

FLORIDA DEPARTMENT OF EDUCATION



Final School Improvement Plan

SHOAL RIVER MIDDLE SCHOOL

2012-2013

2012-2013 School Improvement Plan Shoal River Middle School

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Shoal River Middle School	District Name: Okaloosa
Principal: Paul Whiddon	Superintendent: Alexis Tibbetts
SAC Chair: Holly Tew	Date of School Board Approval:

Administrators

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)						
					School Year	2012	2011	2010	2009	2008	2007
Principal	Paul Whiddon	MAT Biology Educational Leadership Biology (6-12)	1	17	School	SRMS	Ruckel	Ruckel	Ruckel	Ruckel	Ruckel
					Grade	A	A	A	A	A	A
					Read Prof.	67	92	89	92	89	86
					Math Prof.	61	91	90	88	89	87
					Gains Read	66	69	70	70	71	65
					Gains Math	66	84	82	77	83	79
					Low 25% Read	73	79	72	76	68	71
					Low 25% Math	56	80	77	67	79	71
AMO	TBD	No	Yes	No	Yes	No					
Assistant Principal	Lee Martello	Ed.S. Counseling & Human Systems Guidance & Counseling (PK-12)	8	8	School	SRMS	SRMS	SRMS	SRMS	SRMS	SRMS
					Grade	A	A	A	A	A	A
					Read Prof.	67	81	81	81	75	72
					Math Prof.	61	76	78	71	72	70
					Gains Read	66	65	67	71	61	61
					Gains Math	66	69	68	66	68	71
					Low 25% Read	73	73	61	69	65	64
					Low 25% Math	56	65	64	55	61	59
AMO	TBD	No	No	Yes	No	No					

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Instructional Coaches

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)						
					School Year	2012	2011	2010	2009	2008	2007
Literacy Coach	Gayle Faircloth	M.S. Elementary Education Elementary Education (1-6) Reading Endorsement	3	9							
						SRMS	SRMS	SRMS	District	Bob Sikes	
					Grade	A	A	A		A	
					Read Prof.	67	81	81		86	
					Math Prof.	61	76	78		86	
					Gains Read	66	65	67		79	
					Gains Math	66	69	68		67	
					Low 25% Read	73	73	61		72	
					Low 25% Math	56	65	64		70	
AMO	TBD	No	No		Yes						

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. New Teacher Induction Program	District Staff	On-Going
2. New Teacher Induction Program	Principal; Teacher Mentors	On-Going
3. Instructional Coaches	Literacy Coach/Peer Evaluator	On-Going
4. New Teacher Conferences	Principal	On-Going, As Needed

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Non-Highly Effective Instructors

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1. 6% (3/51) teachers are out-of-field.	Teachers have registered to take certification exams. We expect this status to be temporary.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	4% (2/51)	10% (5/51)	24% (12/51)	63% (32/51)	47% (24/51)	TBD	16% (8/51)	2% (1/51)	22% (11/51)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Cindy King	Sarah Hutto	Sarah is a first year 6 th grade teacher who was paired with our most seasoned 6 th grade teachers, Cindy.	Modeling, Observation, Cross-Curricular Planning, Collaborating, Reflection, Collegial Discussion
Belinda Jones	Steve Chatman	Steve is a first year 6 th grade EBD teacher who was paired with an experienced ESE Teacher	Modeling, Observation, Cross-Curricular Planning, Collaborating, Reflection, Collegial Discussion
Sylvia Mobley	Victor Mann	District Peer Evaluator	Year 2 Teacher
Sylvia Mobley	Adam Henry	District Peer Evaluator	Year 2 Teacher

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

Identify the school-based MTSS leadership team.

The SRMS MTSS Leadership Team is made up of: Paul Whiddon (Principal), Lee Martello (Assistant Principal), Tracey Lamb (School Counselor), Cindy King (TSA), Gayle Faircloth (Literacy Coach), Holly Tew (Math Chair), Cathy Clendennin (Language Arts Chair), Haley Caraway (Soc. St. Chair), Belinda Jones (Science Chair).

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The main objective of the MTSS leadership team is to establish and monitor the school-wide curriculum goals and to assist in the development of instructional/intervention strategies (tier 1 and 2). This team will identify barriers that could prohibit SRMS from meeting improvement goals and develop action plans to overcome the barriers. This leadership team will also monitor the fidelity of strategy implementation and the effectiveness of core and tier two instruction. They will work closely with data teams and content area departments to make certain the identified barriers at each grade level and within the departments are addressed.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership team will analyze previous year's data (DEA and FCAT) and suggest core curriculum changes to address identified areas of weakness and barriers. Following the "less is more" philosophy, highly effective strategies to be implemented in classrooms will be points of focus throughout the school year professional development offered on-campus. Data teams will report the effectiveness of incorporated strategies to the leadership team to determine if changes are necessary.

MTSS Implementation

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

Through PAWS (Portal to Access Web-Based Services), teachers and administration have access to student information including academic histories, assessment results, current grades, and discipline history. In addition, teachers may utilize the DEA website to create and implement learning probes for specific curriculum standards. Initial strategies will be driven by data obtained from previous years' DEA, FCAT, and Okaloosa Writes results. Periodically, the data will be re-evaluated by the MTSS Leadership Team, as well as departments, data teams, and individual teachers to determine the effectiveness of the tiered strategies.

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Describe the plan to train staff on MTSS.

The early release professional development plan will include training teachers on the data team process. Teachers will get in depth instruction on creating and administering formative assessments, data analysis, and the incorporation on interventions/strategies into the classroom. Teachers will also receive a list identifying students who need interventions and frequent monitoring (“triage”) based on past FCAT results, failing grades, and previous retentions/administrative promotions.

Describe the plan to support MTSS.

An administrative team will meet weekly to monitor the progress of students at SRMS. Grades, attendance, assessment results, and data team feedback will be reviewed. As the team sees appropriate, suggestions will be made to the MTSS Leadership team, departments, grade levels, and/or individual teachers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Shoal River Literacy Leadership Team is made up of the following people: Paul Whiddon (Principal), Lee Martello (Asst. Principal), Tracey Lamb (School Counselor), Cindy King (TSA), Gayle Faircloth (Literacy Coach), Gail Bortner (Teacher), Pauline Buis (Teacher), Cathy Clendennin (Teacher), Jackie Colmon (Teacher), Karen Dunn (Teacher) and Tulsa Moore (Media Specialist/PD Rep).

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

The LLT meets once per month to review school-wide assessment data (FCAT, DEA) to recommend school needs such as professional development, curricular interventions, and curriculum changes or innovations. Student data is evaluated and strategies are developed and implemented based upon identified weaknesses and student needs.

What will be the major initiatives of the LLT this year?

The major initiative of the LLT is to develop and oversee the implementation of the School Improvement Plan. Members of this team will mentor colleagues and model specific strategies proven to increase reading achievement. The daily literacy period HORSE (Helping Our Readers Succeed Everyday) will provide silent sustained reading time, as well as adult read-alouds. The LLT will encourage teachers to utilize this time to teach and model reading for pleasure. LLT will also assist colleagues with transition to Common Core State Standards (CCSS) in English Language Arts (ELA) across all disciplines.

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**Grades 6-12 Only* Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Every SRMS teacher will participate in the daily literacy period (HORSE). Two to three times per week, teachers will read aloud to their students a high-interest novel chosen by the HORSE committee or the class. The other two to three days, students will select their own reading material for silent sustained reading. The purpose of this period is to encourage students to read for pleasure.

Informational text and reference/research has consistently been an area of concern for Shoal River. Every teacher will incorporate a minimum of three activities per month that involve reading and analyzing charts, graphs, tables, illustrations, and captions.

SRMS Level 4 and 5 students have consistently scored lower than expected. Tiered activities will be incorporated into advanced classes in order to increase the rigor of the curriculum.

Teachers will be encouraged to use thematic lessons and cross-curriculum planning will be designed to reinforce strategies for improving vocabulary and student engagement. Professional development will provide instruction on high-effect size strategies which will be universally utilized throughout the school.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Lack of student engagement in Intensive Reading and core classes.	1A.1. Achieve 3000: utilized twice weekly by IR teachers & biweekly by Social Studies teachers Mustang Learning Community: project-based learning in an environment that is multi-level and multi-age with heavy emphasis on real world applications Text Complexity: CIS lessons incorporated into lesson plans across all core areas H.O.T. Questions: All teachers will incorporate higher order thinking questions into classroom discussions, assignments, and tests	1A.1. IR & Social Studies Teachers Administration MLC Teachers Administration Core Teachers Literacy Coach Administration Teachers Literacy Coach Administration	1A.1. Teacher Observation, Analysis of student scores in Achieve 3000, Lexile Gains, DEA Gains Teacher Observation, Analysis of Grades, Attendance, DEA Gains Teacher Observation, Analysis of Grades, DEA scores Analysis of students' responses to the more rigorous questions	1A.1. Lexile Scores DEA Scores Gradebook, DEA Gradebook, DEA Frequent formative assessments
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By addressing identified barriers with research based strategies, SRMS will increase the percent of Level 3 readers by five percent.</i>							
	33% (270/828)	38% (328/862)					
			1A.2. Lack of feedback between teachers, students, and parents	1A.2. Teachers provide frequent feedback to students regarding performance and see feedback from students and parents regarding teaching	1A.2. Teachers Administration	1A.2. Both verbal and nonverbal forms of feedback, surveys	1A.2. Surveys
			1A.3. Lack of parental involvement and home resources	1A.3. Increase Parent-Teacher Communication through daily or weekly emails and/or newsletter with class happenings More frequent school-wide phone calls to alert parents of events and opportunities at SRMS S.O.S Tutoring: Media center will be open until 5PM two days/week to provide students opportunity to use school resources & get additional help	1A.3. Classroom Teachers Administration Administration	1A.3. Review communication back from parents Review communication back from parents and monitor attendance to school events Review attendance at S.O.S and monitor grade improvements	1A.3. Climate Survey, Email, Notes Attendance Log Attendance Log, Gradebook

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		1A.4. Many students have poor organization and lack study skills	1A.4. Mustang Learning Community incorporates uniform system of organization for all core classes	1A.4. MLC Teachers	1A.4. Monitoring of binders and student preparedness	1A.4. Observation
			Grade levels outside of MLC will develop a uniform system of organization	Teachers	Monitoring of binders and student preparedness	Observation
			Modeling of effective study techniques during class	Teachers	Analysis of class grades	Gradebook
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.		2A.1. Lack of: Interest in reading Student engagement Motivation for completing HW	2A.1. Mustang Learning Community: project-based learning in an environment that is multi-level and multi-age with heavy emphasis on real world applications	2A.1. MLC Teachers Administration	2A.1. Teacher Observation, Analysis of Grades, Attendance, DEA Gains	2A.1. Gradebook, DEA, Student Products
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Previous years' data has indicated nearly half the level 4 and 5 readers do not maintain their reading level. SRMS's goal is to ensure rigor is applied to the advanced level courses and maintain our percentage of students scoring 4/5.</i>	37% (290/828)	37% (319/862)	Text Complexity: CIS lessons incorporated into lesson plans across all core areas	Core Teachers Literacy Coach Administration	Teacher Observation, Analysis of Grades, DEA scores	Gradebook, DEA
			H.O.T. Questions: All teachers will incorporate higher order thinking questions into classroom discussions, assignments, and tests	Teachers Literacy Coach Administration	Analysis of students' responses to the more rigorous questions	Frequent formative assessments
		2A.2. Lack of feedback between teachers, students, and parents	2A.2. Teachers provide frequent feedback to students regarding performance and see feedback from students and parents regarding teaching	2A.2. Teachers Administration	2A.2. Both verbal and nonverbal forms of feedback, surveys	2A.2. Surveys

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
3A. FCAT 2.0: Percentage of students making learning gains in reading. <i>The data over the last eleven years reveals the percentage of students making learning gains in reading is directly correlated to innovative and engaging instruction. SRMS will focus on reducing the complacency and lack of interest by promoting technology-based student engagement and reading for pleasure. The goal is to increase the percentage of students making Reading gains to 70%.</i>			3A.1. Lack of: Interest in reading Student engagement	3A.1. Text Complexity: CIS lessons incorporated into lesson plans across all core areas	3A.1. Core Teachers Literacy Coach Administration	3A.1. Teacher Observation, Analysis of Grades, DEA scores	3A.1. Gradebook, DEA						
				H.O.T. Questions: All teachers will incorporate higher order thinking questions into classroom discussions, assignments, and tests	Teachers Literacy Coach Administration	Analysis of students' responses to the more rigorous questions	Frequent formative assessments						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Reading Goal #3A:</th> <th style="width: 15%;">2012 Current Level of Performance:*</th> <th style="width: 15%;">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">63% (432/683)</td> <td style="text-align: center;">70% (603/862)</td> </tr> </tbody> </table>			Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		63% (432/683)	70% (603/862)	3A.2. Lack of Independent Reading for pleasure	3A.2. HORSE literacy period (daily)	3A.2. Classroom Teachers LLT	3A.2. Increased participation in AR Reward program	3A.2. AR Tests List
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*											
	63% (432/683)	70% (603/862)											
			Weekly visits to media center through Language Arts	Language Arts Teachers	Increased book check-outs through media center & classroom libraries	Book Check-out Records							
				S.O.S Tutoring: Media center will be open until 5PM two days/week to provide students opportunity to use school resources & get additional help	Administration	Monitoring attendance log	Sign-In Record for Extended Hours						
				Building & maintenance of individual classroom libraries	Classroom Teachers & HORSE Committee								

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4A: <i>There was drastic drop in percentage of lower quartile making learning gains. The drop may be attributed to the new state scores as well as the increase in students from other states. SRMS' goal is to increase that percentage from 35% to 45%.</i>			4A.1. Lack of student engagement in Intensive Reading and core classes	4A.1. Achieve 3000: utilized twice weekly by IR teachers & biweekly by Social Studies teachers	4A.1. IR & Social Studies Teachers Administration	4A.1. Teacher Observation, Analysis of student scores in Achieve 3000, Lexile Gains, DEA Gains	4A.1. Lexile Scores DEA Scores
				Mustang Learning Community: project-based learning in an environment that is multi-level and multi-age with heavy emphasis on real world applications	MLC Teachers Administration	Teacher Observation, Analysis of Grades, Attendance, DEA Gains	Gradebook, DEA
				Text Complexity: CIS lessons incorporated into lesson plans across all core areas	Core Teachers Literacy Coach Administration	Teacher Observation, Analysis of Grades, DEA scores	Gradebook, DEA
				H.O.T. Questions: All teachers will incorporate higher order thinking questions into classroom discussions, assignments, and tests	Teachers Literacy Coach Administration	Analysis of students' responses to the more rigorous questions	Frequent formative assessments
			4A.2. Lack of students' prior knowledge	4A.2. Utilize computerized virtual field trips and Discovery Education videos to introduce new topics Utilization of anticipation guides to facilitate discussion to activate prior knowledge	4A.2. Teachers	4A.2. Teacher Observation	4A.2. Anticipation Guides Class Discussion

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: <i>Guy – We need help and clarification as to what constitutes the Gap. We will meet with our SLT after we get clarification and work on this part of the plan.</i>	Baseline data 2010-2011						

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			<p>Students at SRMS are not taught based on race or ethnicity, but individual need. The strategies that will apply to these children are defined in the rows above.</p>				
Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By recognizing the role of family backgrounds in student achievement, SRMS' goal is to reduce the number of students not showing gains to 25% or less.</i>	W: 37% (175) B: 39% (62) H: 27% (13) A: 16% (7) I: 58% (7)	W: 25% B: 25% H: 17% A: 6% I: 25%					

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.							
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Recognizing the low level of achievement of SWD, the ESE department has been restructured so that EBD and general education classroom teachers may concentrate their instruction at a deeper level for struggling students. SRMS's goal is to reduce the number of SWD to 25% or less.</i>	38% (32/85)	25% (27/106)					
			5D.1 Ineffective consultation between ESE teachers and core teachers for students on consult.	5D.1 Reorganization of ESE teachers responsible for IEPs at each grade level ESE teachers train with staffing specialist to learn more effective ways of monitoring student progress	5D.1 Administration Staffing Specialist Classroom Teacher Staffing Specialist	5D.1 Administrative observation of student progress	5D.1 Consultation Logs Student Grades
			5D.2. Non-ESE endorsed teachers teaching ESE students in core areas	5D.2. An ESE aide has been assigned to intensive reading classes to assist with small group instruction of ESE students	5D.2. Administration Classroom Teachers	5D.2. Teacher observation	5D.2. Student Grades Assessment Results

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: <i>By understanding that a student's physical needs must be met, SRMS will establish rapport with ED students and their families to encourage them to accept assistance when offered. SRMS will increase the percentage of ED students making learning gains</i>			5E.1 Lack of parental involvement and home resources	5E.1 Increase Parent-Teacher Communication through daily or weekly emails and/or newsletter with class happenings	5E.1 Classroom Teachers	5E.1 Review communication back from parents	5E.1 Climate Survey, Email, Notes
				More frequent school-wide phone calls to alert parents of events and opportunities at SRMS	Administration	Review communication back from parents and monitor attendance to school events	Attendance Log
				S.O.S Tutoring: Media center will be open until 5PM two days/week to provide students opportunity to use school resources & get additional help	Administration	Review attendance at S.O.S and monitor grade improvements	Attendance Log, Gradebook
			5E.2. Socioeconomic Disadvantages	5E.2. Staff will identify students and will strongly encourage them to participate in breakfast and lunch programs	5E.2. Administration and Classroom Teachers	5E.2. Teacher/Administration Observation	5E.2. Breakfast and Lunch Program Numbers
				SRMS will provide missing school supplies	Administration		
			5E.3. Lack of realistic, achievable goal setting by ED students	5E.3. Teachers will encourage students to consider all options post high-school. Those students who are not likely to be college bound can explore technical and trade options.	5E.3. Teachers School Counselor	5E.3. Classroom/Guidance Office Discussion	5E.3. Registration for high school

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Teams	All	Tracey Lamb Paul Whiddon Lee Martello Gayle Faircloth	School-wide	Pre-Planning & on-going during Tuesday morning PD	Data teams report back to school leadership team and data discussions will be part of evaluation process	Administration
Visible Learning	All	Bill & Tulsa Moore	School-wide	September Early Release & on-going during Tuesday morning PD	Unit Plans, data team reports, and classroom observation	Administration
Feedback to Students	All	Bill & Tulsa Moore	School-wide	September Early Release & on-going during Tuesday morning PD	Unit Plans, data team reports, and classroom observation	Administration
Meta-Cognition Theory & Strategies	All	Bill & Tulsa Moore	School-wide	October Early Release & on-going during Tuesday morning PD	Unit Plans, data team reports, and classroom observation	Administration
Classroom Discussion Theory & Strategies	All	Bill & Tulsa Moore	School-wide	November Early Release & on-going during Tuesday morning PD	Unit Plans, data team reports, and classroom observation	Administration
Reciprocal Teaching Theory & Strategies	All	Bill & Tulsa Moore	School-wide	December Early Release & on-going during Tuesday morning PD	Unit Plans, data team reports, and classroom observation	Administration
Text Complexity and CIS Lessons	All	Gayle Faircloth	School-wide	Tuesday morning PD	Unit Plans, data team reports, and classroom observation	Administration
Technology in the Classroom	All	Digital Educators	School-wide	Tuesday morning PD	Classroom observation	Administration
The Hattie training for Visible Learning will be reinforced and revisited during second semester early release.						

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Reading Budget

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Intensive Reading Units	2.5 Teaching Units	Salary Menu	\$168,500
			Subtotal: \$168,500
Technology			
Strategy	Description of Resources	Funding Source	Amount
Achieve 3000 Software & New Lab		Principal's Discretionary & District Technology Funds	\$24,500
			Subtotal: \$24,500
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CCSS Training Panama City, FL	Transition Planning	DOE & Principal's Discretionary	\$2000
Nicole Law & Data Team Training		Principal's Discretionary	\$1500
			Subtotal: \$3500
Other			
Strategy	Description of Resources	Funding Source	Amount
Blackboard Call Out System		Principal's Discretionary & PTO	\$1600
S.O.S. Tutoring		Principal's Discretionary & POC	\$2500
			Subtotal: \$3100
			Total: \$199,600

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Middle School Mathematics Goals

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Lack of ability to comprehend technical and informational text	1A.1. Achieve 3000: all Level 1 and 2 readers (all informational text)	1A.1. IR & Soc. St. Teachers	1A.1. Teacher Observation, Analysis of student scores in Achieve 3000, Lexile Gains, DEA Gains	1A.1. DEA Scores Lexile Levels Data Team Reports
Mathematics Goal #1A: <i>By increasing the academic rigor and cross curricular support for math education, SRMS will increase the percent of Level 3 students by 11%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		Intensive Math Classes for Level 1 and 2 Math students not having Intensive Reading	IM Teacher & Aide	Teacher Observation, DEA Gains, Math Grades	Gradebook DEA Data Team Reports
	30% (246/827)	41% (352/862)		Teachers will model the procedure for breaking down word problems	All Teachers	Formative Assessments	Data Team Reports
			1A.2. Lack of self-confidence and self-efficacy	1A.2. Teachers will model thinking strategies using higher order questioning which leads to small group, partner, and independent problem solving Teachers will incorporate more problem-based learning stations into the math classroom Elective teachers will incorporate math based problem solving activities into their curriculum	1A.2. Teachers	1A.2. Teacher Observation	1A.2. Class Grades Assessment Results
			1A.3. Student unwillingness to practice and show work	1A.3. Teacher will teach lessons based upon student readiness as opposed to book chapter to build prior knowledge and missing skills Teachers will model and practice test-style questions regularly during instructional time	1A.3. Teachers	1A.3. Teacher Observation	1A.3. Class Grades Assessment Results

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Lack of effective study skills and learning strategies	2A.1. Teachers will model and practice test-style questions regularly during instructional time Teachers will model thinking strategies using higher order questioning which leads to small group, partner, and independent problem solving Teachers will incorporate more problem-based learning stations into the math classroom	2A.1. Teachers	2A.1. Class Grades Assessment Results	2A.1. Gradebook DEA
Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>SRMS's goal is to provide prescriptive professional development for the teachers of advanced level courses to ensure rigor is applied to the advanced level courses and increase our percentage of students scoring 4/5 by 6%.</i>	28% (233/827)	34% (293/862)					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Lack of ability to comprehend technical and informational text	3A.1. Achieve 3000: all Level 1 and 2 readers (all informational text) Intensive Math Classes for Level 1 and 2 Math students not having Intensive Reading Teachers will model the procedure for breaking down word problems	3A.1. IR & Soc. St. Teachers IM Teacher & Aide All Teachers	3A.1. Teacher Observation, Analysis of student scores in Achieve 3000, Lexile Gains, DEA Gains Teacher Observation, DEA Gains, Math Grades Formative Assessments	3A.1. DEA Scores Lexile Levels Data Team Reports Gradebook DEA Data Team Reports Data Team Reports
Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By increasing the academic rigor, sections of Intensive Math and cross curricular support for math education, SRMS will increase the percentage of students making learning gains in math to 70%.</i>	64% (437/680)	70% (603/862)					
			3A.2. Lack of effective study skills and learning strategies	3A.2. Teachers will model and practice test-style questions regularly during instructional time Teachers will model thinking strategies using higher order questioning which leads to small group, partner, and independent problem solving Teachers will incorporate more problem-based learning stations into the math classroom	3A.2. Teachers	3A.2. Class Grades Assessment Results	3A.2. Gradebook DEA

2012-2013 School Improvement Plan Shoal River Middle School

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"><u>Mathematics Goal #4A:</u></th> <th style="width: 15%;"><u>2012 Current Level of Performance:*</u></th> <th style="width: 15%;"><u>2013 Expected Level of Performance:*</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"><i>By identifying barriers specific to our lowest quartile, SRMS hopes to increase the percentage of these students making learning gains 70%.</i></td> <td style="text-align: center;">36% (62/172)</td> <td style="text-align: center;">70% (151/215)</td> </tr> </tbody> </table>	<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<i>By identifying barriers specific to our lowest quartile, SRMS hopes to increase the percentage of these students making learning gains 70%.</i>	36% (62/172)	70% (151/215)	<p>4A.1. Lack of ability to comprehend technical and informational text</p>	<p>4A.1. Achieve 4000: all Level 1 and 2 readers (all informational text)</p> <p>Intensive Math Classes for Level 1 and 2 Math students not having Intensive Reading</p> <p>Teachers will model the procedure for breaking down word problems</p>	<p>4A.1. IR & Soc. St. Teachers</p> <p>IM Teacher & Aide</p> <p>All Teachers</p>	<p>4A.1. Teacher Observation, Analysis of student scores in Achieve 4000, Lexile Gains, DEA Gains</p> <p>Teacher Observation, DEA Gains, Math Grades</p> <p>Formative Assessments</p>	<p>4A.1. DEA Scores Lexile Levels Data Team Reports</p> <p>Gradebook DEA Data Team Reports</p> <p>Data Team Reports</p>
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>									
<i>By identifying barriers specific to our lowest quartile, SRMS hopes to increase the percentage of these students making learning gains 70%.</i>	36% (62/172)	70% (151/215)									
	<p>4A.2. Student unwillingness to practice and show work</p>	<p>4A.2. Teacher will teach lessons based upon student readiness as opposed to book chapter to build prior knowledge and missing skills</p> <p>Teachers will model and practice test-style questions regularly during instructional time</p>	<p>4A.2. Teachers</p>	<p>4A.2. Teacher Observation</p>	<p>4A.2. Class Grades Assessment Results</p>						
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017					
<p>5A. In six years, school will reduce their achievement gap by 50%.</p> <p>Baseline data 2010-2011</p> <p><u>Mathematics Goal #5A:</u></p> <p><i>Guy – We need help and clarification as to what constitutes the Gap. We will meet with our SLT after we get clarification and work on this part of the plan.</i></p>											

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool														
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 15%;">Mathematics Goal #5B:</th> <th style="width: 15%;">2012 Current Level of Performance:*</th> <th style="width: 15%;">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td rowspan="5" style="vertical-align: top;"> <p><i>By recognizing the role of family backgrounds in student achievement, SRMS' goal is to reduce the number of students not showing gains to 25% or less.</i></p> </td> <td>White: 34%</td> <td>White: 24%</td> </tr> <tr> <td>Black: 44%</td> <td>Black: 25%</td> </tr> <tr> <td>Hispanic: 39%</td> <td>Hispanic: 25%</td> </tr> <tr> <td>Asian: 31%</td> <td>Asian: 21%</td> </tr> <tr> <td>Indian: 25%</td> <td>Indian: 15%</td> </tr> </tbody> </table>	Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<p><i>By recognizing the role of family backgrounds in student achievement, SRMS' goal is to reduce the number of students not showing gains to 25% or less.</i></p>	White: 34%	White: 24%	Black: 44%	Black: 25%	Hispanic: 39%	Hispanic: 25%	Asian: 31%	Asian: 21%	Indian: 25%	Indian: 15%	<p>Students at SRMS are not taught based on race or ethnicity, but individual need. The strategies that will apply to these children are defined in the rows above.</p>				
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*																	
<p><i>By recognizing the role of family backgrounds in student achievement, SRMS' goal is to reduce the number of students not showing gains to 25% or less.</i></p>	White: 34%	White: 24%																	
	Black: 44%	Black: 25%																	
	Hispanic: 39%	Hispanic: 25%																	
	Asian: 31%	Asian: 21%																	
	Indian: 25%	Indian: 15%																	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool														
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 15%;">Mathematics Goal #5D:</th> <th style="width: 15%;">2012 Current Level of Performance:*</th> <th style="width: 15%;">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="vertical-align: top;"> <p><i>Recognizing the low level of achievement of SWD, the ESE department has been restructured so that EBD and general education classroom teachers may concentrate their instruction at a deeper level for struggling students. SRMS's goal is to reduce the number of SWD to 25% or less.</i></p> </td> <td style="text-align: center;">46% (39/84)</td> <td style="text-align: center;">25% (27/106)</td> </tr> </tbody> </table>	Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<p><i>Recognizing the low level of achievement of SWD, the ESE department has been restructured so that EBD and general education classroom teachers may concentrate their instruction at a deeper level for struggling students. SRMS's goal is to reduce the number of SWD to 25% or less.</i></p>	46% (39/84)	25% (27/106)	<p>5D.1. Lack of ability to comprehend technical and informational text</p>	<p>5D.1. Achieve 3000: all Level 1 and 2 readers (all informational text)</p> <p>Intensive Math Classes for Level 1 and 2 Math students not having Intensive Reading</p> <p>Teachers will model the procedure for breaking down word problems</p>	<p>5D.1. IR & Soc. St. Teachers</p> <p>IM Teacher & Aide</p> <p>All Teachers</p>	<p>5D.1. Teacher Observation, Analysis of student scores in Achieve 3000, Lexile Gains, DEA Gains</p> <p>Teacher Observation, DEA Gains, Math Grades</p> <p>Formative Assessments</p>	<p>5D.1. DEA Scores Lexile Levels Data Team Reports</p> <p>Gradebook DEA Data Team Reports</p> <p>Data Team Reports</p>								
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*																	
<p><i>Recognizing the low level of achievement of SWD, the ESE department has been restructured so that EBD and general education classroom teachers may concentrate their instruction at a deeper level for struggling students. SRMS's goal is to reduce the number of SWD to 25% or less.</i></p>	46% (39/84)	25% (27/106)																	
	<p>5D.2. Lack of effective study skills and learning strategies</p>	<p>5D.2. Teachers will model and practice test-style questions regularly during instructional time</p> <p>Teachers will model thinking strategies using higher order questioning which leads to small group, partner, and independent problem solving</p> <p>Teachers will incorporate more problem-based learning stations into the math classroom</p>	<p>5D.2. Teachers</p>	<p>5D.2. Class Grades Assessment Results</p>	<p>5D.2. Gradebook DEA</p>														

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: <i>By understanding that a student's physical needs must be met, SRMS will establish rapport with ED students and their families to encourage them to accept assistance when offered. SRMS will increase the percentage of ED students making learning gains</i>			5E.1 Lack of parental involvement and home resources	5E.1 Increase Parent-Teacher Communication through daily or weekly emails and/or newsletter with class happenings	5E.1 Classroom Teachers	5E.1 Review communication back from parents	5E.1 Climate Survey, Email, Notes
				More frequent school-wide phone calls to alert parents of events and opportunities at SRMS	Administration	Review communication back from parents and monitor attendance to school events	Attendance Log
				S.O.S Tutoring: Media center will be open until 5PM two days/week to provide students opportunity to use school resources & get additional help	Administration	Review attendance at S.O.S and monitor grade improvements	Attendance Log, Gradebook
			5E.2. Socioeconomic Disadvantages	5E.2. Staff will identify students and will strongly encourage them to participate in breakfast and lunch programs	5E.2. Administration and Classroom Teachers	5E.2. Teacher/Administration Observation	5E.2. Breakfast and Lunch Program Numbers
				SRMS will provide missing school supplies	Administration		
			5E.3. Lack of realistic, achievable goal setting by ED students.	5E.3. Teachers will encourage students to consider all options post high-school. Those students who are not likely to be college bound can explore technical and trade options.	5E.3. Teachers School Counselor	5E.3. Classroom/Guidance Office Discussion	5E.3. Registration for high school

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Algebra 1 End-of-Course (EOC) Goals

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Lack of effective study skills and learning strategies	1.1. Teachers will model and practice test-style questions regularly during instructional time Teachers will model thinking strategies using higher order questioning which leads to small group, partner, and independent problem solving Teachers will incorporate more problem-based learning stations into the math classroom	1.1. Teachers	1.1. Class Grades Assessment Results	1.1. Gradebook DEA
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>SRMS's goal is for no more than 25% of students taking Algebra Honors to score a Level 3 on the EOC.</i>							
	32% (24/76)	25% (22/89)					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Lack of effective study skills and learning strategies	2.1. Teachers will model and practice test-style questions regularly during instructional time Teachers will model thinking strategies using higher order questioning which leads to small group, partner, and independent problem solving Teachers will incorporate more problem-based learning stations into the math classroom	2.1. Teachers	2.1. Class Grades Assessment Results	2.1. Gradebook DEA
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>SRMS's goal is for 75% of Algebra Honors students to score a Level 4 or 5 on the EOC.</i>							
	68% (52/76)	75% (67/89)					

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
See Reading PD Outline. Professional development topics apply to all discipline areas.						

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Intensive Math	3 Sections	Salary Menu	\$40,440
			Subtotal: \$40,440
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reassigned Computer to IM room			\$0
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
See Reading			
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
			Total: \$40,440

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Elementary and Middle School Science Goals

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Comprehension of technical/informational text	1A.1. Achieve 3000: all Level 1 and 2 readers (all informational text) Teachers will model thinking strategies using higher order questioning which leads to small group, partner, and independent problem solving Text Complexity: CIS lessons incorporated into lesson plans across all core areas	1A.1. Teachers	1A.1. Class Grades Assessment Results	1A.1. Gradebook DEA
<u>Science Goal #1A:</u> <i>With the re-aligned science curriculum, SRMS's goal is have 50% of the 8th grade population scoring Level 3.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	53% (145/274)	50% (144/287)					
			1A.2. Lack of application to real world	1A.2. Mustang Learning Community: project-based learning in an environment that is multi-level and multi-age with heavy emphasis on real world applications Current periodicals and other media incorporated into science classrooms	1A.2. MLC Teachers Teachers	1A.2. Class Grades Assessment Results	1A.2 Gradebook DEA
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Lack of: Interest in Science Student engagement	2A.1. Text Complexity: CIS lessons incorporated into lesson plans across all core areas H.O.T. Questions: All teachers will incorporate higher order thinking questions into classroom discussions, assignments, and tests Mustang Learning Community: project-based learning in an environment that is multi-level and multi-age with heavy emphasis on real world applications	2A.1. Core Teachers Literacy Coach Administration Teachers Literacy Coach Administration MLC Teachers Administration	2A.1. Teacher Observation, Analysis of Grades, DEA scores Analysis of students' responses to the more rigorous questions Teacher Observation, Analysis of Grades, Attendance, DEA Gains	2A.1. Gradebook, DEA Frequent formative assessments Gradebook, DEA, Student Products
<u>Science Goal #2A:</u> <i>With the re-aligned science curriculum, SRMS's goal is have 25% of the 8th grade population scoring Level 4 or 5.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	15% (41/274)	25% (72/287)					

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
See Reading PD Outline. Professional development topics apply to all discipline areas.						

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Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Student perceive writing as boring	1A.1. Language Arts teachers will introduce a variety of writing styles Utilize short, but interesting, real-life journal prompts in the content areas Content teachers will utilize RAFT activities Students will be encouraged to participate in creative writing contests	1A.1. Classroom Teachers	1A.1. Teacher Observation of completed writing assignments	1A.1. Writing Scores throughout the year
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>The changes in the state scoring rubric caused the percentage of students scoring Level 3.0 or higher to drastically drop. SRMS' goal is to return to having 90% of students scoring 3.0 or higher in writing.</i>							
	76% (213/280)	90% (258/287)	1A.2. Lack of accountability in writing mechanics (structure, punctuation, spelling, etc.)	1A.2. All teachers will incorporate writing to learn and learning to write through their content area	1A.2. Teachers	1A.2. Teacher Observation	1A.2. Student Writing Portfolio

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
See Reading PD Outline. Professional development topics apply to all discipline areas.						

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Attendance Goal(s)

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance															
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool											
1. Attendance Attendance Goal #1: <i>Historically, Shoal River Middle School daily attendance rate has not been a barrier of significant issue. However, a very small population results in a number of excessive absences which is of concern. Hence, this target population will be the focus of intense intervention.</i>			1.1. Lack of parental influence to obtain good attendance	1.1. Attendance notification letters will be mailed home after 5, 9, and 15 absences Once student obtains 15 unexcused absences truancy will be pursued	1.1. Administration Attendance Clerk	1.1. Review of absentee roster RTI follow-up meetings	1.1. Attendance Reports											
<table border="1"> <tr> <td>2012 Current Attendance Rate:*</td> <td>2013 Expected Attendance Rate:*</td> </tr> <tr> <td>95% (828/872)</td> <td>95% (819/862)</td> </tr> <tr> <td>2012 Current Number of Students with Excessive Absences (10 or more)</td> <td>2013 Expected Number of Students with Excessive Absences (10 or more)</td> </tr> <tr> <td>26% (225/872)</td> <td>10% (86/862)</td> </tr> <tr> <td>2012 Current Number of Students with Excessive Tardies (10 or more)</td> <td>2013 Expected Number of Students with Excessive Tardies (10 or more)</td> </tr> <tr> <td>3% (25/872)</td> <td>95% (828/872)</td> </tr> </table>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	95% (828/872)	95% (819/862)	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)	26% (225/872)	10% (86/862)	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)	3% (25/872)	95% (828/872)		1.2. Patterns of habitual absenteeism developed since elementary school	1.2. Documented daily phone calls to inform parents of an absent student to ascertain the reason for absence Attendance officer will visit home of students with excessive absences	1.2. Administration Attendance Clerk Attendance Officer	1.2. Review of absentee roster RTI follow-up meetings	1.2. Attendance Reports
	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*																
	95% (828/872)	95% (819/862)																
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3% (25/872)	95% (828/872)																	

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Suspension Goal(s)

SUSPENSION GOAL(S)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: <i>Most of the out of school suspensions were related to disruptive behavior, excessive willful disobedience, or destruction of property. The goal is to reduce the total number of suspensions, as well as the number of students who receive out of school suspension, by fifty percent.</i>			1.1. Making students believe in respect for self and others	1.1. School wide discipline plan that is talked about and expected on a regular basis Do the Right Thing Awards – given periodically throughout the year to students for random acts of kindness	1.1. Administration Classroom Teachers Administration Classroom Teachers SRO	1.1. Observation of Students	1.1. Discipline Reports
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	178	89					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	91	45					
			1.2. Students lack knowledge on how a core value system will add to their success in life	1.2. Programs and guest speakers will be brought in from outside sources to educate the entire student body on subjects such as drug/alcohol awareness, dangers of tobacco, bullying, misuse of electronic social media, etc.	1.2. Administration SRO	1.2. Observation of Students	1.2. Student Survey Discipline Reports
			1.3. Cultural bias against authority in some groups of students	1.3. Target those students set up speakers and programs to help them understand that authority figures can help and assist students in daily life Incorporate after school program that involves educating parents in skills such as conflict resolution and respecting authority	1.3. Administration	1.3. Observation of Students	1.3. Student Survey Discipline Reports Climate Survey

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Parent Involvement Goal(s)

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Household in which both parents work, there is a single parent, or parent does not devote time to academic activities	1.1. Couple activities with student showcasing to engage parents Plan activities far enough in advance for ample advertisement time via website, flyers, and school wide phone call Parent Call-Out System invitation to educational events Student display of academic work at athletic functions	1.1. Administration PTO Administration Administration Teachers	1.1. Observation of Parent Participation	1.1. Parent Sign-In
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<i>Parental involvement increases the success of the student by enhancing the communication between the school and home. SMRS' goal is to increase parent involvement in both academic achievement and community events</i>							
<i>Percentages are approximate and are based on attendance to Open Houses, Veteran's Day Celebration, MLC Informational Program, Honor's Ceremony, Athletic Events, Band & Choral Performances, and OM Competition.</i>							
	70%	90%	1.2. Lack of parent participation in PTO	1.2. SRMS PTO will host more community events that both showcase students and inform parents as to how they can assist their student in being more successful academically	1.2. PTO Administration	1.2. Observation of Parent Participation	1.2. Parent Sign-In

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Final Budget

Please provide the total budget from each section.	
Reading Budget	Total: \$199,600
Mathematics Budget	Total: \$40,440
	Total: \$0
	Grand Total: \$240,040