

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Suwannee Middle School	District Name: Suwannee County School District
Principal: David V. Campbell	Superintendent: Jerry Scarborough
SAC Chair: David Reaves	Date of School Board Approval: 10/09/2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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)
Principal	David V. Campbell	Masters Degree in Educational Leadership from Nova Southeastern	2	7	Principal Suwannee Middle School 2011-12: Grade C % meeting high standards in Reading - 50%, Math 46%, Writing 64%, Science 44%.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		University, Bachelors Degree in Physical Education from University of Florida			<p>% making learning gains in Reading - 65%, Math 63%. % of lowest quartile making gains in Reading - 61%, Math 63% Algebra EOC – 99% Proficient Principal of Branford Elementary School in 2010-11: Grade A % meeting high standards in Reading - 84%, Math 81%, Writing 85%, Science 59%. % making learning gains in Reading - 71%, Math 67%. % of lowest quartile making gains in Reading - 60%, Math 51%. AYP - NO, 95% of criteria met. 2009-10: Grade A % meeting high standards in Reading-81%, Math-81%, Writing-70%, Science-60%. % of students making learning gains in Reading-65%, Math-66%. % of students in lowest 25% making learning gains in Reading-51%, Math 71%. AYP-No, 92% of criteria met. 2006-07: Grade A % meeting high standards in Reading-76%, Math-73%, Writing-61%, Science-44%. % of students making learning gains in Reading-77%, Math-73%. % of students in lowest 25% making learning gains in Reading-59%, Math 74%. AYP-No, 92% of criteria met, writing proficiency was not met. 2005-06: Grade A % meeting high standards in Reading-84%, Math-72%, Writing-86. % of students making learning gains in Reading-70%, Math-81%. % of students in lowest 25% making learning gains in Reading-64%. AYP-Yes, 100% of criteria meet</p>
Assistant Principal	Jay Jolicoeur	Florida Certification School Principal K-12; Florida Certification in Educational Leadership K-12; Chemistry 6-12	1	7	<p>1998-1999 C 1999-2000 A 2000-2001 C 2001-2002 B 2001-2002 Students making reading gains-59% Students making math gains-65% Lowest 25% Making Learning Gains in Reading-65% 2011-2012 A</p>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		Master's Degree Educational Leadership from Florida Atlantic University Bachelors in Chemistry Education University of Central Florida			reading % Satisfactory or higher reading 60% math 72% writing 77% science 54% Gains: Reading 72 math 74 Reading lowest 25% 77 Math gains lowest 25% 84
Assistant Principal	Janene Fitzpatrick	Masters Degree in Educational Leadership from Nova Southeastern University, Bachelors Degree in Spanish/Math/Secondary Education from Mount Union College, Alliance, OH	5	5	Assistant Principal/Curriculum Coordinator Suwannee Middle School 2011-12: Grade C % meeting high standards in Reading - 50%, Math 46%, Writing 64%, Science 44%. % making learning gains in Reading - 65%, Math 63%. % of lowest quartile making gains in Reading - 61%, Math 63% Algebra EOC – 99% Proficient 2010-11: Grade C % meeting high standards in Reading – 58%, Math – 55%, Writing – 73%, Science – 44%. % making learning gains in Reading – 60%, Math – 63%. % of lowest quartile making gains in Reading – 66%, Math – 70%. AYP – NO, 72% of criteria met. 2009-10: Grade C % meeting high standards in Reading – 59%, Math – 53%, Writing – 76%, Science – 40%. % making learning gains in Reading – 59%, Math – 63%. % of lowest quartile making gains in Reading – 67%, Math – 62%. AYP – NO, 77% of criteria met. 2008-09: Grade B % meeting high standards in Reading - 61%, Math – 52%, Writing – 82%, Science – 52%. % making learning gains in Reading – 64%, Math – 62%. % of lowest quartile making gains in Reading – 68%, Math – 60%. AYP – NO, 85% of criteria met. 2007-08: Grade B % meeting high standards in Reading – 59%, Math – 54%, Writing – 81%, Science – 39%. % making learning gains in Reading – 61%, Math – 74%. % of lowest quartile making gains in Reading – 65%, Math – 73%. AYP – NO, 87% of criteria met.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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)
Reading	Angela Hester	BS, M. Ed - Adult Education, Elementary Ed., MGI Curriculum, Reading and ESOL Endorsements	21	5	<p>2011-12: Grade C % meeting high standards in Reading - 50%, Math 46%, Writing 64%, Science 44%. % making learning gains in Reading - 65%, Math 63%. % of lowest quartile making gains in Reading - 61%, Math 63%</p> <p>2010-11: Grade C, Reading High Standards: 58%, Math High Standards: 55%, Science High Standards: 44%, Writing High Standards: 73%. AYP: No</p> <p>2009-10: Grade C, Reading High Standards: 59%, Math High Standards: 53%, Science High Standards: 40%, Writing High Standards: 76%. AYP: No</p> <p>2008-09: Grade: B, Reading High Standards: 61 %, Math High Standards: 52%, Science High Standards: 52%, Writing High Standards: 82%. AYP: 85%. Whites made AYP in Reading; Black and Economically Disadvantaged did not. No group made AYP in Math. All groups made AYP in Writing. Ec. Dis. made Safe Harbor in Reading.</p> <p>2007-08: Grade: B, Reading High Standards: 59%, Math High Standards: 54%, Science High Standards: 39%, Writing High Standards: 81%. AYP: 87%. White made AYP in Reading and Math; Total made AYP in Math; Black and ED did not make Reading or Math AYP, Total, White, Black, and ED made AYP in Writing.</p> <p>2006-07: Grade: C, Reading High Standards: 57%, Math High Standards: 51%, High Standards in Science: 45%, High Standards in Writing: 76%. AYP: 82%. Total and White made AYP in Reading; No group made AYP in Math or Writing.</p> <p>2005-06: Grade: B, Reading High Standards: 54%, Math High Standards: 54%, Writing High Standards: 83%. AYP: 92%. Total and White made AYP in Reading and Math. ED made AYP in Math. All groups made AYP in Writing. made Provisional AYP.</p> <p>2004-05: Grade: C, Reading: 51%, Math High Standards: 49%, Writing High Standards: 67%. AYP: 87%. Total and White made AYP in Reading</p>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

					and Math; Total, Black, ED, and SWD made AYP in Writing.
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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. New teacher orientation with school administration	Principal and Assistant Principals	Ongoing
2. Orientation with District Personnel	District HR Director	Ongoing
3. Required monthly meetings with new teachers and administration	Principal and Assistant Principals	Ongoing
4. All first year teachers are placed in the district's year long PECDES mentor – mentee program. Mentors have clinical education training.	Principal Assistant Principals District HR Director Mentor Teachers	One Year
5. Academic Coaches observe and assist as needed for new teachers.	Principal Assistant Principal Academic Coaches	Ongoing
6. School mentoring partners are provided for all teachers new to Suwannee Middle School.	Principal Assistant Principals Experienced Teachers	One Year
7. Post all open positions internally and externally.	Principal Assistant Principals District HR Director	Ongoing

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
Danielle Aultman ESOL	Online Professional Development in ESOL Online Professional Development in Differentiation Ongoing Professional Development in Research Based Best Practices

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
63	3% (2)	22% (14)	29% (18)	46% (29)	21% (13)	In Progress	27% (17)	5% (3)	14% (9)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Meri Harrell	Danielle Aultman	6 th Grade Language Arts	Provide “how to’s” for specific needs such as teaching, class organization, classroom management Provide options that make teacher feel more comfortable Ensure that teacher has all available resources they need Class Demonstrations Share Ideas Observe and Give Feedback Recognize Effort and Results Co-teach a Lesson Give ongoing personnel support Connect teachers with other teachers Arrange for teacher observation Check in frequently Listen and honor teacher concerns Remember that no problem is too insignificant
Mirian Venero	Kate Bromley	6 th Grade Language Arts	
Mary Check-Cason	Annie Day	Language Arts	
Leslie Fry	Bill Hightower	6 th Grade Social Studies	
Jean Eckhoff	Na’Keia Jackson	8 th Grade Language Arts	
Tammy Butts	Sarah Jacobson	Mathematics	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I Basic Part A, will be utilized to provide teachers with opportunities to attend professional development workshops and conferences to enhance their teaching strategies. To provide Paraprofessional and Reading Coaches in Title I schools. Title I, Basic pays for the administration of our Supplemental Educational Services, which includes ALL subgroups. Title I also provides a District-wide parent Liaison who provides workshops and other services to parents and students.

Title I Part C-Migrant funds provide tutoring for Migrant students, English in a Flash software, computers, SRA, and supplies for Migrant Students and parents to help children in the home. School based administrators will observe the use of “The Essential Six” reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title I Part C and district professional development funds. ALL activities funded by Title I Part C will be supplementary and will not supplant existing State- and District-funded and required services. Reading First and FRI strategies will be monitored by administrators and reading coaches to ensure successful opportunities for Non-ELL and LEP (ELL) students.

Title I Part D (neglected and delinquent) funds will be used to provide a uniform curriculum throughout all the district’s secondary schools, including the residential juvenile facility and the district’s alternative center. The funds will also provide three paraprofessionals.

Title II-School based administrators will observe the use of “The Essential Six” reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title II Part A and district professional development funds. ALL activities funded by Title II will be supplementary and will not supplant existing State- and District-funded and required services.

Funds from Title II, Part D, (E2T2) will provide funding for the site license renewals for READ 180 and other computer-based programs and a Technology Specialist.

Title III- Funds from Title III Part A are used to provide tutors for ELL students, purchased instructional materials and software for ELL students. All activities funded by Title III will be supplementary and will not supplant existing State and District funded and required services.

Title X- Homeless funds are used to provide supplies, dues, fieldtrip fund and other needs for Homeless students.

Supplemental Academic Instruction (SAI) The goal of the SES program is to improve achievement in reading/language arts, math, and science by providing academic assistance outside the regular school day.

Parents may choose a company to tutor their child that best meets their child's needs. Parents will participate in the development and approval of their child’s student learning plan for tutoring.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Supplemental Educational Services are one way Suwannee County Schools is providing parental choices for academic achievement.
Violence Prevention Programs Title IV funds will be used to pay Resources Officers to teach Too Good for Drugs to K-5 and Too Good for Violence in grades 6-12.
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education-Suwannee Middle School is registering a middle school CAPE Academy in Agritechology for the 2012-13 school year. We currently offer several CTE courses in Agriculture and Technology for high school credit at the middle school level.
Job Training
Other
<i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i> School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal Assistant Principal/Curriculum Coordinator Assistant Principal/Administration & Discipline Dean of Students School Counselors School Psychologist Reading Coaches Classroom Teachers
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?

2012-2013 School Improvement Plan (SIP)-Form SIP-1

The MTSS Leadership team meets every Thursday, in conjunction with the School Administrative Leadership Team meetings, with the exception of the school psychologist and classroom teachers.

Child Support Team meetings to discuss individual students, with parents often in attendance, take place once a month.

The team meetings may consist of reviewing, discussing, and analyzing data for progress monitoring to help determine student needs.

In addition to the above, the MTSS leadership team is supported by the following committees which meet monthly: School Improvement Committee, Professional Development Committee, School Leadership Team, Positive Behavior Support Committee.

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 provides input on objectives, strategies, professional development, progress monitoring and the instruments used for monitoring.

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.

TIER 1 Data

- FAIR/PMRN (reading diagnostic information, FCAT success prediction)
- STAR Reading (baseline reading level, used for goal setting - every 9 weeks)
- STAR Math (baseline math level, used for goal setting - every 9 weeks)
- Thinkgate (annual yearly progress test - baseline, midyear, final in Math, Reading, and Science)
- Writing Prompt Data (monthly scores from Language Arts teacher, District Prompts)
- Benchmark Assessments from Florida Focus Achieves - FOCUS Student Information System
- Referrals for Behavior, Attendance Records, Classroom Grades

TIER 2 Data

- FAIR/PMRN (reading diagnostic information, FCAT success prediction)
- STAR Reading (baseline reading level, used for goal setting - every 9 weeks)
- STAR Math (baseline math level, used for goal setting - every 9 weeks)
- Thinkgate (annual yearly progress test - baseline, midyear, final in Math, Reading, and Science)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

- Writing Prompt Data (monthly scores from Language Arts teacher, District Prompts)
- Benchmark Assessments from Florida Focus Achieves - FOCUS Student Information System
- FOCUS Student Information System - Referrals for Behavior, Attendance Records, Classroom Grades

TIER 3 Data

- FAIR/PMRN (reading diagnostic information, FCAT success prediction)
- STAR Reading (baseline reading level, used for goal setting - every 9 weeks)
- STAR Math (baseline math level, used for goal setting - every 9 weeks)
- Thinkgate (annual yearly progress test - baseline, midyear, final in Math, Reading, and Science)
- Writing Prompt Data (monthly scores from Language Arts teacher, District Prompts)
- Benchmark Assessments from Florida Focus Achieves - FOCUS Student Information System
- FOCUS Student Information System - Referrals for Behavior, Attendance Records, Classroom Grades

Describe the plan to train staff on MTSS.

MTSS/RtI professional development has been delivered to faculty during early release by the school psychologist. During teachers' common planning time professional development will be provided by the school psychologist and school counselors throughout the year. The MTSS/RtI Leadership team will also evaluate the need for additional staff professional development during the RtI Leadership meetings.

Describe the plan to support MTSS.

Creating and maintaining a committee calendar that will be implemented with fidelity. Each committee will collect specific data necessary to drive the MTSS/RtI Process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT of Suwannee Middle School consists of: Principal, Assistant Principals, Dean, Academic Coaches, and School Counselors.

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1

The LLT meets once per week to discuss progress in reading and writing. Topics discussed regularly are the intensive reading classes, interventions during critical thinking, reading tutoring groups, implementation/monitoring of Accelerated Reader, review progress monitoring data (CIM, AYP test), implementation/monitoring of the writing program, assess Professional Development needs, plan and implement professional development, plan and implement Literacy Initiatives, and evaluate monthly writing prompts for each grade level.

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

This year the LLT is going to focus on implementation of a common writing program in grades 6 to 8, as well as, implementation of better progress monitoring through benchmark assessments.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

***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?

All teachers are responsible for reading and writing across the curriculum. All Language Arts teachers and all reading teachers are expected to have/or be working on obtaining the Reading Endorsement. A few teachers in Science and Social Studies have CAR-PD training. All teachers are expected to include one reading objective in their IPDP. Reading scores are factored into all instructional appraisals. The academic coaches and administration will assist teachers in understanding their data. Teachers are expected to include FCAT reading strategies in their lesson plans.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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
IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	1A.1. Monthly team data meetings with the principal.	1A.1. Principal Core Academic Team	1A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	1A.1. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>SMS will increase the number of students scoring at Achievement Level 3 in reading by 22% (62) which, in turn correlates with the school-wide goal of increasing the number of students scoring Achievement Level 3 and above by 10% (105).</i>	6 th - 30% (105) 7 th - 26% (89) 8 th - 27% (93)	6 th - 36% (124) 7 th - 32% (113) 8 th - 32% (112)					
			1A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.	1A.2. Online professional development in differentiation.	1A.2. SMS Administration FDLRS	1A.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	1A.2. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests
			1A.3. Classroom Management Strategies	1A.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	1A.3. SMS Administration Teacher PBS Committee FDLRS	1A.3. Reduction of Referrals Observed Time on Task and Student Engagement	1A.3. Behavior Plans IObservation Focus – Discipline Data Thinkgate STAR Reading/Math FAIR Florida Achieves

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1A.4. Limited use of high yield/research-based teaching strategies	1A.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	1A.4. SMS Administration Teachers Reading Coach District Instructional Coaches	1A.4. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	1A.4. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1. Limited exposure to elective courses.	1B.1 FAA Students participate in the Exploratory Wheel courses in Art and Agriculture.	1B.1. SMS Administration ESE Teacher Elective Teachers	1B.1. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	1B.1. Florida Alternate Assessment
Reading Goal #1B: The percentage of SMS Students scoring at Levels 4, 5, and 6 in reading on the Florida Alternate Assessment will increase by 10% (1).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	45% (5)	55% (6)				
		1B.2. Students need high levels of instructional support.	1B.2. Students receive paraprofessional assistance.	1B.2. SMS Administration ESE Teacher ESE Paraprofessionals	1B.2. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	1B.2. Florida Alternate Assessment

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	2A.1. Monthly team data meetings with the principal.	2A.1. Principal Core Academic Team	2A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	2A.1. Moodle IObservation Thinkgate STAR Reading/Math FAIR
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>SMS will increase the number of students scoring at Achievement Levels 4 and above in reading by 20% (43) which, in turn correlates with the school-wide goal of increasing the number of students scoring Achievement Level 3 and above by 10% (105).</i>	6 th - 18% (63)	6 th - 22% (76)	2A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.	2A.2. Online professional development in differentiation.	2A.2. SMS Administration FDLRS	2A.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	2A.2. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests
	7 th - 21% (72)	7 th - 25% (89)					
	8 th - 24% (83)	8 th - 29% (102)					
			2A.3. Classroom Management Strategies	2A.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	2A.3. SMS Administration Teacher PBS Committee FDLRS	2A.3. Reduction of Referrals Observed Time on Task and Student Engagement	2A.3. Behavior Plans IObservation Focus – Discipline Data Thinkgate STAR Reading/Math FAIR Florida Achieves
			2A.4. Limited use of high yield/research-based teaching strategies	2A.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	2A.4. SMS Administration Teachers Reading Coach District Instructional Coaches	2A.4. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	2A.4. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves

2012-2013 School Improvement Plan (SIP)-Form SIP-1

						CIM Tests	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Limited exposure to elective courses.	2B.1 FAA Students participate in the Exploratory Wheel courses in Art and Agriculture.	2B.1. SMS Administration ESE Teacher Elective Teachers	2B.1. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	2B.1. Florida Alternate Assessment
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of SMS Students scoring at or above Level 7 in reading on the Florida Alternate Assessment will increase by 10% (1).	27% (3)	36% (4)					
			2B.2. Students need high levels of instructional support.	2B.2. Students receive paraprofessional assistance.	2B.2. SMS Administration ESE Teacher ESE Paraprofessionals	2B.2. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	2B.2. Florida Alternate Assessment

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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.			3A.1. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	3A.1. Monthly team data meetings with the principal.	3A.1. Principal Core Academic Team	3A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	3A.1. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>SMS will increase the percentage of students making learning gains by 10% (105).</i>	65% (683)	75% (788)					
	3A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.						
	3A.3. Classroom Management Strategies		3A.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	3A.3. SMS Administration Teacher PBS Committee FDLRS	3A.3. Reduction of Referrals Observed Time on Task and Student Engagement	3A.3. Behavior Plans Observation Focus – Discipline Data Thinkgate STAR Reading/Math FAIR Florida Achieves	
3A.4. Limited use of high yield/research-based teaching strategies		3A.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	3A.4. SMS Administration Teachers Reading Coach District Instructional Coaches	3A.4. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	3A.4. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests		
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Limited exposure to	3B.1. FAA Students participate	3B.1. SMS Administration	3B.1. Observations	3B.1. Florida Alternate

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Goal #3B: <i>The percentage of SMS Students making learning gains in reading on the Florida Alternate Assessment will increase by 10% (2).</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	elective courses.		ESE Teacher Elective Teachers in the Exploratory Wheel courses in Art and Agriculture.	Increased Student Performance	Assessment Lesson Plans Monitoring of School-wide Data
	14% (1)	24% (3)	3B.2. Students need high levels of instructional support.	3B.2. Students receive paraprofessional assistance.	3B.2. SMS Administration ESE Teacher ESE Paraprofessionals	3B.2. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	3B.2. Florida Alternate Assessment

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Students need additional time and use of specialized strategies for lower level readers.	4A.1. Intensive Reading Class	4A.1. SMS Administration Reading Coach Intensive Reading Teachers	4A.1. Analysis of Progress Monitoring Data FCAT Data	4A.1. Thinkgate STAR Reading/Math FAIR Florida Achieves
Reading Goal #4: <i>SMS will increase the percentage of students in the lowest 25% making learning gains by 10% (26).</i>	<u>2012 Current Level of Performance:*</u> 61% (160)	<u>2013 Expected Level of Performance:*</u> 71% (186)	4A.2. Students are in need of specific learning interventions.	4A.2. RtI Process	4A.2. SMS Administration Reading Coach Language Arts Teacher Core Teachers	4A.2. Analysis of Progress Monitoring Data FCAT Data	4A.2. Data Thinkgate STAR Reading/Math FAIR Florida Achieves
			4A.3 Lack of differentiated reading strategies in the content area classrooms.	4A.3. Online professional development in differentiation.	4A.3. SMS Administration Reading Coach FDLRS Teachers	4A.3. Lesson Plans Classroom Observations Monitoring of School-wide Data	4A.3. Data Thinkgate STAR Reading/Math FAIR Florida Achieves
			4.A.4 Lack of CARPD and reading endorsed teachers.	4.A.4. Promote and provide opportunities for obtaining reading endorsement and CARPD.	4.A.4 District Reading Supervisor SMS Administration Reading Coach Teachers	4.A.4. Number of teachers successfully completing reading endorsement and CARPD program.	4.A.4. Inservice Database

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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>SMS will meet or exceed target AMO's in each subgroup to reduce the achievement gap by 50% or better by 2017.</i>	Baseline data 2010-2011	White: 49% (399) Black: 29% (62) Hispanic: 28% (43)	White: 60% Black: 35% Hispanic: 46%	White: 64% Black: 42% Hispanic: 51%	White: 68% Black: 48% Hispanic: 57%	White: 72% Black: 55% Hispanic: 62%	White: 76% Black: 61% Hispanic: 68%
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. Reading Goal #5B: <i>SMS will reach state averages for all ethnic subgroups.</i>	2012 Current Level of Performance:* White: 49% (399) Black: 29% (62) Hispanic: 28% (43) Asian: n/a American Indian: n/a	5.B.1. Students need additional time and use of specialized strategies for lower level readers.	5.B.1. Intensive Reading Class	5.B.1. SMS Administration Reading Coach Intensive Reading Teachers	5.B.1. Analysis of Progress Monitoring Data FCAT Data	5.B.1. Thinkgate STAR Reading/Math FAIR Florida Achieves	
	2013 Expected Level of Performance:* White: 68% (554) Black: 37% (79) Hispanic: 52% (80) Asian: n/a American Indian: n/a	5.B.2. Students are in need of specific learning interventions.	5.B.2. RtI Process	5.B.2. SMS Administration Reading Coach Language Arts Teacher Core Teachers	5.B.2. Analysis of Progress Monitoring Data FCAT Data	5.B.2. Data Thinkgate STAR Reading/Math FAIR Florida Achieves	
		5.B.3. Lack of differentiated	5.B.3. Online professional	5.B.3. SMS Administration	5.B.3. Lesson Plans	5.B.3. Data	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		reading strategies in the content area classrooms.	development in differentiation.	Reading Coach FDLRS Teachers	Classroom Observations Monitoring of School-wide Data	Thinkgate STAR Reading/Math FAIR Florida Achieves
		5.B.4 Lack of CARPD and reading endorsed teachers.	5.B.4. Promote and provide opportunities for obtaining reading endorsement and CARPD.	5.B.4 District Reading Supervisor SMS Administration Reading Coach Teachers	5.B.4. Number of teachers successfully completing reading endorsement and CARPD program.	5.B.4. Inservice Database

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Lack of proficiency in English language.	5C.1. ESOL Class Specialized Language Arts class for ELL students. Provide assistance of a paraprofessional	5C.1. SMS Administration ELL Teacher	5C.1. Classroom Observations Monitoring of School-wide Data	5C.1 Data Thinkgate STAR Reading/Math FAIR Florida Achieves.
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>SMS will reach state averages for all subgroups.</i>	13%	30%					
			5.C.2 Lack of differentiated reading strategies in the content area classrooms.	5.C.2. Online professional development in differentiation. Provide assistance of a paraprofessional	5.C.2 SMS Administration Reading Coach FDLRS Teachers	5.C.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	5.C.2 Data Thinkgate STAR Reading/Math FAIR Florida Achieves
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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.			5.D.1 Lack of differentiated reading strategies in the content area classrooms.	5.D.1. Online professional development in differentiation.	5.D.1. SMS Administration Reading Coach FDLRS Teachers	5.D.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	5.D.1. Data Thinkgate STAR Reading/Math FAIR Florida Achieves
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>SMS will reach state averages for all subgroups.</i>	10% (10)	32% (32)					
			5.D.2. Classroom Management Strategies	5.D.2. Development of core team classroom management plans. PBS Committee	5.D.2. SMS Administration Teacher PBS Committee FDLRS	5.D.2. Reduction of Referrals Observed Time on Task and Student	5.D.2. Behavior Plans IObservation Focus – Discipline Data

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			Development of individual student behavior plans.		Engagement	Thinkgate STAR Reading/Math FAIR Florida Achieves
		5.D.3. Limited use of high yield/research-based teaching strategies	5.D.3. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	5.D.3. SMS Administration Teachers Reading Coach District Instructional Coaches	5.D.3. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	5.D.3. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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.		5.E.1 Lack of differentiated reading strategies in the content area classrooms.	5.E.1. Online professional development in differentiation.	5.E.1. SMS Administration Reading Coach FDLRS Teachers	5.E.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	5.E.1. Data Thinkgate STAR Reading/Math FAIR Florida Achieves	
Reading Goal #5E: <i>SMS will reach state averages for all ethnic subgroups.</i>	2012 Current Level of Performance:* 41% (336)	2013 Expected Level of Performance:* 51% (418)					
			5.E.2. Classroom Management Strategies	5.E.2. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	5.E.2. SMS Administration Teacher PBS Committee FDLRS	5.E.2. Reduction of Referrals Observed Time on Task and Student Engagement	5.E.2. Behavior Plans IObservation Focus – Discipline Data Thinkgate STAR Reading/Math FAIR Florida Achieves
			5.E.3. Limited use of high yield/research-based teaching strategies	5.E.3. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	5.E.3. SMS Administration Teachers Reading Coach District Instructional Coaches	5.E.3. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	5.E.3. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests
			5.E.4 Lack of differentiated reading strategies in the content area classrooms.	5.E.4 Online professional development in differentiation.	5.E.4 SMS Administration Reading Coach FDLRS Teachers	5.E.4 Lesson Plans Classroom Observations Monitoring of School-wide Data	5.E.4 Data Thinkgate STAR Reading/Math FAIR Florida Achieves

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Content Specific Differentiation	6, 7, 8	FDLRS	School-Wide	October - May	Classroom Observations	SMS Administration
PBS	All	Assistant Principal, PBS Team members	PBS committee	Once a month	Discipline data, team follow up assignments	Assistant Principal
Classroom Management Training	All	Assistant Principal	School Wide	Pre-plan	Development of plans	Assistant Principal
Champs Training	All	HR Department	New Teachers	Summer 2012	HR	HR

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Lack of proficiency in English language.	1.1. ESOL Class Specialized Language Arts class for ELL students. Provide assistance of a paraprofessional	1.1. SMS Administration ELL Teacher	1.1. Classroom Observations Monitoring of School-wide Data	1.1 Data Thinkgate STAR Reading/Math FAIR Florida Achieves.
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
	6 th Grade – 50% (2) 7 th Grade – 57% (4) 8 th Grade – 100% (3).					
		1.2. Lack of differentiated reading strategies in the content area classrooms.	1.2. Online professional development in differentiation. Provide assistance of a paraprofessional	1.2. SMS Administration Reading Coach FDLRS Teachers	1.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	1.2. Data Thinkgate STAR Reading/Math FAIR Florida Achieves
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Lack of proficiency in English language.	2.1. ESOL Class Specialized Language Arts class for ELL students. Provide assistance of a paraprofessional	2.1. SMS Administration ELL Teacher	2.1. Classroom Observations Monitoring of School-wide Data	2.1 Data Thinkgate STAR Reading/Math FAIR Florida Achieves.
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
	6 th Grade – 20% (1) 7 th Grade – 0% (0) 8 th Grade – 33% (1).					
		2.2. Lack of differentiated reading strategies in the content area classrooms.	2.2. Online professional development in differentiation. Provide assistance of a paraprofessional	2.2. SMS Administration Reading Coach FDLRS Teachers	2.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	2.2. Data Thinkgate STAR Reading/Math FAIR Florida Achieves

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1. Lack of proficiency in English language.	3.1. ESOL Class Specialized Language Arts class for ELL students. Provide assistance of a paraprofessional	3.1. SMS Administration ELL Teacher	3.1. Classroom Observations Monitoring of School-wide Data	3.1 Data Thinkgate STAR Reading/Math FAIR Florida Achieves.
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
	6 th Grade – 0% (0)					
	7 th Grade – 0% (0)					
	8 th Grade – 0% (0).	3.2. Lack of differentiated reading strategies in the content area classrooms.	3.2. Online professional development in differentiation. Provide assistance of a paraprofessional	3.2. SMS Administration Reading Coach FDLRS Teachers	3.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	3.2. Data Thinkgate STAR Reading/Math FAIR Florida Achieves

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Middle School Mathematics Goals

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

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. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	1A.1. Monthly team data meetings with the principal.	1A.1. Principal Core Academic Team	1A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	1A.1. Moodle IObservation Thinkgate STAR Reading/Math FAIR								
Mathematics Goal #1A: <i>SMS will increase the number of students scoring at Achievement Level 3 in math by 23% (64) which, in turn correlates with the school-wide goal of increasing the number of students scoring Achievement Level 3 and above by 10% (105).</i>	<table border="1"> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> <tr> <td>6th - 20% (71)</td> <td>6th - 24% (84)</td> </tr> <tr> <td>7th - 28% (95)</td> <td>7th - 34% (119)</td> </tr> <tr> <td>8th - 33% (113)</td> <td>8th - 40% (140)</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	6 th - 20% (71)	6 th - 24% (84)	7 th - 28% (95)	7 th - 34% (119)	8 th - 33% (113)	8 th - 40% (140)		1A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.	1A.2. Online professional development in differentiation.	1A.2. SMS Administration FDLRS	1A.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	1A.2. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*													
	6 th - 20% (71)	6 th - 24% (84)													
	7 th - 28% (95)	7 th - 34% (119)													
8 th - 33% (113)	8 th - 40% (140)														
		1A.3. Classroom Management Strategies	1A.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	1A.3. SMS Administration Teacher PBS Committee FDLRS	1A.3. Reduction of Referrals Observed Time on Task and Student Engagement	1A.3. Behavior Plans IObservation Focus – Discipline Data Thinkgate STAR Reading/Math FAIR Florida Achieves									
		1A.4. Limited use of high	1A.4. Implementation of	1A.4. SMS Administration	1A.4. Observations	1A.4. Moodle									

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			yield/research-based teaching strategies	Marzano strategies. Cooperative learning and reciprocal teaching training.	Teachers Reading Coach District Instructional Coaches	Increased Student Performance Lesson Plans Monitoring of School-wide Data	IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. Limited exposure to elective courses.	1B.1 FAA Students participate in the Exploratory Wheel courses in Art and Agriculture.	1B.1. SMS Administration ESE Teacher Elective Teachers	1B.1. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	1B.1. Florida Alternate Assessment
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The percentage of SMS Students scoring at Levels 4, 5, and 6 in mathematics on the Florida Alternate Assessment will increase by 10% (1).</i>	30% (3)	40% (4)					
			1B.2. Students need high levels of instructional support.	1B.2. Students receive paraprofessional assistance.	1B.2. SMS Administration ESE Teacher ESE Paraprofessionals	1B.2. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	1B.2. Florida Alternate Assessment

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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. Mathematics Goal #2A: <i>SMS will increase the number of students scoring at or above Achievement Levels 4 and 5 in mathematics by 28% (52) which, in turn correlates with the school-wide goal of increasing the number of students scoring Achievement Level 3 and above by 10% (105).</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2A.1. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	2A.1. Monthly team data meetings with the principal.	2A.1. Principal Core Academic Team	2A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	2A.1. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM
	6 th - 20% (70)	6 th - 24% (84)	2A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.	2A.2. Online professional development in differentiation.	2A.2. SMS Administration FDLRS	2A.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	2A.2. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests.
	7 th - 16% (56)	7 th - 20% (70)					
	8 th - 18% (63)	8 th - 22% (77)					
		2A.3. Classroom Management Strategies	2A.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	2A.3. SMS Administration Teacher PBS Committee FDLRS	2A.3. Reduction of Referrals Observed Time on Task and Student Engagement FAIR Florida Achieves	2A.3. Behavior Plans IObservation Focus – Discipline Data Thinkgate STAR Reading/Math	
		2A.4. Limited use of high yield/research-based teaching strategies	2A.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	2A.4. SMS Administration Teachers Reading Coach District Instructional Coaches	2A.4. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	2A.4. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. Limited exposure to elective courses.	2B.1 FAA Students participate in the Exploratory Wheel courses in Art and Agriculture.	2B.1. SMS Administration ESE Teacher Elective Teachers	2B.1. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	2B.1. Florida Alternate Assessment
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The percentage of SMS Students scoring at or above Level 7 in mathematics on the Florida Alternate Assessment will increase by 10% (1).</i>	40% (4)	50%(5)					
			2B.2. Students need high levels of instructional support.	2B.2. Students receive paraprofessional assistance.	2B.2. SMS Administration ESE Teacher ESE Paraprofessionals	2B.2. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	2B.2. Florida Alternate Assessment

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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. Mathematics Goal #3A: <i>SMS will increase the percentage of students making learning gains by 10% (105).</i>			3A.1. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	3A.1. Monthly team data meetings with the principal.	3A.1. Principal Core Academic Team	3A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	3A.1. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests
			2012 Current Level of Performance: * 63% (662)	2013 Expected Level of Performance: * 73% (767)	3A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.	3A.2. Online professional development in differentiation.	3A.2. SMS Administration FDLRS
			3A.3. Classroom Management Strategies	3A.3. Development of core team classroom management plans. PBS Committee Development of individual student	3A.3. SMS Administration Teacher PBS Committee FDLRS	3A.3. Reduction of Referrals Observed Time on Task and Student Engagement FAIR Florida Achieves	3A.3. Behavior Plans Observation Focus – Discipline Data Thinkgate STAR Reading/Math

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			behavior plans.				
			3.A.4. Limited use of high yield/research-based teaching strategies	3.A.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	3.A.4. SMS Administration Teachers Reading Coach District Instructional Coaches	3.A.4. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	3.A.4. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Limited exposure to elective courses.	3B.1 FAA Students participate in the Exploratory Wheel courses in Art and Agriculture.	3B.1. SMS Administration ESE Teacher Elective Teachers	3B.1. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	3B.1. Florida Alternate Assessment
<i>The percentage of SMS Students making learning gains in mathematics on the Florida Alternate Assessment will increase by 10% (2).</i>	33% (2)	66% (4)					
			3B.2. Students need high levels of instructional support.	3B.2. Students receive paraprofessional assistance.	3B.2. SMS Administration ESE Teacher ESE Paraprofessionals	3B.2. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	3B.2. Florida Alternate Assessment

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: <i>SMS will increase the percentage of students in lowest 25% making learning gains by 10% (26).</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4.A.1. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	4.A.1. Monthly team data meetings with the principal.	4.A.1. Principal Core Academic Team	4.A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	4.A.1. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM
	63% (166)	73% (192)	4.A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.	4.A.2. Online professional development in differentiation.	4.A.2. SMS Administration FDLRS	4.A.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	4.A.2. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests.
			4.A.3. Classroom Management Strategies	4.A.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	4.A.3. SMS Administration Teacher PBS Committee FDLRS	4.A.3. Reduction of Referrals Observed Time on Task and Student Engagement FAIR Florida Achieves	4.A.3. Behavior Plans Observation Focus – Discipline Data Thinkgate STAR Reading/Math
			4.A.4. Limited use of high yield/research-based teaching strategies	4.A.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	4.A.4. SMS Administration Teachers Reading Coach District Instructional Coaches	4.A.4. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	4.A.4. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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%. Mathematics Goal #5A: <i>SMS will meet or exceed target AMO's in each subgroup to reduce the achievement gap by 50% or better by 2017.</i>	Baseline data 2010-2011		White: 52% (423) Black: 21% (45) Hispanic: 29% (44)	White: 58% Black: 31% Hispanic: 48%	White: 63% Black: 38% Hispanic: 54%	White: 67% Black: 45% Hispanic: 59%	White: 71% Black: 52% Hispanic: 64%	White: 75% Black: 59% Hispanic: 69%
	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 mathematics. Mathematics Goal #5B: <i>SMS will reach state averages for all ethnic subgroups.</i>	2012 Current Level of Performance:* White: 52% (423) Black: 21% (45) Hispanic: 29% (44) Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: 66% (537) Black: 36% (77) Hispanic: 52% (80) Asian: N/A American Indian: N/A	4.A.1. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	4.A.1. Monthly team data meetings with the principal.	4.A.1. Principal Core Academic Team	4.A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	4.A.1. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests	
			4.A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.	4.A.2. Online professional development in differentiation.	4.A.2. SMS Administration FDLRS	4.A.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	4.A.2. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		4.A.3. Classroom Management Strategies	4.A.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	4.A.3. SMS Administration Teacher PBS Committee FDLRS	4.A.3. Reduction of Referrals Observed Time on Task and Student Engagement FAIR Florida Achieves	4.A.3. Behavior Plans IObservation Focus – Discipline Data Thinkgate STAR Reading/Math
		4.A.4. Limited use of high yield/research-based teaching strategies	4.A.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	4.A.4. SMS Administration Teachers Reading Coach District Instructional Coaches	4.A.4. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	4.A.4. Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5.C.1. Lack of proficiency in English language.	5.c.1. ESOL Class Specialized Language Arts class for ELL students. Provide assistance of a paraprofessional	5.c.1. SMS Administration ELL Teacher	5.c.1. Classroom Observations Monitoring of School-wide Data	5.c.1 Data Thinkgate STAR Reading/Math FAIR Florida Achieves.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>SMS will reach state averages for all subgroups.</i>	21%	30%					
	5.c.2. Lack of differentiated strategies in the content area classrooms.		5.c.2. Online professional development in differentiation. Provide assistance of a paraprofessional	5.c.2. SMS Administration Reading Coach FDLRS Teachers	5.c.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	5C.2. Data Thinkgate STAR Reading/Math FAIR Florida Achieves	
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 mathematics.			5.D.1 Lack of differentiated strategies in the content area classrooms.	5.D.1. Online professional development in differentiation.	5.D.1. SMS Administration Reading Coach FDLRS Teachers	5.D.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	5.D.1. Data Thinkgate STAR Reading/Math FAIR Florida Achieves
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>SMS will reach state averages for all subgroups.</i>	9% (9)	29% (28)					
	5.D.2. Classroom Management Strategies yield/research-based teaching strategies		5.D.2. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	5.D.2. SMS Administration Teacher PBS Committee FDLRS	5.D.2. Reduction of Referrals Observed Time on Task and Student Engagement	5.D.2. Behavior Plans IObservation Focus – Discipline Data Thinkgate STAR Reading/Math FAIR Florida Achieves.	
5.D.3. Limited use of high yield		5.D.3. Implementation of	5.D.3. SMS Administration	5.D.3. Observations	5.D.3. Moodle		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		research based strategies.	Marzano strategies. Cooperative learning and reciprocal teaching training.	Teachers Reading Coach District Instructional Coaches	Increased Student Performance Lesson Plans Monitoring of School-wide Data	Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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>SMS will reach state averages for all subgroups.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4.A.1. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	4.A.1. Monthly team data meetings with the principal.	4.A.1. Principal Core Academic Team	4.A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	4.A.1. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM
	36% (295)	45% (360)	4.A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.	4.A.2. Online professional development in differentiation.	4.A.2. SMS Administration FDLRS	4.A.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	4.A.2. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests.
			4.A.3. Classroom Management Strategies	4.A.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	4.A.3. SMS Administration Teacher PBS Committee FDLRS	4.A.3. Reduction of Referrals Observed Time on Task and Student Engagement FAIR Florida Achieves	4.A.3. Behavior Plans Observation Focus – Discipline Data Thinkgate STAR Reading/Math
			4.A.4. Limited use of high yield/research-based teaching strategies	4.A.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	4.A.4. SMS Administration Teachers Reading Coach District Instructional Coaches	4.A.4. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	4.A.4. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests

End of Middle School Mathematics Goals

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

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 Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	1.1 Monthly team data meetings with the principal.	1.1 Principal Core Academic Team	1.1 Lesson Plans Classroom Observations Monitoring of School-wide Data	1.1 Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM
Algebra 1 Goal #1: <i>Maintain or increase current level of performance while increasing the number of students participating in the Algebra EOC.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	99% (85)	100% (132)	1.2 Suwannee Middle School teachers are not proficient in differentiation of instruction.	1.2 Online professional development in differentiation.	1.2 SMS Administration FDLRS	1.2 Lesson Plans Classroom Observations Monitoring of School-wide Data	1.2 Moodle IObservation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests.(
			1.3 Classroom Management Strategies	1.3 Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	1.3 SMS Administration Teacher PBS Committee FDLRS	1.3 Reduction of Referrals Observed Time on Task and Student Engagement FAIR Florida Achieves	1.3 Behavior Plans IObservation Focus – Discipline Data Thinkgate STAR Reading/Math
			1.4 Limited use of high yield/research-based teaching strategies	1.4 Implementation of Marzano strategies. Cooperative learning and reciprocal teaching	1.4 SMS Administration Teachers Reading Coach District Instructional Coaches	1.4 Observations Increased Student Performance Lesson Plans Monitoring of School-	1.4 Moodle IObservation Thinkgate STAR Reading/Math FAIR

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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.							Florida Achieves CIM Tests			
Algebra Goal #2: <i>SMS will increase the current level of students scoring at or above Achievement Levels 4 and 5 in Algebra I by 7% (34).</i>	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>53% (46)</td> <td>60% (80)</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	53% (46)	60% (80)	2.1. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	2.1. Monthly team data meetings with the principal.	2.1. Principal Core Academic Team	2.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	2.1. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
	53% (46)	60% (80)								
		2.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.	2.2. Online professional development in differentiation.	2.2. SMS Administration FDLRS	2.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	2.2. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests.				
	2.3. Classroom Management Strategies	2.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	2.3. SMS Administration Teacher PBS Committee FDLRS	2.3. Reduction of Referrals Observed Time on Task and Student Engagement FAIR Florida Achieves	2.3. Behavior Plans Observation Focus – Discipline Data Thinkgate STAR Reading/Math					
	2.4. Limited use of high yield/research-based teaching strategies	2.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	2.4. SMS Administration Teachers Reading Coach District Instructional Coaches	2.4. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	2.4. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests					

End of Algebra 1 EOC Goals

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Content Specific Differentiation	6, 7, 8	FDLRS	School-Wide	October - May	Classroom Observations	SMS Administration
PBS	All	Assistant Principal, PBS Team members	PBS committee	Once a month	Discipline data, team follow up assignments	Assistant Principal
Classroom Management Training	All	Assistant Principal	School Wide	Pre-plan	Development of plans	Assistant Principal
Champs Training	All	HR Department	New Teachers	Summer 2012	HR	HR

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary and Middle School Science Goals

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

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.			1.A.1. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	1.A.1. Monthly team data meetings with the principal.	1.A.1. Principal Core Academic Team	1.A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	1.A.1. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>SMS will increase the number of students scoring at Achievement Level 3 in math by 24% (28) which, in turn correlates with the school-wide goal of increasing the number of students scoring Achievement Level 3 and above by 10%.</i>	34% (119)	42% (147)					
	1.A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.						
	1.A.3. Classroom Management Strategies		1.A.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	1.A.3. SMS Administration Teacher PBS Committee FDLRS	1.A.3. Reduction of Referrals Observed Time on Task and Student Engagement FAIR Florida Achieves	1.A.3. Behavior Plans Observation Focus – Discipline Data Thinkgate STAR Reading/Math	
1.A.4. Limited use of high yield/research-based teaching strategies		1.A.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching	1.A.4. SMS Administration Teachers Reading Coach District Instructional Coaches	1.A.4. Observations Increased Student Performance Lesson Plans Monitoring of School-	1A.3. 1.A.4. Moodle Observation Thinkgate STAR Reading/Math FAIR		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			training.		wide Data	Florida Achieves CIM Tests	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. Limited exposure to elective courses.	1B.1. FAA Students participate in the Exploratory Wheel courses in Art and Agriculture.	1B.1. SMS Administration ESE Teacher Elective Teachers	1B.1. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	1B.1. Florida Alternate Assessment
Science Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The percentage of SMS Students scoring at levels 4, 5, and 6 in science on the Florida Alternate Assessment will increase by 13% (1).</i>	50% (3)	67% (4)					
			1B.2. Students need high levels of instructional support.	1B.2. Students receive paraprofessional assistance.	1B.2. SMS Administration ESE Teacher ESE Paraprofessionals	1B.2. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	1B.2. Florida Alternate Assessment

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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.			2.A.1. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction.	2.A.1. Monthly team data meetings with the principal.	2.A.1. Principal Core Academic Team	2.A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	2.A.1. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM
Science Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>SMS will increase the number of students scoring at Achievement Level 3 in math by 24% (28) which, in turn correlates with the school-wide goal of increasing the number of students scoring Achievement Level 3 and above by 10%.</i>	8% (28)	12% (42)					
	2.A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.						
	2.A.3. Classroom Management Strategies		2.A.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	2.A.3. SMS Administration Teacher PBS Committee FDLRS	2.A.3. Reduction of Referrals Observed Time on Task and Student Engagement FAIR Florida Achieves	2.A.3. Behavior Plans Observation Focus – Discipline Data Thinkgate STAR Reading/Math	
2.A.4. Limited use of high yield/research-based teaching strategies		2.A.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	2.A.4. SMS Administration Teachers Reading Coach District Instructional Coaches	2.A.4. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	2.A.4. Moodle Observation Thinkgate STAR Reading/Math FAIR Florida Achieves CIM Tests		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. Limited exposure to elective courses.	2B.1 FAA Students participate in the Exploratory Wheel courses in Art and Agriculture.	2B.1. SMS Administration ESE Teacher Elective Teachers	2B.1. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	2B.1. Florida Alternate Assessment
Science Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>The percentage of SMS Students scoring at or above Level 7 in science on the Florida Alternate Assessment will increase by 16% (1).</i>	17% (1)	33% (2)					
			2B.2. Students need high levels of instructional support.	2B.2. Students receive paraprofessional assistance.	2B.2. SMS Administration ESE Teacher ESE Paraprofessionals	2B.2. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	2B.2. Florida Alternate Assessment

End of Elementary and Middle School Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Content Specific Differentiation	6, 7, 8	FDLRS	School-Wide	October - May	Classroom Observations	SMS Administration
PBS	All	Assistant Principal, PBS Team members	PBS committee	Once a month	Discipline data, team follow up assignments	Assistant Principal
Classroom Management Training	All	Assistant Principal	School Wide	Pre-plan	Development of plans	Assistant Principal
Champs Training	All	HR Department	New Teachers	Summer 2012	HR	HR

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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.			1.A.1. Suwannee Middle School teachers are not accustomed to implementing data-driven instruction	1.A.1. Monthly team data meetings with the principal.	1.A.1. Principal Core Academic Team	1.A.1. Lesson Plans Classroom Observations Monitoring of School-wide Data	1.A.1. Moodle Observation Monthly Writing Prompt Data
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>SMS will increase the number of students scoring at Achievement Level 3.0 and higher in writing 22% (49) which, in turn correlates with the school-wide goal of increasing the number of students scoring Achievement Level 3.0 and above to the state average of 78%.</i>							
			1.A.2. Suwannee Middle School teachers are not proficient in differentiation of instruction.	1.A.2. Online professional development in differentiation.	1.A.2. SMS Administration FDLRS	1.A.2. Lesson Plans Classroom Observations Monitoring of School-wide Data	1.A.2. Moodle Observation Monthly Writing Prompt Data
			1.A.3. Classroom Management Strategies	1.A.3. Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	1.A.3. SMS Administration Teacher PBS Committee FDLRS	1.A.3. Reduction of Referrals Observed Time on Task and Student Engagement FAIR Florida Achieves	1.A.3. Behavior Plans Observation Focus – Discipline Data
			1.A.4. Limited use of high yield/research-based teaching strategies	1.A.4. Implementation of Marzano strategies. Cooperative learning and reciprocal teaching training.	1.A.4. SMS Administration Teachers Reading Coach District Instructional Coaches	1.A.4. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	1.A.4. Moodle Observation Monthly Writing Prompt Data

2012-2013 School Improvement Plan (SIP)-Form SIP-1

1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Limited exposure to elective courses.	1B.1 FAA Students participate in the Exploratory Wheel courses in Art and Agriculture.	1B.1. SMS Administration ESE Teacher Elective Teachers	1B.1. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	1B.1. Florida Alternate Assessment
Writing Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The percentage of SMS Students scoring at or above Level 4 in writing on the Florida Alternate Assessment will increase by 16% (1).</i>	67% (4)	83% (5)					
			1B.2. Students need high levels of instructional support.	1B.2. Students receive paraprofessional assistance.	1B.2. SMS Administration ESE Teacher ESE Paraprofessionals	1B.2. Observations Increased Student Performance Lesson Plans Monitoring of School-wide Data	1B.2. Florida Alternate Assessment

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Content Specific Differentiation	6, 7, 8	FDLRS	School-Wide	October - May	Classroom Observations	SMS Administration
PBS	All	Assistant Principal, PBS Team members	PBS committee	Once a month	Discipline data, team follow up assignments	Assistant Principal
Classroom Management Training	All	Assistant Principal	School Wide	Pre-plan	Development of plans	Assistant Principal
Champs Training	All	HR Department	New Teachers	Summer 2012	HR	HR

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal(s)

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

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			1.1 Lack of engaging instruction.	1.1 Training in differentiation. Training in Cooperative Learning and Reciprocal Teaching.	1.1 SMS Administration Teachers	1.1 Observation Evaluation of Attendance Data	1.1 Observation Focus SIS
<i>Attendance Goal #1:</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<i>SMS will increase the attendance rate to 95% or better for the 2012-2013 school year.</i>	93%	95%					
<i>SMS will decrease the number of students with 10 or more absences by 10%.</i>	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	366	329					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
			1.2. Lack of parental motivation.	1.2. Increase parental involvement through Watch Dog program. School contact when students are absent. SST Meetings – Truancy Procedures	1.2. SMS Administration Teachers Parents	1.2. Evaluation of Attendance Data	1.2. Focus SIS

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance 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
Content Specific Differentiation	6, 7, 8	FDLRS	School-Wide	October - May	Classroom Observations	SMS Administration
PBS	All	Assistant Principal, PBS Team members	PBS committee	Once a month	Discipline data, team follow up assignments	Assistant Principal
Classroom Management Training	All	Assistant Principal	School Wide	Pre-plan	Development of plans	Assistant Principal
Champs Training	All	HR Department	New Teachers	Summer 2012	HR	HR

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal(s)

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

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			1.1 Classroom Management Strategies	1.1 Development of core team classroom management plans. PBS Committee Development of individual student behavior plans.	1.1 SMS Administration Teacher PBS Committee FDLRS	1.1 Reduction of Referrals Observed Time on Task and Student Engagement FAIR Florida Achieves	1.1 Behavior Plans Observation Focus – Discipline Data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>SMS will reduce the number of days of ISS by 33%.</i>	634	425					
Suspension Goal #2:	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
<i>SMS will reduce the number of students in ISS by 30%.</i>	176	125					
Suspension Goal #3:	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
<i>SMS will reduce the number of days of OSS by 32%.</i>	518	350					
Suspension Goal #4:	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
<i>SMS will reduce the number of students in OSS by 24%.</i>	132	100					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension 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
PBS	All	Assistant Principal, PBS Team members	PBS committee	Once a month	Discipline data, team follow up assignments	Assistant Principal
Classroom Management Training	All	Assistant Principal	School Wide	Pre-plan	Development of plans	Assistant Principal
Champs Training	All	HR Department	New Teachers	Summer 2012	HR	HR

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, 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
STEM Goal #1: 100% of SMS Teachers will upload lesson plans using Moodle. Increase teacher implementation/use of technology in classroom instruction and communication.	1.1 Lack of technology skills.	1.1 Provide technical skills through professional development opportunities.	1.1 SMS Administration STEM Committee	1.1 Classroom Observations In-Service Documentation	1.1 Observation Moodle
	1.2. Lack of resources.	1.2. Form STEM Committee at SMS to help make faculty/staff aware of STEM resources available.	1.2. SMS Administration District STEM Committee	1.2. STEM Committee Minutes	1.2. Observation Moodle

STEM 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
Edmodo Training	All	Computer Teacher	School-Wide	Early Release	Following usage of Edmodo in the classroom	SMS Administration Computer Teacher

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, 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
<p><u>CTE Goal #1:</u></p> <p>Suwannee Middle School will support the Career and Technical Education classes at Suwannee High School by offering high school credit classes to promote their programs.</p>	<p>1.1 Lack of resources.</p>	<p>1.1 Purchase new textbooks and necessary resources for computer classes and agriculture classes.</p>	<p>1.1 SMS Administration District Office</p>	<p>1.1 The number of students earning high school credits in CTE courses.</p>	<p>1.1 Focus SIS</p>

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input checked="" type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.

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

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Describe the projected use of SAC funds.	Amount

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