

I. Current School Status:

A. School Information:

1. School-Level Information:

- a. **School:** Sebastian Middle School
- b. **Principal's name:** Kelly Battell
- c. **School Advisory Council chair's name:** Sylvia Feijoo
- d. **Names and position titles of the School-based Leadership Team (SBLT):**

Name	Title
Ted Banton	Assistant Principal
Christine Sikes	Instructional Literacy Coach

2. District-Level Information:

- a. **District:** St Johns
- b. **Superintendent's name:** Dr. Joseph G Joyner
- c. **Date of school board approval of SIP:** Pending

B. 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).

1. Describe the membership of the SAC including position titles:

Sebastian Middle School members not employed by the SJCSD volunteer to be on SAC and approved at the first meeting. This year the percentage of members not employed by the district is ; and/or ethnic, racial, and economic demographics of members. Members:

- Sylvia Feijoo, SAC Chair
- SAC Co-Chair
- Kelly Battell, principal
- Ted Banton, assistant principal
- secretary
- Luie Hernandez, support staff member
- staff
- staff
- staff
- staff
- Eileen Whittaker, parent
- parent
- parent
- parent
- parent
- parent
- parent
- parent
- parent

2. Describe the involvement of the SAC in the development of this school improvement plan:

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

3. Describe the activities of the SAC for the upcoming school year:

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

4. Describe the projected use of school improvement funds and include the amount allocated to each project:

n/a

5. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the

School Advisory Council by selecting one of the boxes below:

In Compliance

6. If no, describe the measures being taken to comply with SAC requirements:

C. 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).

1. Administrators:

a. # Administrators: 2

b. # Receiving Effective rating or higher: (not entered because basis is < 10)

c. For each of your school's administrators (principal and all assistant principals), complete the following fields:

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

2. Instructional Coaches:

a. # Instructional Coaches: 1

b. # Receiving Effective rating or higher: (not entered because basis is < 10)

c. For each of your school's instructional coaches, complete the following fields:

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

3. Classroom Teachers:

a. # of classroom teachers: 42

- b. # receiving effective rating or higher: 42, 100%
- c. # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 42, 100%
- d. # certified in-field, pursuant to Section 1012.2315(2), F.S.: 40, 95%
- e. # ESOL endorsed: 35, 83%
- f. # reading endorsed: 8, 19%
- g. # with advanced degrees: 21, 50%
- h. # National Board Certified: 2, 5%
- i. # first-year teachers: 5, 12%
- j. # with 1-5 years of experience: 7, 17%
- k. # with 6-14 years of experience: 14, 33%
- l. # with 15 or more years of experience: 16, 38%

4. Education Paraprofessionals, pursuant to s. 1012.01(2)(e):

- a. # of paraprofessionals: 6
- b. # Highly Qualified, as defined in 20 U.S.C. § 7801(23): 6, 100%

5. Other Instructional Personnel:

- a. # of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals: 0
- b. # receiving effective rating or higher: (not entered because basis is < 10)

6. 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).

- a. Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.:
 1. Utilization of district PATS program to recruit and hire (principal)
 2. Regular meetings of new teachers (assistant principal)
 3. Partnering new teachers with veteran staff (content area leaders)
 4. Content area collaboration (content area leaders)
 6. Peer evaluator system (SJCS D)

7. 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).

- a. Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities:

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

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

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

D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/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).

- 1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs:

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

in relation to stated goal.

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

2. What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? :

Principal – Kelly Battell

Assistant Principal - Ted Banton

MTSS Facilitator - Christine Sikes

Instructional Literacy Coach - Christine Sikes

Guidance Counselors - Katie Anderson & Leanne Fortune

School Psychologist - Melissa Gullo

Behavior Specialist - John Guy

Speech/Language Pathologist - Karen Curet

Responsibilities:

- Member of core team
- Attends core meetings
- Attends RtI review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for RtI students into the RtI folder
- Updates data into the RtI digital database
- Schedules meetings to review RtI plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
- Finalizes RtI referral packet and submits to LEA

3. Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP:

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

4. Describe the 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 (e.g., behavior, attendance):

Baseline data:

Reading and Math – FCAT
 Reading – FAIR
 Reading, Math, Science – Discovery Education Assessments
 Writing – Writing Prompts
 Behavior – Daily behavior charts, ABC data, referrals
 Attendance – List of students missing 3, 5, or 10 days
 Midyear data:
 Reading and Math – FCAT
 Reading – FAIR
 Reading, Math, Science – Discovery Education Assessments
 Writing – Writing Prompts
 Behavior – Daily behavior charts, ABC data, referrals
 Attendance – List of students missing 3, 5, or 10 days
 End of year data:
 Reading and Math – FCAT
 Reading – FAIR
 Reading, Math, Science – Discovery Education Assessments
 Writing – Writing Prompts
 Behavior – Daily behavior charts, ABC data
 Attendance – List of students missing 3, 5, or 10 days
 Reading and Math – FCAT
 Reading – FAIR
 Reading, Math, Science – Discovery Education Assessments
 Writing – Writing Prompts
 Behavior – Daily behavior charts, ABC data, referrals

5. Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents:

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

E. 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).

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

Strategy Type	Minutes Added to School Year	Purpose
Before or After School Program		Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education
Strategy Description	Eagle Vision is an after-school program held on Tuesdays, from 2-4:30pm. This time allows for tutoring, grade recovery, and various enrichment activities. An activity bus is provided for transportation.	
How is data collected and analyzed to determine the effectiveness of this strategy?	Participation rosters, grades, and testing scores.	
Who is responsible for monitoring implementation of this strategy?	Leadership Team (principal, assistant principal, ILC)	

Strategy Type	Minutes Added to School Year	Purpose
Summer Program		Teacher collaboration, planning and professional development
Strategy Description	Two days of professional development were offered in the summer, with 83% teacher participation. Focuses were Common Core, AVID strategies, Standards-based testing and grading.	
How is data collected and analyzed to determine the effectiveness of this strategy?	Implementation of strategies will be monitored by teacher evaluations and student achievement.	
Who is responsible for monitoring implementation of this strategy?	Leadership team (principal, assistant principal, ILC, content area leaders)	

F. Literacy Leadership Team (LLT):

1. Identify the names and position titles of the members of your school-based LLT:

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

2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions):

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

3. What will be the major initiatives of the LLT this year?:

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

G. Every Teacher Contributes to Reading Improvement:

1. Describe how the school ensures every teacher contributes to the reading improvement of every student:

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

H. Preschool Transition:

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

- 1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable:

I. 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).

- 1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?:

SMS affords students the opportunity to take five CTE courses (Intro to Arts and Audio/Visual Communication, Computing for College and Career, Algebra I Honors, Physical Science Honors, and Spanish I). These courses provides students with acceleration toward college and careers. In addition, 15% of the student population is enrolled in an AVID elective course that specifically addresses college exploration and readiness.

- 2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?:

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

- 3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fldoe.org/readiness/>), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C:

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

II. 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).

A. Area 1: Reading:

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	56%	No	71%
American Indian				
Asian		70%		
Black/African American	48%	37%	No	54%
Hispanic	59%	40%	No	63%
White	71%	60%	No	74%

English language learners		0%		
Students with disabilities	47%	29%	No	52%
Economically disadvantaged	57%	45%	No	61%

2. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

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

3. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	4	16%	19%
Students scoring at or above Level 7	12	48%	51%

4. Learning Gains:

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

5. 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)	4	40%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	2	20%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	5	50%	60%

6. Postsecondary readiness:

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

B. Area 2: Writing:

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	76	37%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	9	82%	85%

C. Area 3: Mathematics:

1. Elementary and Middle School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	54%	No	64%
American Indian				
Asian		50%		
Black/African American	41%	26%	No	47%
Hispanic	55%	48%	No	60%
White	63%	59%	No	66%
English language learners		0%		
Students with disabilities	38%	31%	No	45%
Economically disadvantaged	47%	43%	No	52%

b. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

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

c. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	5	20%	25%
Students scoring at or above Level 7	10	40%	50%

d. Learning Gains:

	2013 Actual	2013 Actual	2014 Target

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

2. Middle School Acceleration (This target includes Algebra I, Geometry, and Biology):

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

3. High School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%		No	64%
American Indian				
Asian				
Black/African American	41%		No	47%
Hispanic	55%		No	60%
White	63%		No	66%
English language learners				
Students with disabilities	38%		No	45%
Economically disadvantaged	47%		No	52%

b. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

c. Learning Gains:

	2012 Actual #	2012 Actual %	2014 Target %

Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

d. Postsecondary readiness:

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

4. Algebra I End-of-Course Assessment (EOC):

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

5. Geometry End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4	20	100%	100%

D. Area 4: Science:

1. Elementary School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

b. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

2. Middle School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

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

b. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	6	55%	60%
Students scoring at or above Level 7	2	18%	20%

3. High School Science:

a. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

4. Biology I End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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

1. All levels:

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	175	27%	30%

2. High schools:

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

F. Area 6: Career and Technical Education (CTE):

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

G. Area 7: Social Studies (Area 7 will not be completed in 2013-14):

1. U.S. History End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

2. Civics End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

H. Area 8: Early Warning Systems:

1. Elementary School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

2. Middle School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	203	33%	30%
Students who fail a mathematics course	9	1%	1%
Students who fail an English Language Arts course	6	1%	1%
Students who fail two or more courses in any subject	9	1%	1%
Students who receive two or more behavior referrals	154	25%	22%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	124	20%	17%

3. High School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %

Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

4. Graduation:

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

I. Area 9: Parent Involvement:

1. Describe parental involvement targets for your school:

2. Specific Parental Involvement Targets:

J. Area 10: Additional Targets:

1. Description of additional targets:

2. Specific Additional Targets:

K. Problem Solving:

Goal:	Decrease truancy rates (absenteeism and tardies to school), with a major emphasis on reducing suspensions			
Supported Areas:	Supports All Areas			
Resources	Title 1 funds			
Monitor Goal	Who	What	When	Evidence
	Administration and RtI/MTSS	increased parent involvement and communication and decreased truancy rates	bi-monthly	parent communication tools, participation logs, absentee, tardy and suspension rates.
Selected Barrier: Communication with and involvement of parents				

Strategy: hire a Parent Involvement Liaison to make contact with parents regarding absenteeism and tardies and to increase parent communication and involvement in school policies and activities

Action Step:	Who	What	When	Evidence
	Principal	hire a part-time parent involvement liaison using Title 1 Funds (\$13,635)	August 2013	Leah Kilgallon, SMS Parent Involvement Liaison
Monitor Fidelity	Who	What	When	Evidence
	Principal	fulfillment of job description	weekly	employee evaluation
Monitor Effective	Who	What	When	Evidence
	RtI/MTSS	parent communication and contacts	bi-monthly	attendance, tardy and suspension rates

Goal:	All teachers will implement high-yield strategies aligned to the State and Common Core Standards.			
Supported Areas:	Reading - AMO's, Reading - FCAT2.0, Reading - FAA, Reading - Learning Gains, Reading - CELLA, Reading - Postsecondary Readiness, Writing, Math, Math - Elementary and Middle School, Math - Elementary and Middle AMO's, Math - Elementary and Middle FCAT 2.0, Math - Elementary and Middle FAA, Math - Elementary and Middle Learning Gains, Math - Middle School Acceleration, Math - High School, Math - High School AMO's, Math - High School Postsecondary Readiness, Algebra 1 EOC, Geometry EOC, Social Studies, U.S. History EOC, Civics EOC, Science, Science - Elementary School, Science - Middle School, Science - High School, Science - Biology 1 EOC, STEM, STEM - All Levels, STEM - High School			
Resources	AVID (Advancement via Individual Determination)			
Monitor Goal	Who	What	When	Evidence
	principal, assistant principal, instructional literacy coach	school-wide data	yearly	FCAT scores, EOC scores, acceleration rates

Selected Barrier: level of rigor

Strategy: Implement AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies school-wide.

Action Step:	Who	What	When	Evidence
	principal, assistant principal, instructional literacy coach	professional development (summer conference and trainings, \$20,000 paid by Title 1)	summer 'launch' and monthly 'boosts'	inservice logs
Monitor Fidelity	Who	What	When	Evidence
	principal, assistant principal, instructional literacy coach	classroom observations	weekly	teacher evaluations
Monitor Effective	Who	What	When	Evidence
	principal, assistant principal, instructional literacy coach	student achievement	monthly	grades, progress monitoring, state exams (FCAT & EOCs)

Goal:	Develop, refine and implement teacher assessments to inform instruction and measure student learning.			
Supported Areas:	Reading - AMO's, Reading - FCAT2.0, Reading - FAA, Reading - Learning Gains, Reading -			

	CELLA, Reading - Postsecondary Readiness, Writing, Math, Math - Elementary and Middle School, Math - Elementary and Middle AMO's, Math - Elementary and Middle FCAT 2.0, Math - Elementary and Middle FAA, Math - Elementary and Middle Learning Gains, Math - Middle School Acceleration, Math - High School, Math - High School AMO's, Math - High School Postsecondary Readiness, Algebra 1 EOC, Geometry EOC, Social Studies, U.S. History EOC, Civics EOC, Science, Science - Elementary School, Science - Middle School, Science - High School, Science - Biology 1 EOC, STEM, STEM - All Levels, STEM - High School, CTE								
Resources	District curriculum support (including district created curriculum maps, pacing guides, and quarterly formative assessments) and collaborative teachers groups and training								
Monitor Goal	<table border="1"> <thead> <tr> <th>Who</th> <th>What</th> <th>When</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Who	What	When	Evidence				
Who	What	When	Evidence						

III. 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).

A. Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school:

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs N/A

Housing Programs N/A

Head Start N/A

Adult Education N/A

Career and Technical Education

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

Job Training N/A

IV. Professional Development:

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.

A. For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

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

1. Related Goal, Barrier and Strategy:

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

level of rigor

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

2. Topic, focus, and content (action step): professional development (summer conference and trainings, \$20,000 paid by Title 1)

3. Facilitator or leader: ILC

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

all teachers

5. Target dates or schedule (e.g., early release day, once a month):

summer 'launch' and monthly 'boosts'

6. Strategies for follow-up and monitoring, including person responsible:

inservice logs Person Responsible: principal, assistant principal, instructional literacy coach

V. Budget:

A. Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:

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

1. Related Goal, Barrier, Strategy, and Action Step:

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

Communication with and involvement of parents

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

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

2. Type of resource: Evidence-Based Program

3. Description of resources: select staff collaborate with district curriculum coordinators to develop assessments and curriculum maps

4. Funding source:

5. Amount needed:

Item 2: professional development (summer conference and trainings, \$20,000 paid by Title 1)

1. Related Goal, Barrier, Strategy, and Action Step:

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

level of rigor

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

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

2. **Type of resource:**
3. **Description of resources:**
4. **Funding source:**
5. **Amount needed:**