to CCSS.

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

Guidance counselors monitor student progress to ensure successful completion of core academic classes in order to meet the requirement to transition on to high school. Electives are chosen based on student interest. ePap career planning is done through 8th grade US History classes.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	61%	No	74%
American Indian				
Asian	63%	50%	No	67%
Black/African American	57%	41%	No	61%
Hispanic	55%	48%	No	60%
White	78%	69%	No	81%
English language learners	27%	5%	No	34%
Students with disabilities	41%	21%	No	47%
Economically disadvantaged	60%	53%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	232	28%	34%
Students scoring at or above Achievement Level 4	283	33%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		59%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		15%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	142	57%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		75%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	53%	No	68%
American Indian				
Asian	63%	43%	No	67%
Black/African American	48%	25%	No	53%
Hispanic	55%	45%	No	60%
White	70%	61%	No	73%
English language learners	40%	16%	No	46%
Students with disabilities	37%	19%	No	43%
Economically disadvantaged	51%	42%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	30%	40%
Students scoring at or above Achievement Level 4	156	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		49%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		50%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		45%	50%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	168	61%	70%
Middle school performance on high school EOC and industry certifications	152	94%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	49%	60%
Students scoring at or above Achievement Level 4	55	38%	40%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	21	95%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	18%	33%
Students scoring at or above Achievement Level 4	82	31%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		55%
Students scoring at or above Level 7	[data excluded for privacy reasons]		43%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	275	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	34	4%	2%
Students who fail a mathematics course	17	2%	1%
Students who fail an English Language Arts course	19	2%	1%
Students who fail two or more courses in any subject	14	1%	0%
Students who receive two or more behavior referrals	86	10%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	164	18%	13%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Efforts are made throughout the year to involve parents in their students' academic progress. At student orientation, parents are invited in to the computer lab to create an eSembler account. Teachers place phone calls to their 4th period students to personally invite them to attend open house, connect ed calls are sent twice per month to keep parents informed on school events, bi-monthly newsletters are sent home w/ students which include tips for parents on how to get involved and also support the school from home. Additionally, grade level parent nights are planned throughout the year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Use of eSember to stay informed of academic progress	200	23%	50%
Monthly Newsletter	885	100%	100%
ConnectEd Calls w/ school Related Information	885	85%	100%
Open House	422	50%	75%
Parent/Teacher Conference	100	12%	50%
Family Nights	0	0%	50%

Goals Summary

- G1.** The percentage of students scoring at or above proficiency in Reading, Math (including Algebra and Geometry EOC), Writing and Science will increase overall by 15% percent and lowest quartile learning gains & AMO's for each subgroup will increase by 10%.

Goals Detail

G1. The percentage of students scoring at or above proficiency in Reading, Math (including Algebra and Geometry EOC), Writing and Science will increase overall by 15% percent and lowest quartile learning gains & AMO's for each subgroup will increase by 10%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Civics EOC
- Science - Middle School
- STEM - All Levels
- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal

- Weekly Academic Tutoring In All Core Subject Areas & Homework Help
- WOO- Remediation & Enrichment allows time for Tier 2 & Tier 3 Interventions
- Study Island to support instruction & enhance curriculum-Reading, Math, Science, Common Core Language Arts & Math
- Professional Development Wednesdays-replaces faculty meetings-occurs monthly to support teacher professional growth
- Accelerated Reading Program-schoolwide literacy focus implemented w/ fidelity through the Language Arts department. Students understand the importance of literacy and work towards earning designated points according to individualized lexile scores.
- Saturday School Detention-replaces ISS to eliminate loss of instructional time to serve as a consequence for violation of the code of conduct. Consequences served on Saturday during students time vs. time dedicated for learning.
- Absentee Interventions for students who do not attend regularly-call home to every student @ 3rd absence, then follow up with parent conference, home visits if attendance doesn't improve, we will provide incentives for students who improve their attendance rate over time
- Kagan Structures for increased student engagement & knowledge retention

Targeted Barriers to Achieving the Goal

- Lack of intrinsic motivation, absenteeism, decreased amount of time for instruction due to state mandated social programs, limited time for professional development built into the instructional calendar and lack of parental involvement/support.

Plan to Monitor Progress Toward the Goal

baseline/benchmark assessments and instructional practice strategies

Person or Persons Responsible

administrative and leadership teams

Target Dates or Schedule:

throughout the year after each round of diagnostic assessments and during classroom observations

Evidence of Completion:

PM2 data and Marzano Evaluation Tool

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The percentage of students scoring at or above proficiency in Reading, Math (including Algebra and Geometry EOC), Writing and Science will increase overall by 15% percent and lowest quartile learning gains & AMO's for each subgroup will increase by 10%.

G1.B1 Lack of intrinsic motivation, absenteeism, decreased amount of time for instruction due to state mandated social programs, limited time for professional development built into the instructional calendar and lack of parental involvement/support.

G1.B1.S1 Use of Kagan structures for increased student engagement, relevancy for real world connections, schoolwide Cornell note taking strategy, differentiated instruction, WOO to support Tier 2 & Tier 3 interventions to motivate, remediate and build resiliency, use of SIMS strategies, schoolwide literacy focus through Accelerated Reader, a cross-curricular approach to use of research based strategies and test taking strategies which incorporates use of test item specifications, "On A Roll" celebrations to recognize and celebrate students making learning gains throughout the year as evidenced by benchmark assessments and Honor Roll for students who excel academically.

Action Step 1

Professional Development Wednesdays-45 minute segments of professional development. Topics Include: Using Hypotheses Across the Curriculum-Marzano DQ2 and DQ4- Part1 & Part 2 Common Core Implementation Steps-ELA, Math, Career and Tech Comprehensive Instructional Sequence Building Academic Vocabulary Across the Curriculum Acquisition Lesson Planning Exceptional Student Education: Accommodations vs. Modification Managing Anti-Social Behavior Main Idea Strategy Overview

Person or Persons Responsible

Teachers

Target Dates or Schedule

3rd Wednesday of Each Month-2:45-3:30pm

Evidence of Completion

Increased research based strategies used in the lessons

Facilitator:

Teacher Leaders, Administration and District Personnel

Participants:

Teachers & Administration

Action Step 2

Kagan Structures: Cooperative Learning for Increased Student Engagement

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule

State Inservice Day-10/14/13

Evidence of Completion

Kagan engagement strategies consistently evident in the classroom

Facilitator:

Joyce Stiglitz, Kagan Strategies

Participants:

Entire Faculty and Administration

Action Step 3

Weekly Academic Workshops-6th grade Math, 7th grade Math, Algebra/Geometry, Science, Reading & Language Arts, Homework Help

Person or Persons Responsible

Certified teachers in core academic areas of math, science, reading, and language arts.

Target Dates or Schedule

Each Thursday 2:45-4:15

Evidence of Completion

Decreased percentage of students w/ D's and F's , less students requiring course recovery and increased gains on benchmark and state assessments

Action Step 4

Saturday School Detention

Person or Persons Responsible

Students/Teachers

Target Dates or Schedule

Each Saturday from 8-11am

Evidence of Completion

Decrease in discipline rate & increase academic time for students who choose to violate code of conduct

Action Step 5

Study Island/Edmentum-6th and 7th grade Reading & Math, 8th grade Science, and 6th - 8th Common Core ELA & Math

Person or Persons Responsible

Students

Target Dates or Schedule

Daily-during school & from home w/ internet access

Evidence of Completion

Usage Reports and increased proficiency in subject areas

Action Step 6

On A Roll & Honor Roll Celebrations

Person or Persons Responsible

student incentive programs for improvement in areas such as academics, behavior and attendance

Target Dates or Schedule

On A Roll Celebration (monthly) and Honor Roll Red Carpet Event (certificates each nine weeks/celebration 1x per year)

Evidence of Completion

improved gpa's, reduction in absenteeism and discipline

Action Step 7

Support Facilitation-6th and 7th grade Math & Language Arts

Person or Persons Responsible

ESE certified subject area teacher provides accommodations/modifications in the general education classroom to ESE students who have been identified as needing 3-5 days of support. ESE teacher serves in the capacity of co-teacher to the General Ed Teacher.

Target Dates or Schedule

3-5 days per week

Evidence of Completion

Decrease percentage of ESE students failing courses and requiring course recovery.

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

Engaging/Relevant Lessons w/ research based strategies evident

Person or Persons Responsible

Administrative Team along w/ Teacher Leaders (Dept. Chairs)

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Increased student participation, increased motivation, increased percentage of students scoring at or above proficiency on benchmarks & state assessments

Plan to Monitor Effectiveness of G1.B1.S1

Engaging/Relevant Lesson w/ researched based strategies evident

Person or Persons Responsible

Administrative and Leadership Teams

Target Dates or Schedule

throughout the year after each round of diagnostic assessments and during classroom observations

Evidence of Completion

Increased student participation, increased levels of learning, increased retention of knowledge, increased motivation, increased success

Coordination and Integration

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

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

Title I, N/A

Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home, documents such as letters, newsletters, and brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & to enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone, RM Sonica, Zip Zoom English and Earobics.

Title X- Homeless

SGMS coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The percentage of students scoring at or above proficiency in Reading, Math (including Algebra and Geometry EOC), Writing and Science will increase overall by 15% percent and lowest quartile learning gains & AMO's for each subgroup will increase by 10%.

G1.B1 Lack of intrinsic motivation, absenteeism, decreased amount of time for instruction due to state mandated social programs, limited time for professional development built into the instructional calendar and lack of parental involvement/support.

G1.B1.S1 Use of Kagan structures for increased student engagement, relevancy for real world connections, schoolwide Cornell note taking strategy, differentiated instruction, WOO to support Tier 2 & Tier 3 interventions to motivate, remediate and build resiliency, use of SIMS strategies, schoolwide literacy focus through Accelerated Reader, a cross-curricular approach to use of research based strategies and test taking strategies which incorporates use of test item specifications, "On A Roll" celebrations to recognize and celebrate students making learning gains throughout the year as evidenced by benchmark assessments and Honor Roll for students who excel academically.

PD Opportunity 1

Professional Development Wednesdays-45 minute segments of professional development. Topics Include: Using Hypotheses Across the Curriculum-Marzano DQ2 and DQ4- Part1 & Part 2 Common Core Implementation Steps-ELA, Math, Career and Tech Comprehension Instructional Sequence Building Academic Vocabulary Across the Curriculum Acquisition Lesson Planning Exceptional Student Education: Accommodations vs. Modification Managing Anti-Social Behavior Main Idea Strategy Overview

Facilitator

Teacher Leaders, Administration and District Personnel

Participants

Teachers & Administration

Target Dates or Schedule

3rd Wednesday of Each Month-2:45-3:30pm

Evidence of Completion

Increased research based strategies used in the lessons

PD Opportunity 2

Kagan Structures: Cooperative Learning for Increased Student Engagement

Facilitator

Joyce Stiglitz, Kagan Strategies

Participants

Entire Faculty and Administration

Target Dates or Schedule

State Inservice Day-10/14/13

Evidence of Completion

Kagan engagement strategies consistently evident in the classroom

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percentage of students scoring at or above proficiency in Reading, Math (including Algebra and Geometry EOC), Writing and Science will increase overall by 15% percent and lowest quartile learning gains & AMO's for each subgroup will increase by 10%.	\$18,150
Total		\$18,150

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Evidence-Based Program	Other	Total
Closing The Gap Funds	\$4,750	\$0	\$0	\$0	\$4,750
N/A	\$0	\$0	\$0	\$0	\$0
Closing the Gap Funds	\$0	\$6,500	\$0	\$0	\$6,500
School Budget	\$0	\$2,200	\$3,500	\$1,200	\$6,900
Total	\$4,750	\$8,700	\$3,500	\$1,200	\$18,150

Budget Details

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

G1. The percentage of students scoring at or above proficiency in Reading, Math (including Algebra and Geometry EOC), Writing and Science will increase overall by 15% percent and lowest quartile learning gains & AMO's for each subgroup will increase by 10%.

G1.B1 Lack of intrinsic motivation, absenteeism, decreased amount of time for instruction due to state mandated social programs, limited time for professional development built into the instructional calendar and lack of parental involvement/support.

G1.B1.S1 Use of Kagan structures for increased student engagement, relevancy for real world connections, schoolwide Cornell note taking strategy, differentiated instruction, WOO to support Tier 2 & Tier 3 interventions to motivate, remediate and build resiliency, use of SIMS strategies, schoolwide literacy focus through Accelerated Reader, a cross-curricular approach to use of research based strategies and test taking strategies which incorporates use of test item specifications, "On A Roll" celebrations to recognize and celebrate students making learning gains throughout the year as evidenced by benchmark assessments and Honor Roll for students who excel academically.

Action Step 1

Professional Development Wednesdays-45 minute segments of professional development. Topics Include: Using Hypotheses Across the Curriculum-Marzano DQ2 and DQ4- Part1 & Part 2 Common Core Implementation Steps-ELA, Math, Career and Tech Comprehensive Instructional Sequence Building Academic Vocabulary Across the Curriculum Acquisition Lesson Planning Exceptional Student Education: Accommodations vs. Modification Managing Anti-Social Behavior Main Idea Strategy Overview

Resource Type

Professional Development

Resource

district coaches & teacher leaders

Funding Source

N/A

Amount Needed

\$0

Action Step 2

Kagan Structures: Cooperative Learning for Increased Student Engagement

Resource Type

Professional Development

Resource

Kagan Strategies for Engagement through Cooperative Learning-1 Day OnSite Professional Development which includes Resource Binder & Booklet for Cooperative Learning Activities/ Structures

Funding Source

Closing The Gap Funds

Amount Needed

\$4,750

Action Step 3

Weekly Academic Workshops-6th grade Math, 7th grade Math, Algebra/Geometry, Science, Reading & Language Arts, Homework Help

Resource Type

Personnel

Resource

Certified Teachers in the areas of Math, Science, Reading, Language Arts

Funding Source

Closing the Gap Funds

Amount Needed

\$6,500

Action Step 4

Saturday School Detention

Resource Type

Personnel

Resource

Teachers

Funding Source

School Budget

Amount Needed

\$2,200

Action Step 5

Study Island/Edmentum-6th and 7th grade Reading & Math, 8th grade Science, and 6th - 8th Common Core ELA & Math

Resource Type

Evidence-Based Program

Resource

Web based academic software students can access during school hours or from home w/ internet access that supports the math, reading and science curriculums. Diagnostic material allows students to remediate & enrich. Areas of weakness are identified and strands are broken down in smaller parts in order to build the skills necessary for proficiency.

Funding Source

School Budget

Amount Needed

\$3,500

Action Step 6

On A Roll & Honor Roll Celebrations

Resource Type

Other

Resource

Student Incentive Programs

Funding Source

School Budget

Amount Needed

\$1,200

Action Step 7

Support Facilitation-6th and 7th grade Math & Language Arts

Resource Type

Personnel

Resource

ESE certified content area teacher assigned to General Ed Math & Language Arts teachers to provide accommodations/modifications within the general education setting for identified ESE students needing support 3-5 days per week.

Funding Source

School Budget

Amount Needed

\$0