

2009 – 2010

MODEL SCHOOL IMPROVEMENT PLAN

Guiding questions and additional information to be included are listed in blue-gray. Sample responses are included to help give schools an idea of expected responses.

School Name: Sunshine Middle School
District Name: Sunshine County Schools
Principal: Mr. Maurice Smith
SAC Chair: Ms. Samantha Healey
Superintendent: Mr. John Doe
Date of School Board Approval: August 26, 2009

VISION and MISSION STATEMENTS

- Include the school's vision and mission statement.
- A vision indicates what the school should ideally "look like" and what it is striving to achieve.
- A mission statement indicates what the school is charged to do or indicates its basic purpose for existing.

VISION: The Sunshine Middle School team joins the parents and community to assist all students regardless of background in achieving success in middle school, high school, postsecondary options, and life beyond.

MISSION: Sunshine Middle School prepares students with the academic skills, habits of mind, and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- Include background history of the school.

Sunshine Middle School is situated in a historically agricultural area of Sunshine County on 12.04 acres in the City of Sunlight. The school was first established in 1921 as Sunshine Senior High School and then designated as a junior high school in 1959. In 1980, it was converted into a middle school. Several of the original buildings were replaced in 1983. The campus has a unique style, with a courtyard surrounded by several freestanding buildings. Twelve portable classrooms add additional instructional space to the school. Last year over one hundred safety-to-life concerns were addressed at the school including replacing light fixtures and ceiling tiles, and refurbishing the auditorium. In addition, the school embarked on a beautification process which included replacing the marquee façade, creating an outside mural, and upgrading the landscaping at the school's entrance. The school's beautification process will continue with the creation of a Beautification Committee that has agreed to coordinate the painting of murals in the cafeteria and auditorium, repaint the mural outside the Media Center; and construct a fountain in the courtyard.

Unique School Strengths for Next Year

- Describe unique strengths of the school for the upcoming year (describe new initiatives, awards achieved by the school, administration, faculty, and/or staff).

After earning a school record high of 512 accountability points on the 2009 FCAT and demonstrating increases in each of the eight accountability areas, which raised the school grade to a high "B" from a "D," Sunshine Middle School enters the next school year with renewed confidence to earn the additional 13 points to achieve an "A." In addition to its improved FCAT scores, Sunshine Middle School led all schools in the district in most improved attendance with an increase of 2.41%. The school also reduced its suspension rate from 556 days to 197 days. This accomplishment led the school to be named a model school for "Positive Behavior Support" for its progressive approach to student discipline.

The school's principal, assistant principal, and lead teacher successfully completed the requirements of the District Leadership Initiative. The program honed the leadership skills of each of the participants and culminated with an

internship opportunity. Both the assistant principal and lead teacher are now eligible to assume a leadership position at the next administrative level. Participation in the program also enabled the assistant principal to spend a week at New York University to attend professional development.

The school's other assistant principal was accepted to the District's Principal Preparation Program (PPP) and will participate in professional development sessions throughout the year.

Unique School Weaknesses for Next Year

- Describe unique weaknesses of the school for the upcoming year (e.g. the loss of the principal, assistant principals, budget cuts, drop in enrollment).

Due to its academic success, Sunshine Middle School will lose its two Title II positions, which enabled teachers to be released from classroom duties in order to provide the faculty with strategic professional development and coaching. Although adjustments have been made to retain a math and science coach full-time, and a reading coach through the Title I allocation, the school will no longer have a writing coach. Last year, this individual served as a professional development liaison, data analyst, and test coordinator in addition to assisting teachers and students with the writing process. In addition to losing its writing coach position, the school will also be required to share its State allocated reading coach with another middle school. This will limit the school's ability to continue providing content area teachers with coaching on infusing the reading benchmarks across the curriculum. Finally, due to a drop in student enrollment, the school will also lose one of its assistant principals.

The school continues to lose students to neighboring charter schools and due to the slowing economy, many immigrant families are returning to their homelands. As a result, the school will receive less funding for resources and may need to surplus promising teachers who joined the faculty last year.

Budget cuts may also jeopardize the school's ability to create an alternative to suspension option through its Saturday School program.

Student Demographics

- Describe the community of students the school serves. Include specific demographic backgrounds of students that include race/ethnicity, ESE, ELL, and Free and Reduced Priced Lunch Percentage.

Sunshine Middle School serves a multi-ethnic school population that consists of 930 students from a predominantly economically disadvantaged community. 65% of students are Hispanic, 25% are Black, 8% are White, and 2% are American Indian, Asian, or multi-racial. Economically disadvantaged students account for 84% of the population. Additionally, 11% of students are Students with Disabilities (SWD), 7% are classified as English Language Learners (ELL), and nearly 9% of students are gifted.

Student Attendance Rates

- Discuss the school's attendance rate over the past three years and the district's average.

Sunshine Middle School led all district schools in the overall increase in attendance for the 2008-2009 school year with a 2.41% increase (96.13% from 93.72%). This achievement significantly outpaced the district's (.42%) increase in attendance. Sunshine Middle has exceeded the growth of the district over the years: Sunshine Middle School, 2006-2007: 91.92%; 2007-2008: 93.72%; 2008-2009: 96.13%; Sunshine District 2006-2007: 94.11%; 2007-2008: 94.86%; 2008-2009: 95.38%.

Student Mobility

- Discuss the mobility rate of students.

The mobility rate of the school is 33%. This mobility comes predominantly from our migrant population.

Student Suspension Rates

- Discuss the school's in-school and out-of-school suspension rate over the past three years.

2006-2007: In-school 314, Out-of-school 41; 2007-2008: In-school 300, Out-of-school 34; 2008-2009: In-school 251, Out-of-school 22. The suspension rates have decreased over the past three years.

Student Retention Rates

- Discuss the retention rate of students.

The retention rate decreased two percentage points from eight percent during the previous year. The District's retention rate is currently six percent.

Class Size

- Discuss class size by grade level and subject area. Include ESE and ESOL classes.

A point has been made to reduce class sizes in all subject areas and across grade levels to reduce discipline problems and strengthen the one-on-one relationship between students and teachers. The average class size in general education classrooms is: 6th Grade: 20.83 students; 7th Grade: 21.83 students; 8th Grade: 21.07 students. The teacher to student ratio in general education classrooms is: 6th Grade: 1 teacher to 17.85 students; 7th Grade: 1 teacher to 16.66 students; 8th Grade: 1 teacher to 17.50 students. The average class size in inclusion classrooms is: 6th Grade: 13 students; 7th Grade: 25.37 students; 8th Grade: 21.87 students. The teacher to student ratio in SWD education classrooms is: Varying Exceptionalities: 6th Grade: 1 teacher to 18 students; 7th Grade: 1 teacher to 20 students; 8th Grade: 1 teacher to 27 students; Emotional Behavior Disorders: 1 teacher to 6 students (although multi-graded); Mentally Handicapped: 1 to 9 (although multi-graded).

Academic Performance of Feeder Pattern

- Describe the academic performance of schools in the feeder pattern. Include school grades, AYP status, and DA status if applicable.

The elementary schools that feed into Sunshine Middle School improved their FCAT school grades. Flamingo Elementary, a Correct II school, increased its grade from an "F" to a "C" and Derby City Elementary, a Prevent I school, increased its grade from a "C" to a "B". AYP status also increased at both schools. Flamingo Elementary increased from 64% to 82% AYP and Derby City Elementary increased from 89% AYP to 95% AYP. In both schools ELL failed to make AYP in reading and math. Apple Elementary, the other feeder elementary school, fell from a "B" to a "C." Apple's AYP status fell from 85% to 79%. SWD failed to make AYP in math and reading, Black students failed to make AYP in math, and Hispanic and ELL students failed to make AYP in reading. Apple Elementary is a Prevent II school. The high school in the school's feeder pattern, South Derby Senior, also improved its school grade from an "F" to a "D" and opened a new state-of-the-art building at the end of the school year. South Derby's AYP status improved from 59% to 64%, and the school is a Correct II school. Hispanic, FRPL, ELL, and SWD did not make AYP in reading. ELL and SWD did not make AYP in math.

Partnerships and Grants

- List and describe partnerships with local businesses or the community and grants that the school has received.

The school will continue its strong partnership with International University through its Excellence Grant, which provides a number of additional resources, including tutors, supplies, and academic materials to enhance the curriculum.

A grant was acquired through the People's Trust that will allow 40 incoming sixth graders in pre-International Baccalaureate (IB) to participate in after-school tutoring for reading and physical education activities three days a week for two hours.

Sunshine Middle School will also create a full-time clinic for all students. The clinic is part of the District's "Relate Schools" initiative, which provides a part-time registered nurse, a full-time nurse's assistant, and a part-time social worker.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP).

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, and AYP information along with the associated school year)
Principal	Mr. Maurice Smith	BA- Elementary Education, University of Florida; Master of Science- Educational Leadership, University of Miami; Principal Certification- State of Florida	2	7	Principal of Sunshine MS in 2008-2009: Grade: B, Reading Mastery: 55%, Math mastery: 46%, Science Mastery: 37%. AYP: 85%, ELL and SWD did not make AYP in math. Hispanic, FRPL, ELL, and SWD did not make AYP in reading. 2007-2008: Grade: D, Reading Mastery 50%, Math Mastery 44%, Science Mastery 20%. AYP 67%, Only White subgroup made AYP in reading and math. Principal at Manatee Middle: 2006-2007: Grade A, Reading Mastery: 59%, Math Mastery 55%. AYP: 82%, Black, ELL, SWD did not make AYP. 2005-2006: Grade B, Reading Mastery 49%, Math Mastery 51%. AYP: 80%, SWD and ELL did not make AYP. Black and FRPL did not make AYP in math. 2004-2005: AP of Manatee Middle: Grade: B, Reading Mastery 47%, Math mastery 52%. AYP: 93%, Only SWD did not make AYP.
Assistant Principal	Ms. Nola Rodriguez	BS- Elementary Education, Nova Southeastern; Master of Science- Reading, Ouachita Baptist University; Certification- Educational Leadership, State of Florida	5	5	AP of Sunshine MS in 2008-2009: Grade: B, Reading Mastery: 55%, Math mastery: 46%, Science Mastery: 37%. AYP: 85%, ELL and SWD did not make AYP in math. Hispanic, FRPL, ELL, and SWD did not make AYP in reading. 2007-2008: Grade: D, Reading Mastery 50%, Math Mastery 44%, Science Mastery 20%. AYP 67%, Only White subgroup made AYP in reading and math. 2006-2007: Grade B, Reading Mastery 44%, Math Mastery 42%. AYP: 64%, Only White subgroup made AYP in reading and math. 2005-2006: Grade C, Reading Mastery 34%, Math Mastery 39%. AYP: 60%, Only White subgroup made AYP in reading

					and math. 2004-2005: Grade C, Reading Mastery 38%, Math Mastery 36%. AYP: 63% Only White subgroup made AYP in reading and math.
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HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as a coach, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance and Adequate Yearly Progress (AYP). 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 a Coach	Prior Performance Record (including prior School Grades, FCAT, and AYP information along with the associated school year)
Reading	Melba Roberts	Professional Educator's: Early Childhood Ed. Nursery – Kindergarten Elementary Ed. 1-6 Reading K-12	7	2	2008-2009: Grade B. Reading Mastery: 55%, Learning Gains: 50%, Lowest 25% Gains: 62%. Hispanic, FRPL, ELL, and SWD did not make AYP in reading. White and Total subgroups made AYP in reading. 2007-2008: Grade D. Reading Mastery: 50%, Learning Gains: 52%, Lowest 25% Gains: 58%. Only White subgroup made AYP in reading.
Mathematics	Mark Peterson	Professional Educator's: Elementary Ed. 1-6 Middle Grades Integrated Curriculum 5-9	5	2	2008-2009: Grade B. Math Mastery: 46%, Learning Gains: 50%, Lowest 25% Gains: 37%. ELL and SWD did not make AYP in math. 2007-2008: Grade D. Math Mastery: 44%, Learning Gains: 48%, Lowest 25% Gains: 38%. Only White subgroup made AYP in math.
Science	Gloria Jimenez	Professional Educator's: General Science 5-9 Exceptional Student Education K-12	4	1	2008-2009: Grade B. Science Mastery: 37%.

HIGHLY QUALIFIED TEACHERS

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Principal	Principal	On-going	
2. Partnering new teachers with veteran staff	Assistant Principal	On-going	
3. College campus Job Fairs and e-recruiting at Universities	Guidance Counselor	April 2010	
4. Soliciting referrals from current employees	Principal	N/A	Referral box in main office; however announcement will be made at September, December, and March faculty meetings

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Chris Drake	Temporary Educator's	ELL	Mr. Drake is part of the Alternative Professional Preparation program and has completed the General Knowledge Portion of the Teacher Certification Exam. Mr. Drake is partnered with Ms. Martin, who has been teaching for 14 years, and she is assisting Mr. Drake in preparing for other portions of the certification test.
Tasha Lake	Temporary Educator's	6 th Grade Language Arts	Ms. Lake is registered to take a final course for certification this spring. Ms. Lake is partnered with Mr. Brown, who has been teaching Language Arts at Sunshine for 5 years.
Carmen Long	Professional Educator's: Mathematics 5-9	7 th Grade Science	Ms. Long has been given an out-of-field waiver and is registered to take courses to complete science certification in the spring. Ms. Long is partnered with Mr. Wimberley, Science Chair.
Valarie Peters	Professional Educator's: Elementary Education	7 th and 8 th Grade Language Arts	Ms. Peters is preparing to take additional tests for further certification. Ms. Peters is partnered with Ms. Garcia, who is Nationally Board Certified.
Cecilia Riviera	Professional Educator's: Early Childhood Education	6 th Grade Reading	Ms. Riviera has completed three of the Reading Endorsement classes. She is registered to take another Reading Endorsement class this fall. Ms. Riviera is partnered with Ms. Alvara, who has been teaching reading for 7 years.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course:

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
68	1	40	29	30	23	91	19	13	22

Teacher Mentoring Program

Please describe the school's teacher mentoring program for new and struggling teachers 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
Maria Quo	Ansley Lake (Science)	Ms. Lake's students have shown below average performance levels in Science Achievement. Ms. Quo's students have shown improvement by scoring at high performance levels in Science Achievement.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.
Laura Berris	Jonathon Perez - (Social Studies)	Mr. Perez has not previously incorporated reading strategies into social studies. Ms. Berris is Nationally Board Certified, and has completed the IB training.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The Reading Coach is also modeling lessons using reading and writing strategies to teach social studies concepts.
Maureen Thompson	Lena Gooden (Language Arts)	Ms. Gooden is a first year teacher. Ms. Thompson's students have shown improvement in reading achievement as reflected by the FCAT reading learning gains and by scoring at high performance levels.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.

ADDITIONAL REQUIREMENTS

Coordination and Integration (for 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, Part A	Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant	Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D	District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II	District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Sunshine Middle are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker.
Title III	Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title IV	Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.
Title X- Homeless	District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)	SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.
Violence Prevention Programs	The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.
Nutrition Programs	
N/A	
Housing Programs	
N/A	
Head Start	

N/A
Adult Education
N/A
Career and Technical Education
Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12.
Job Training
A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.
Other
N/A

Response to Instruction/Intervention (Rtl)

School-based Rtl Team

Identify the school-based Rtl Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based Rtl Leadership Team functions (e.g. meeting processes and roles/functions).

- Explain when the team will meet and what the focus of the meetings will be.

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan.

- Explain how the Rtl Leadership Team contributed to the development of the SIP.

The Rtl Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Rtl Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), DIBELS, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, AIMS web, FCAT

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on Rtl.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "Rtl: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/Rtl" and "Rtl: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

The Rtl team will also evaluate additional staff PD needs during the weekly Rtl Leadership Team meetings.

School Wide Florida's Continuous Improvement Model

Describe the continuous school improvement model at your school. Please describe the following:

PLAN
Data Disaggregation 2008-2009 FCAT Data
<i>What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?</i>
<p>Strengths: Across all grade levels, students are performing at district and state averages in Geometry content. 93% of students meet standards in writing. The number of students below grade level in math and reading has decreased.</p> <p>Weaknesses: Across all grade levels, the lowest content area in math is measurement. Grade 8 scores well in number sense, while grades 6 and 7 score lower. In grades 6 and 7, student scores in main idea/purpose content dropped about 7% from last year.</p>
Instructional Calendar Development
<i>What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?</i>
<ul style="list-style-type: none"> • <i>When were the Instructional Focus Calendars (IFCs) created?</i> The IFCs were created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test. • <i>Was data used to develop the IFCs?</i> The 2009 FCAT results were utilized to develop the IFCs. Data results from the September Pre-Test, and December Mid-Term Test will also be utilized. • <i>Were teachers included in the development of the IFCs?</i> Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction. • <i>How were Benchmarks selected?</i> Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results. • <i>How was the duration of instruction selected for each Benchmark?</i> The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting. • <i>How will the administration ensure the IFCs are used by all teachers?</i> Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation. • <i>How will assistance be provided to teachers who struggle implementing the IFCs?</i> Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.
<i>Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?</i>
<ul style="list-style-type: none"> • <i>The explanation should be divided by subject area.</i> Reading: Main Idea/Purpose was the least proficient strand and will be given priority focus. Writing: Organization was the least proficient strand and will be given priority focus. Mathematics: Number Sense was the least proficient strand and will be given priority focus. Science: Scientific Thinking was the least proficient strand and will be given priority focus.
<i>What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?</i>

<ul style="list-style-type: none"> Were the learning gains of teachers analyzed to determine which teachers should teach certain students? <p>Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again.</p> <ul style="list-style-type: none"> Are the most effective teachers instructing the weakest students? <p>An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.</p>
<p><i>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</i></p> <ul style="list-style-type: none"> Explain elective courses that are offered to students for future employment or job skill training. <p>The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships.</p> <ul style="list-style-type: none"> Explain school-wide instructional initiatives or programmatic initiatives that ensure content relates to students' everyday experiences. <p>A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.</p>
<p><i>How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?</i></p> <ul style="list-style-type: none"> Describe the courses that are offered to students outside the core and required curriculum. <p>The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships.</p> <ul style="list-style-type: none"> How are students encouraged to select these classes? <p>Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection.</p> <ul style="list-style-type: none"> How do students select elective courses? <p>After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.</p>
DO
Direct the Instructional Focus
<p><i>How are lesson plans and instructional delivery aligned across grade levels and subject areas?</i></p> <ul style="list-style-type: none"> Did grade level teachers work together to create the IFCs? <p>Grade level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.</p> <ul style="list-style-type: none"> Will grade level teachers meet throughout the school year to share best practices and resources when implementing the IFCs? <p>Teachers will meet weekly for grade level meetings and will meet monthly during Professional Learning Communities to share best practices and resources.</p>
<p><i>How are instructional focus lessons developed and delivered?</i></p> <ul style="list-style-type: none"> How were instructional focus lessons developed? <p>Focus lessons were provided by the instructional coaches for each subject area based on a review of previous assessments where students were struggling.</p> <ul style="list-style-type: none"> How was it determined which lessons will be used? <p>The focus lessons selected by the instructional coaches are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.</p> <ul style="list-style-type: none"> When will the lessons be taught during the instructional period (beginning of the class, end of the class)? <p>The 5 to 10-minute focus lessons will be taught at the beginning of each class period.</p> <ul style="list-style-type: none"> Who will teach the focus lesson (content area teachers only)? <p>Reading, math, and science teachers will teach the focus lesson that correlates with their subject area. In the future, depending on need, elective and social studies teachers may also teach focus lessons.</p>
<p><i>How will instructional focus lessons be revised and monitored?</i></p> <ul style="list-style-type: none"> What will determine if the focus lessons need to be revised? <p>Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.</p>

<ul style="list-style-type: none"> How will teachers and administrators ensure that the focus lessons are effective? <p>Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.</p>
CHECK
Assessment
<i>Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.</i>
<ul style="list-style-type: none"> What is the assessment used to determine student comprehension, based on the IFCs? <p>Mini-assessments based on the focus lessons will be administered.</p> <ul style="list-style-type: none"> How many questions will be used for each Benchmark? <p>Ten questions per Benchmark will be utilized for assessment purposes.</p> <ul style="list-style-type: none"> How often will the assessments be administered? <p>The assessments will be administered on a monthly basis.</p>
<i>How are assessments used to identify students reaching mastery and those not reaching mastery?</i>
<ul style="list-style-type: none"> What will mastery be set at for the assessments? Explain the rationale for this decision. <p>Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.</p> <ul style="list-style-type: none"> How will the assessment results be used to redirect the IFCs and focus lessons? <p>The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.</p> <ul style="list-style-type: none"> How will teachers differentiate their instruction based on assessment results? <p>Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.</p>
Maintenance
<i>How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?</i>
<ul style="list-style-type: none"> How will teachers differentiate their instruction for students who are performing at mastery levels? <p>Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.</p>
<i>Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.</i>
<ul style="list-style-type: none"> When and how often will teachers meet to review assessment data (formative and summative) by content area and grade level? <p>Teachers will meet weekly. The meetings will alternate each week as follows: one week the teachers will meet by grade level and the following week they will meet by content area. This rotation will continue throughout the year.</p> <ul style="list-style-type: none"> How will these meetings be facilitated and documented? <p>The meeting will be facilitated by the subject area coach, the team leader, and/or the department chairperson. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.</p>
Monitoring
<i>Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.</i>
<ul style="list-style-type: none"> How will the Principal and Leadership Team ensure that data analysis of assessment results is being used to differentiate instruction based on students' academic needs? <p>The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.</p>

<ul style="list-style-type: none"> • What role will instructional coaches play with the IFCs and focus lessons? <p>The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.</p>
ACT
Supplemental and Intensive Instruction/Interventions
<i>Identify the core, supplemental, and intensive instruction and interventions.</i>
<i>How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?</i>
<ul style="list-style-type: none"> • What materials or instructional strategies will be used to re-teach non-mastered target areas? <p>Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. SuccessMaker), in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.</p>
<i>How does the school identify staff's professional development needs to improve their instructional strategies?</i>
<ul style="list-style-type: none"> • Data analysis? Administrative walkthroughs? Teacher requests? <p>Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.</p>
<i>Which students will be targeted for supplemental and intensive instruction/interventions?</i>
<ul style="list-style-type: none"> • How will it be determined which students receive supplemental and intensive instruction/interventions? <p>As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.</p> <ul style="list-style-type: none"> • Will students not making mastery be offered after-school assistance (e.g. Supplemental Educational Services (SES)) or be assisted during the regular schedule? <p>Students not making mastery will be offered after-school assistance via SES, as well as assistance during the regular school day from instructional coaches, and personnel hired to provide tutorial services.</p>
<i>How will the effectiveness of the interventions be measured throughout the year?</i>
<ul style="list-style-type: none"> • How will it be determined if the interventions applied to students not making mastery are successful? <p>All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.</p>
Enrichment
<i>Describe alternative instructional delivery methods to support acceleration and enrichment activities.</i>
<ul style="list-style-type: none"> • What courses or instructional programs are offered to students who exceed mastery levels? <p>Students who typically exceed mastery levels participate in the school's gifted or pre-IB program. Students also enroll in elective classes that include art or foreign language.</p>
<i>Describe how students are identified for enrichment strategies.</i>
<ul style="list-style-type: none"> • What assessments are used to determine which students are placed in higher level courses and academic programs? <p>FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.</p> <ul style="list-style-type: none"> • Do students and parents have input in this process? <p>Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.</p>

Professional Learning Communities

Describe the school's use of Professional Learning Communities as a vehicle for maintaining and improving the instructional focus. Include the following:

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
<ul style="list-style-type: none"> Describe how the team is configured. Each team should be described in this section (i.e. grade level, content area). 	<ul style="list-style-type: none"> Who will create and facilitate the agenda for these meetings? 	<ul style="list-style-type: none"> How often will the team meet? 	<ul style="list-style-type: none"> When will the team meet (e.g. Mondays, after-school, common planning)? 	<ul style="list-style-type: none"> What activities will the team participate in?
6 th , 7 th and 8 th grade reading teachers, reading coach, ESE teachers and ESOL teacher.	Kathy Blake, Reading Department Head	Weekly	Tuesdays during common planning time.	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
6 th , 7 th and 8 th grade math teachers, math coach and technology specialist.	John Smith, Math Coach	Weekly	Tuesdays during common planning time.	Analyze the effectiveness of the Math FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
6 th , 7 th and 8 th grade science teachers and gifted teacher.	Scott Houser, Science Department Head	Weekly	Tuesdays during common planning time.	Analyze the effectiveness of the Science FCIM calendars, focus lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
Each content area team	Susan Greenlee, Lead Teacher	Monthly	Last Wednesday of the month during all common planning times.	Lesson Study centered on planning with and utilizing the research-based lesson delivery model.
Each grade level team	Maurice Smith, Principal and Nola Rodriguez, Assistant Principal	Monthly	6 th grade: First Wednesday of the month after school; 7 th grade: Second Wednesday of the month after school; 8 th grade: Third Wednesday of the month after school.	Data analysis of common assessments and FCIM mini-assessment results.

NCLB Public School Choice (for Title I schools only)

Notification of School in Need of Improvement (SINI) Status

Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification

Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification

Attach a copy of the SES Notification to Parents

Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

At Sunshine Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding prosocial behavior, self-regulation, self-concept, and self-efficacy.

Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Sunshine High School's percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course, and completed a Dual Enrollment (DE) math course were all below the district averages. Many of these areas are above the state average, but Sunshine is focused on creating a greater emphasis on math preparedness. We will also encourage students to take AP, IB, or DE classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Use the "needs assessment" above the section to guide your determination of the areas that need to be improved.	The objective must be aligned with the area that needs to improve based on the needs assessment. This is where you identify your measurable goal in the area that must improve.	1. Define the action step(s) that the school will implement to ensure the objective is met.	1. Identify the person who will be responsible to ensure the action step is implemented.	1. Describe the process that will be used to determine if the action step is effective.	1. Describe/Name the assessment tool.
		2.	2.	2.	2.
		3.	3.	3.	3.
In grades 6-8, 55% of students achieved mastery on the 2009 administration of the FCAT Reading Test.	In grades 6-8, 72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	1. The school will implement the new FAIR assessments to monitor student progress.	1. Principal and the Reading Coach	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
		2. Include higher-order questions in lesson plans.	2. Principal and the Reading Coach	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
		3. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	3. Reading Coach, Language Arts Chair	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through FAIR assessments.
In grades 6-8, 50% of students achieved learning gains on the 2009 administration of the FCAT Reading Test.	In grades 6-8, 68% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	1. Student Achievement Chats will be conducted with all students following FAIR assessments.	1. Principal, Reading Coach	1. Administrators will review log for Student Achievement Chats during walkthroughs.	1. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
		2. Social studies teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	2. Principal, Reading Coach, and Social Studies Teachers	2. When visiting social studies classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks in social	2. FAIR assessments will be disaggregated by social studies teachers to determine the effectiveness of reading benchmark instruction in social studies.

				studies.	
Based on the 2009 FCAT Reading data, 20% of Students With Disabilities (SWD) in 6th grade scored at or above Level 3.	Increase the percent of SWD in 6th grade scoring at or above a Level 3 from 20% to 72% on the 2010 FCAT Reading.	1. Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block.	1. Reading Coach	1. Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	1. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
		2. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	2. Reading Coach	2. Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	2. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
		3. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	3. Rtl Team/Case Manager	3. Student progress is assessed using FAIR OPM every 20 days and/or DIBELS data bi-weekly for all students receiving Tier 3 targeted intervention. Adequate progress is determined by comparing student's trendline to aimline.	3. FAIR OPM data and DIBELS data when appropriate will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
<ul style="list-style-type: none"> List each objective that will require PD. 	<ul style="list-style-type: none"> What will be the focus of the PD? 	<ul style="list-style-type: none"> Who will provide the training? 	<ul style="list-style-type: none"> When will the training take place? 	<ul style="list-style-type: none"> How will the school determine if the PD is being used in the classroom and is effective? 	<ul style="list-style-type: none"> Who is responsible to ensure that the strategies from the PD are implemented in the classroom?
In grades 6-8 , 72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective Implementation of the Instructional Focus Calendar	Reading Coach	August 2009	Lesson Plans Classroom Visits	Principal, Reading Coach

In grades 6-8, 68% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Effective use of the Reading Coach's time.	District Language Arts Supervisor	August-September 2009	The coach's weekly log will be shared with the Principal and Reading Coach	Principal, Reading Coach District Language Arts Supervisor
Increase the percent of SWD in 6th grade scoring at or above a Level 3 from 20% to 72% on the 2010 FCAT Reading.	"Think-Pair-Share"	Reading Coach	September 2009	Focused walkthroughs with Principal and Reading Coach to observe the frequency and effectiveness of "Think-Pair-Share" activities.	Principal, Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher
<ul style="list-style-type: none"> Describe the strategies to encourage and ensure all teachers in all content areas are using literacy strategies. <p>On a bi-weekly basis, the Reading Coaches will review an activity from the "Lessons Learned" book to build the knowledge base of all teachers. Instructional Focus Calendars will also be used in social studies that will be aligned with the reading instructional focus. The school will participate in a comprehensive reading block where every teacher will teach a school-wide novel and vocabulary.</p>

Budget			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
In grades 6-8, 68% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Read 180	District Funds	10,000
			Total: \$ 10,000
Technology			
Objective	Description of Resources	Funding Source	Available Amount
In grades 6-8, 72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Smart Boards	Title I	7,000
			Total: \$ 7,000
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
In grades 6-8, 72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Development of Reading, Language Arts, and Social Studies Instructional Focus Calendars- Stipends for Summer Development	Title I	8,000
			Total: \$ 8,000
Other			
Objective	Description of Resources	Funding Source	Available Amount
In grades 6-8, 72% of the students will achieve mastery for	Social Studies Trade Books to Replenish	SAC	2,500

reading on the 2010 FCAT Reading Test.	Classroom Libraries		
			Total: \$ 2,500

End of Reading Goal

Mathematics Goal

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Use the "needs assessment" above the section to guide your determination of the areas that need to be improved.	The objective must be aligned with the area that needs to improve based on the needs assessment. This is where you identify your measurable goal in the area that must improve.	1. Define the action step(s) that the school will implement to ensure the objective is met.	1. Identify the person who will be responsible to ensure the action step is implemented.	1. Describe the process that will be used to determine if the action step is effective.	1. Describe/Name the assessment tool.
		2.	2.	2.	2.
		3.	3.	3.	3.
In grades 6-8, 46% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test.	In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment.	1. Principal, Mathematics Coach	1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1. Reports generated from walkthroughs.
		2. Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.	2. Principal, Mathematics Coach	2. Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	2. Progress of all students on assessment.
In grades 6-8, 23% of Students With Disabilities achieved mastery on the 2009 administration of the FCAT Mathematics Test.	In grades 6-8, 74% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	1. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	1. Principal, Mathematics Coach	1. Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	1. Progress of students on assessments.
		2. Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	2. Principal, Mathematics Coach	2. Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	2. Increased achievement between assessments.

Based on the 2009 FCAT Mathematics data, 37% of the bottom quartile showed learning gains.	75% or more of the bottom quartile will make learning gains on the 2010 Mathematics FCAT.	1. <i>Tier 1</i> : Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks.	1. Mathematics Coach	1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	1. Common assessments tied to Next Generation Math Standards administered weekly.
		2. <i>Tier 2</i> : Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	2. Mathematics Coach	2. Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment).	2. Common assessments tied to Next Generation Math Standards administered weekly.
		3. <i>Tier 3</i> : Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	3. Rtl Team	3. Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark (75% on common assessment).	3. Common assessments tied to Next Generation Math Standards administered weekly.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
<ul style="list-style-type: none"> List each objective that will require PD. 	<ul style="list-style-type: none"> What will be the focus of the PD? 	<ul style="list-style-type: none"> Who will provide the training? 	<ul style="list-style-type: none"> When will the training take place? 	<ul style="list-style-type: none"> How will the school determine if the PD is being used in the classroom and is effective? 	<ul style="list-style-type: none"> Who is responsible to ensure that the strategies from the PD are implemented in the classroom?
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the	Effective Implementation of the Instructional Focus Calendar	Mathematics Coach	August 2009	Modeling of Lessons Classroom Visits	Principal, Mathematics Coach

FCAT Mathematics Test.					
In grades 6-8, 74% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective Use of Manipulatives and Hands-On Activities	Mathematics Coach	September 2009	Observation of center use and documentation in lesson plans	Principal, Mathematics Coach
75% or more of the bottom quartile will make learning gains on the 2010 Mathematics FCAT.	Differentiated Instruction	District Mathematics Supervisor	All mathematics teachers will participate in differentiated instruction training by October, 2009.	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training in using evidence-based instruction/ interventions within the mathematics blocks.	District Mathematics Supervisor, Principal, and Mathematics Coach are responsible for monitoring the use of differentiated instruction in mathematics blocks.

Budget			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
In grades 6-8, 74% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Manipulatives and Various Math supplies	Title I	5,000
			Total: \$ 5,000
Technology			
Objective	Description of Resources	Funding Source	Available Amount
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Compass Learning	District	2,000
			Total: \$ 2,000
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Temporary Coverage for Professional Development	Title II	2,000
			Total: \$ 2,000
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Mathematics Goal

Science Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Use the "needs assessment" above the section to guide your determination of the areas that need to be improved.	The objective must be aligned with the area that needs to improve based on the needs assessment. This is where you identify your measurable goal in the area that must improve.	1. Define the action step(s) that the school will implement to ensure the objective is met.	1. Identify the person who will be responsible to ensure the action step is implemented.	1. Describe the process that will be used to determine if the action step is effective.	1. Describe/Name the assessment tool.
		2.	2.	2.	2.
		3.	3.	3.	3.
Based on 2009, FCAT Science data, 37% of students achieved level three and above.	Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	1. Utilize hands-on laboratory experiments three times per week using the 5E model, science stations.	1. Principal and Science Coach	1. The created lab schedule will be implemented with fidelity and monitored by the Principal.	1. Improvement on the science mini-assessments.
		2. Provide real-world science experiences and engaging activities.	2. Principal and Science Coach	2. Teachers will require students to read a National Geographic article twice a week for homework. Homework log will be reviewed consistently by Coach and Principal.	2. Improvement on the science mini-assessments.
Based on the 2009 FCAT Science data, 37% of 8 th grade students scored at a Level 3 or above.	Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	1. <i>Tier 1</i> : All students will complete hands-on lab activities weekly and use a common lab report format to document hands-on investigations.	1. Teachers and Science Department Chair	1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	1. Common assessments tied to Florida Science Standards administered weekly.
		2. <i>Tier 2</i> : Students not responding adequately to core instruction will be provided supplemental, small group science instruction twice per week for 30 minutes during homeroom period or before/after school tutorial sessions.	2. Science Department Chair	2. Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment).	2. Common assessments tied to Florida Science Standards administered weekly.
		3. <i>Tier 3</i> : Students not responding to core plus supplemental instruction will	3. Rtl Team/Case Manager	3. Grade-level teams will review results of common assessment data bi-weekly to determine progress	3. Common assessments tied to Florida Science Standards administered weekly.

		receive targeted intervention developed through the use of the problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.		toward benchmark (75% on common assessment).	
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Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
<ul style="list-style-type: none"> List each objective that will require PD. 	<ul style="list-style-type: none"> What will be the focus of the PD? 	<ul style="list-style-type: none"> Who will provide the training? 	<ul style="list-style-type: none"> When will the training take place? 	<ul style="list-style-type: none"> How will the school determine if the PD is being used in the classroom and is effective? 	<ul style="list-style-type: none"> Who is responsible to ensure that the strategies from the PD are implemented in the classroom?
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Florida's Continuous Improvement Model Training	DOE Specialist	August 2009	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed	Principal, Science Coach
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Effective Instruction in Science using 5 E Model	District Science Specialist	September 2009	Assistant Principal will attend the training and ensure strategies are implemented	Assistant Principal

Budget			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	National Geographic science set	Title I	2,000
			Total: \$ 2,000
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	GLOBE instrument kits	Excellence Grant	2,500
			Total: \$ 2,500
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount

Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Temporary Coverage for Professional Development	District	1,500
			Total: \$ 1,500
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Science Goal

Writing Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or decrease? What is the percent change?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Use the "needs assessment" above the section to guide your determination of the areas that need to be improved.	The objective must be aligned with the area that needs to improve based on the needs assessment. This is where you identify your measurable goal in the area that must improve.	1. Define the action step(s) that the school will implement to ensure the objective is met.	1. Identify the person who will be responsible to ensure the action step is implemented.	1. Describe the process that will be used to determine if the action step is effective.	1. Describe/Name the assessment tool.
		2.	2.	2.	2.
		3.	3.	3.	3.
On the 2009 administration of the FCAT Writing Test, 93% of the students in 8 th grade scored level 3.5 or above in writing.	On the 2010 administration of the FCAT Writing Test, 95% of the 8 th grade students will achieve a 3.5 or above.	1. Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	1. Principal, Reading Coach	1. A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	1. Progress between the Pretest Prompt and Mid-year Prompt.
		2. The revision and editing process will be explicitly taught and seen in student writing drafts.	2. Reading Coach, Principal	2. Administration will monitor revision and editing process by reviewing student drafts.	2. Progress between the Pretest Prompt and Mid-year Prompt.
Based on the 2009 FCAT Writes data, 93% of students scored at or above proficiency.	On the 2010 administration of the FCAT Writing Test, 95% of the 8 th grade students will achieve a 3.5 or above.	1. <i>Tier 1:</i> Students use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth	1. Principal and Reading Coach	1. Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once	1. Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.

		across time.		every 6 weeks by comparing writing trend data to expected rate of growth (aimline).	
		2. <i>Tier 1</i> : The revision and editing process is explicitly taught and seen in student writing drafts.	2. Principal and Reading Coach	2. Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 6 weeks by comparing writing trend data to expected rate of growth (aimline).	2. Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.
		1. <i>Tier 1</i> : Students use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	1. Principal and Writing Coach	1. Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 6 weeks by comparing writing trend data to expected rate of growth (aimline).	1. Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
<ul style="list-style-type: none"> List each objective that will require PD. 	<ul style="list-style-type: none"> What will be the focus of the PD? 	<ul style="list-style-type: none"> Who will provide the training? 	<ul style="list-style-type: none"> When will the training take place? 	<ul style="list-style-type: none"> How will the school determine if the PD is being used in the classroom and is effective? 	<ul style="list-style-type: none"> Who is responsible to ensure that the strategies from the PD are implemented in the classroom?
On the 2010 administration of the FCAT Writing Test, 95% of the 8 th grade students will achieve a 3.5 or above.	Teaching the use of revision and editing strategies.	District Language Arts Supervisor	September 2009	Monitor student writing portfolios, notebooks or journals. The students will use red pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Reading Coach District Language Arts Supervisor

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			

Objective	Description of Resources	Funding Source	Available Amount
On the 2010 administration of the FCAT Writing Test, 95% of the 8 th grade students will achieve a 3.5 or above.	Temporary Coverage for Professional Development	District	1,000
			Total: \$ 1,000
Other			
Objective	Description of Resources	Funding Source	Available Amount
On the 2010 administration of the FCAT Writing Test, 95% of the 8 th grade students will achieve a 3.5 or above.	Journals for student writing	District	400
			Total: \$ 400

End of Writing Goal

Parent Involvement Goal

Needs Assessment:

Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Based on parent surveys or noted parent involvement, list the areas of parent involvement that need to improve.	Align the objective with the needs assessment. Use specific and measurable goals when possible.	1. Describe the strategy that will be employed to meet the objective that was set.	1. Indicate who will be responsible to ensure the action step is implemented.	1. What process will be used to ensure that the action step is effective?	1. Describe/Name the assessment tool.
		2.	2.	2.	2.
		3.	3.	3.	3.
35% of migrant students achieved mastery on the 2009 FCAT Reading Test.	72% of migrant students will achieve mastery on the 2010 FCAT Reading Test.	1. Encourage migrant families to participate in Families Building Better Readers.	1. Migrant Liaison and Reading Coach	1. Collect participation data and survey families.	1. Parent Attendance Sign-In sheets.
		2. Offer monthly Reading Nights with bilingual books.	2. Reading Coach and Migrant Liaison	2. Collect participation data and survey families.	2. Parent Attendance Sign-In sheets.
In grades 6-8, 46% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test.	In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	1. Every math teacher calls parents within the first two weeks of school to discuss student's performance in class.	1. Math Coach Parent Liaison	1. Administration will review parent calling logs.	1. 100% compliance indicated on calling logs.
		2. Begin Math and Parent Partnerships	2. Math Coach Parent Liaison	2. Track student assessment data.	2. Improvement on the math mini-

		Program (MAPPS) program.			assessments.
School staff survey indicated teachers communicated with only 10% of parents once per month.	Increase teacher communication with parents to 80% of their student's parents, at least once per month.	1. Evaluate school's "Family Friendly" rating.	1. Principal Parent Liaison	1. Collect feedback surveys from parents and teachers.	1. Parent and Teacher Surveys.

Professional Development Aligned with this Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
<ul style="list-style-type: none"> List each objective that will require PD. 	<ul style="list-style-type: none"> What will be the focus of the PD? 	<ul style="list-style-type: none"> Who will provide the training? 	<ul style="list-style-type: none"> When will the training take place? 	<ul style="list-style-type: none"> How will the school determine if the PD is being used in the classroom and is effective? 	<ul style="list-style-type: none"> Who is responsible to ensure that the strategies from the PD are implemented in the classroom?
72% of migrant students achieved mastery on the 2010 FCAT Reading Test.	Non-Spanish speakers communicating with Migrant parents	Migrant Liaison	First month of school	Satisfaction survey for migrant parents	Migrant Liaison
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	MAPPS Training	Parent Information Resource Center (PIRC) at USF	Second month of school	Monitor MAPPS events Monitor student work	Mathematics Coach
Increase teacher communication with parents to 80% of their student's parents, at least once per month.	Effective two-way communication	PIRC of FND	Prior to start of school	Parent liaison will participate in common planning to provide follow-up	Parent Liaison

Budget			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	MAPPS Training and Materials	Title I	500
			Total: \$ 500
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Other			

Objective	Description of Resources	Funding Source	Available Amount
Increase teacher communication with parents to 80% of their student's parents, at least once per month.	FCAT Family Fun Night	SAC	500
			Total: \$ 500

End of Parent Involvement Goal

Other Goals

- Examples of Other Goals might include Drop-out Prevention or Technology

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
During the 2008-2009 school year, African American male students were disproportionately suspended from school. African American students constitute 19% of student population and 42% of suspension days (i.e., 100 days).	By January 2010, reduce suspension days for African American students by 20% (i.e., from 100 suspension days to 80 or less suspension days).	1. <i>Tier 1:</i> Implement "Positive Behavior Support" (PBS) program. Ensure African American students are represented on school leadership teams and focus groups when choosing reinforcers and determining behavior plans.	1. Principal	1. Collect and analyze suspension data monthly. Determine percent of African American students suspended	1. Frequency count of suspensions days for African American students.
		2. <i>Tier 2:</i> Implement bi-weekly "Check and Connect" mentoring program with at-risk students.	2. Guidance Counselor	2. Collect and analyze suspension data bi-weekly for student receiving Tier 2 intervention. Determine frequency of suspensions amongst African American students who are receiving Tier 2 interventions	2. Frequency count of suspensions days for African American students receiving Tier 2 intervention.
		3. <i>Tier 3:</i> Implement daily "Check-In/Check-Out" mentoring program. Increase communication with home via weekly behavior report cards. Enroll students in anger management, conflict resolution, or stress management programs as warranted.	3. Guidance Counselor	3. Collect and analyze suspension data weekly for individual students receiving Tier 3 intervention. Determine frequency of suspensions amongst African American students receiving Tier 3 intervention.	3. Frequency count of suspensions days for African American students receiving Tier 3 intervention.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Other Goals

FINAL BUDGET

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Goal	Description of Resources	Funding Source	Available Amount
In grades 6-8, 68% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Read 180	District Funds	10,000
In grades 6-8, 74% of Students With Disabilities will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Manipulative and Various Math supplies	Title I	5,000
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment	National Geographic science set	Title I	2,000
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	MAPPS Training and Materials	Title I	500
			Total: \$ 17,500
Technology			

Goal	Description of Resources	Funding Source	Available Amount
In grades 6-8 , 72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Smart Boards	Title I	7,000
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Compass Learning	District	2,000
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment	GLOBE instrument kits	Excellence Grant	2,500
			Total: \$ 14,000
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
In grades 6-8 , 72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Development of Reading, Language Arts, and Social Studies Instructional Focus Calendars- Stipends for Summer Development	Title I	8,000
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Temporary Coverage for Professional Development	Title II	2,000
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Temporary Coverage for Professional Development	District	1,500
On the 2010 administration of the FCAT Writing Test, 95% of the 8 th grade students will achieve a 3.5 or above.	Temporary Coverage for Professional Development	District	1,000
			Total: \$ 12,500
Other			
Goal	Description of Resources	Funding Source	Available Amount
In grades 6-8 , 72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	Social Studies Trade Books to Replenish Classroom Libraries	SAC	2,500
On the 2010 administration of the FCAT Writing Test, 95% of the 8 th grade students will achieve a 3.5 or above.	Journals for student writing	District	400
Increase teacher communication with parents to 80% of their student's parents, at least once per month	FCAT Family Fun Night	SAC	500
			Total: \$ 3, 400

Differentiated Accountability

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status				
Intervene <input type="checkbox"/>	Correct II <input type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I <input type="checkbox"/>	Prevent I <input type="checkbox"/>

Attach school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (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 citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes

No

If No, Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
FCIM training for the entire faculty (2 days)	\$2500
Social Studies Trade Books	\$2500
Positive Behavior Support Training	\$1000
Order FCAT T-shirts for students and faculty	\$500

Describe the Activities of the School Advisory Council for the Upcoming Year
<p>The School Advisory Council (SAC) has an important function for the success of Sunshine Middle School. Listed below are some of the functions of the SAC.</p> <ul style="list-style-type: none"> • Reach out to community to obtain more partners • Organize FCAT Family Night Event • Sponsor drives to increase parent involvement • Assist the school to create and analyze school climate surveys for parents and students

SAC Membership Roster

List of Members

Member Name	Role Represented (SAC Chair, Principal, Parent, Student, Business Member, Community Member, Teacher, or School Support Staff)
Maurice Smith	Principal
Nola Rodriguez	Teacher
Halston Nelson	School Support Staff
John Allen	Community Member
Rebecca Williams	Student
Samantha Healey	SAC Chair and Parent
Sean Wright	Business Member
Sharee Daniels	Teacher
Stacy Jones	Parent
Marla Ortega	Parent