School Improvement Plan
2015-2016

Seminole Middle

Michael A. Grego, Ed.D.
Superintendent

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2014-2015
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Seminole Middle	Wendy	Bryan

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
John	Gluck

SCHOOL VISION - What is your school's vision statement?

The vision of Seminole Middle School is to provide a safe and positive educational environment that is conducive to 100% student success.

SCHOOL MISSION - What is your school's mission statement?

The mission of Seminole Middle School is to educate each student for high school, college, career and life.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Seminole Middle is a diverse community where all cultures are welcome. The staff participates in ongoing training and professional learning communities that foster building and maintaining positive relationships. Professional development activities are presented to staff with the expectation that the strategies taught are carried into each classroom.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Seminole Middle School has clearly defined common area expectations. These expectations are taught at the beginning of the school year by the administrators in "Fireside Chats" with each grade level. The teachers also teach the expectations in each classroom. The expectations are as follows;
A. Cafeteria:
•Keep hands, feet and food to yourself.
•Stay in your seat during lunch.
•Raise your hand and get an adult's permission to leave your seat.
•Leave your area clean when you leave.
•Throw trash and food in the garbage.
B. Hallways
•Keep hands and feet to yourself.
•Walk.
•Keep to the right.
•Use appropriate language.
•Follow staff members' instructions at once.
C. Outside/Bus and Car Circle
•Keep hands and feet to yourself.
•Stay on sidewalk areas.
•Walk bikes.
•Use appropriate language.

Follow staff members' instructions at once.
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Stay on sidewalk areas.
Walk bikes.
Use appropriate language.
Follow staff members' instructions at once.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Seminole Middle School has an established reward/recognition program that is designed to encourage positive behavior. The program is as follows:
a. Teachers will submit individual reward/recognition classroom plans to the Administration.
b. Teachers will recognize students through the HAWKS Tickets by issuing tickets to students who demonstrate positive expected behaviors
c. Teachers will write positive referrals for students demonstrating school wide expected behaviors.
d. Students will be issued "Flight Cards," based on meeting academic and behavior expectations in the classroom.
e. Administration will recognize students by class, based on teacher recommendation, with administrative HAWKS Tickets.
f. Positive Behavior Recognition Events will occur every six weeks for students who do not receive any referrals during the grading period.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Administrators work closely with the Child Study Team, and School Based Leadership Team to make sure that school knows what support each student needs. Seminole Middle School has a full time social worker and a school psychologist who provides counseling to students. Our guidance counselors work with students and target social skills, bullying prevention, cooperation and respect. They meet with individual students as well as small groups. Our behavior specialist works on social skills with our ESE students individually as well as in small group. Seminole Middle also has a mentoring program where community volunteers as well as teachers mentor students that are identified as those needing extra support so a check-in system can be established and positive relationships are created. In addition, the 5000 Role Models and Girlfriends Club also provide mentors for students to build positive relationships with caring adults.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member	Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
John	Gluck	SAC Chair
Wendy	Bryan	Principal
James	McHale	Parent
Rosa	Diaz	Support Staff
Kristin	Brantley	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Seminole Middle focused on the professional development goals in 2014-2015. Lesson Study and Collaborative Planning was successful in ELA, math and science. Parental and Community Involvement increased and remains a focus. We cannot evaluate the success of learning gains due to the lack of assessment data from the state at this time.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Related Goals: Reading, Math, Writing, Math and Science
Action Plan: Lesson Study and Collaborative Planning
Type of Resource: Professional Development
Description: TDEs
Amount: $5,977.05

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC members receive a draft of the 2014-2015 SIP at our August 26, 2014 meeting. They are asked to review and submit suggestions for corrections/additions. SIP is brought back to SAC for final approval on September 11, 2014. SIP progress is discussed during the year at SAC meetings. SAC meets the third Tuesday of every month from October - May.

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

SAC will meet on the 3rd Tuesday of every month to approve and monitor the SIP. The SAC will analyze data and monitor the expenditure of the SIP funds. SAC receives legislative information and district and state updates and they provide input on concerns brought to the meetings.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Use SIP funds to provide TDEs and materials for professional development and collaborative planning.

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ⦿ Yes   ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

N/A

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Wendy	Bryan	bryanw@tampabay.rr.com	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership/ESE	12	2

Certifications (if applicable)
English 6-12, Varying Exceptionalities K-12, Educational Leadership

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Bonnie	Lurie	lurieb@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership/ESE	2	2

Certifications (if applicable)
Elementary Ed, ESOL, ESE, Middle Grades Integrated, Reading Endorsed, Educational Leadership

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
LaWanda	Johnson	johnsonlawa@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Doctor of Education	Educational Leadership	0	0

Certifications (if applicable)
Middle Grades Integrated, Educational Leadership

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Kent	Nash	nashk@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	1	1

Certifications (if applicable)
Social Science, Physical Education, Educational Leadership

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**
INSTRUCTIONAL EMPLOYEES	

# of instructional employees: 81

% receiving effective rating or higher:

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   100

% certified infield, pursuant to Section 1012.2315(2), F.S.:   100

% ESOL endorsed: 19.8

% reading endorsed: 12.3

% with advanced degrees: 33.3

% National Board Certified: 0

% first-year teachers: 1.2

% with 1-5 years of experience: 27.2

% with 6-14 years of experience: 42.0

% with 15 or more years of experience: 30.9

PARAPROFESSIONALS

of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   100

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

We pair new teachers with mentor teachers. We hold monthly meetings that include new teachers, teachers new to our school, or have changed content area or grade level to provide support. Staff development is provided through Leading the Learning Cadre, Instructional Coaches, AVID Site Team and other school personnel is leadership roles. Teachers are recognized for accomplishments at staff meetings each month by administration and by peers on continual basis with HAWKS tickets and Golden Staff Awards.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Seminole Middle utilizes department PLCs which allow discussions of academic and discipline related data. The administration team presents a monthly Golden Staff award to teachers that go above and beyond the call of duty. Staff members can choose to participate in a book study. Staff members use a "You've been hawked" ticket to recognize outstanding accomplishments by other staff members. Teachers also take part in lesson studies and collaborative planning with colleagues.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Seminole Middle has two lead mentors that meets with new teachers the first Wednesday of every month. Administrators join to support the content and provide logistical or procedural updates and guidance.   All teachers new to Seminole Middle are assigned to a collaborative partner/ mentor. The partners meet with the teacher on a weekly basis. Mentors are experienced and highly effective teachers from the same content area.

PART I	CURRENT SCHOOL STATUS
Section E	Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

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

The SBLT meets every other Friday to review school wide data and analyze the effectiveness of core instruction. The SBLT will monitor the effectiveness of the Tier 1, Tier 2, and Tier 3 levels of both academic and behavior by data. The SBLT will also make sure the Tier 2 and Tier 3 interventions are in place. We offer after school tutoring and course recovery for struggling students as well as enrichment such as STEM, Robotics, ALPSS Math, and Book Clubs.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member	Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Wendy	Bryan	Principal
Bonnie	Lurie	Assistant Principal
LaWanda	Johnson	Assistant Principal
Kent	Nash	Assistant Principal
Ann Marie	Weather	VE Specialist/ESE Department Chair
Cidney	Moore	Behavior Specialist
Lori	Guth	Guidance
Darla	Gatesman	Guidance
Anne	Bernstein	Psychologist
Adrianna	Tomljanovich	Social Worker
Tracy	Procaccini	Guidance

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Administrators schedule meetings with faculty, SAC and SBLT to review progress toward the SIP. We review and analyze common assessment data in all content areas, FAIR data, progress monitoring data and monthly behavior data to evaluate the effectiveness of core instruction and tier 2 and 3.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

SRI data will be analyzed for Reading. Progress monitoring will take place in reading, math, science, social studies and writing. Behavior data will be pulled from Decision Ed and Focus/SIS. The behavior data will include # of referrals, # of hawk tickets, and the # of flight cards. The academic data will include classroom grades and # of flight cards. The SBLT will utilize the Tier I, Tier II, & Tier III triangle to determine the behavior and academic targets to monitor.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The SBLT will share data with the staff concerning the 3 levels in the tier system. The SBLT will also provide leadership in having staff members problem solve and implement appropriate interventions at the Tier 2 and Tier 3 level of RTI. The classroom management plans from all teachers will be reviewed. The school wide PBIS utilizes teaching behavior lessons and reinforcing positive behavior. Data will be shared with the staff at Grade Level meetings. In addition, data chats with all teachers will be scheduled twice per year

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Seminole Middle utilizes PCSB curriculum maps, pacing guides, professional development aligned with Florida Standards. Grade level meetings are focused on data and instruction based on the Florida Standards. Walk throughs are conducted with a focus on instruction that ensures the curriculum being taught is aligned with Florida Standards. The SBLT analyzes data to ensure that core curriculum and additional supports being implemented with fidelity and students are showing progress. Monthly Teaching and Learning workshops are held to support teachers with school wide goals.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Instructional Staff members will analyze their student data at the beginning of the year in order to design differentiated lesson plans. The data analysis will be ongoing throughout the school year in order to plan for differentiated instruction. Based on the data analysis of common assessments, teachers will create multi-faceted lessons that contain components that appeal to two or more learning styles at the same time. Teachers will also use multiple forms of assessments in order to provide all learners the chance to succeed. Teachers will participate in a book study "Widening the Circle: The Power of Inclusive Classrooms." Administrators will conduct data chats with teachers once per semester. School-wide use of AVID strategies - Cornell Notes and Costa's Level of Questions. Think Through Math program differentiates for struggling students. Reading courses provides differentiated lessons for struggling students.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Implementation of Standards Standards-Based Curriculum

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Marzano Domain 3
We provide all students a guaranteed and viable curriculum.

Provide a description of the strategy below.

Teacher is aware of the standards and lesson is tied to the standards.

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

Evidence: Student work matches the degree of rigor required per the grade level standard. Students are engaged in cognitively complex tasks.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Department Chairs, Administration

INSTRUCTIONAL STRATEGY #2

Strategy Type

Student Engagement in Learning

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Marzano Domain 3

Provide a description of the strategy below.

Students are on task, engaged in the lesson in active or authentic ways.

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

Evidence: Students can discuss content in pairs, groups. students work together with hands-on projects, manipulatives in meaningful ways, Teachers displays "withitness" in redirecting students who are not engaged.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Dept Chairs, Administration

INSTRUCTIONAL STRATEGY #3

Strategy Type

Tracking Student Progress/Use of Learning Goals and Scales

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Marzano Domain 2

Provide a description of the strategy below.

Students are aware of the standards and their progress in meeting them.

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

Evidence: Effective use of learning goals, scales. Effective use of formative assessment in tracking student growth. Celebration of student growth,

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Department Chairs and Administration.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Data Driven Focus with School-wide Interventions/ELP

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Teachers and school leaders are aware of and take action related to school's summative and formative cycle data and school wide interventions for improvement are in place and monitored (tier 1, 2, 3).

Provide a description of the strategy below.

School leaders and teacher are aware of and take action related to school's assumptive and formative/cycle data. School wide interventions for improvement are in place and monitored closely (tier 1, 2, 3)

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

Evidence - School leaders and teachers regularly engage in discussions related to school data/interventions. Cycle data is monitored closely. School leaders track students who attend extended learning opportunities.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Administrators, ELP Teachers

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Orientation is held for incoming 6th graders twice - March and August. We review expectations, course offerings, and programs.   We invite high school counselor to meet with our 8th graders to review expectations, course offerings and programs. We have Seminole Career Academy present to our 8th graders. AVID students take field trip to Seminole Campus of St. Petersburg College to investigate careers and college readiness. Guidance Counselor meets with small groups of 8th graders to plan for 9th grade course requests.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

All AVID students take field trip to Seminole Campus of S. Petersburg College to explore collage and career opportunities. Guidance Counselors present college and career opportunities to all students.   All 7th graders take TIP (Talent Identification Program) test. College and career is promoted throughout school with events and activities with focus on awareness.

Describe how the school integrates vocational and technical education programs.

Presentation by Seminole Career Academy for all 8th graders. Seminole is going to offer Industry Certification program in Microsoft. STEM activities are interrelated in science, mathematics and technology.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

1. Active student and family participation in middle and 9th grade course selection.
2. Utilizing FOCUS data to encourage student enrollment in rigorous courses.
3. Increased communication with families regarding county-wide magnet and career academy programs.
4. Expose all students to AVID strategies to increase success in all classes.
5. Explore career interests with students utilizing Counselor Connect.
6. Provide opportunities for additional academic support (extended learning) for students who are not meeting expectations.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member   Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Wendy	Bryan	Principal	bryanw@pcsb.org
Reed	Karen	Literacy Coach	reedk@pcsb.org
Marn	Kristina	Language Arts Chair	marnk@pcsb.org
Dixey	Maria	Reading Dept Chair	dixeym@pcsb.org
Lurie	Bonnie	Assistant Principal Curriculum	lurieb@pcsb.org
Love	Deborah	Gifted	loved@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT works with our SBLT and AVID Leadership Team to provide professional development and support to all staff. Meetings are held the first Friday of each month.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Ongoing professional development aligned to Florida Standards and PCS District initiatives.
School-wide literacy initiatives.
Continue to build classroom libraries in all classrooms - all contents.
Support for collaborative planning and lesson study.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	Area 1: English Language Arts (Reading)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29.7		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.4		

FLORIDA ALTERNATE ASSESSMENT (FAA)	Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS	Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57.2		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)	Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
76.5		

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
47.1		

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.5		

ANNUAL MEASURABLE OBJECTIVES (AMOs)	Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	65.5		
Black/African American	27.1		
Hispanic	52.9		
Asian	91.3		
American Indian			
English Language Learners (ELLs)	6.7		
Students with Disabilities (SWDs)	20.6		
Economically Disadvantaged	46.1		

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL	**Area 1: English Language Arts (Reading)**

What is your school's reading goal? Provide a description of the goal below.

The number of students meeting proficiency in reading will exceed the state proficiency rates by a minimum of 10%.

Provide possible data sources to measure your reading goal.

Reading FSA
Achieve 3000
Read 180 Diagnostic
SRI

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to Language Arts Florida Standards (LAFS).	• Literacy coaches are embedded in English/language arts and reading classes for the purpose of implementing lessons inspired by the LAFS and differentiated for students based on data. • Teachers receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods. • Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and rereading. • Principals, in conjunction with the Literacy Leadership Team (LLT), monitor students' close reading of complex text by using the Implementation Rubric of Secondary ELA and Reading- the Instructional Support Model (ISM) walkthrough tool used for collecting data during Instructional Support Visits (ISV). • Teachers meet in Professional Learning Community (PLC) at least biweekly review student response to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement during core with students to support
Action 2	Plan to Implement Action 2

English/language arts (ELA) and reading teachers implement instruction to support student success with LAFS.	• English language arts (ELA) and reading teachers follow a common pacing calendar for focusing on the same LAFS. • ELA and reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data. • Literacy coaches will work with teachers in PLC's to develop standards-based scales, learning goals and learning targets. • ELA teachers in grade 6-10 will use newly adopted curriculum aligned to LAFS and will create standard based assessments.
Action 3	Plan to Implement Action 3
ELA and reading teachers utilize data to differentiate and scaffold instruction to increase student performance.	• Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using appropriate strategies. • Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading. • Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress. • Students will monitor their progress utilizing Marzano-based scales within their interactive notebooks
Action 4	Plan to Implement Action 4
Teachers provide students with extensive research and writing opportunities (claims and evidence).	• Teachers use common short and extended writing rubrics. • Teachers will utilize the ACE method department-wide. • Social studies and language arts teachers will work together to create data-based questions and essays.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	Area 2: English Language Arts (Writing)

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57.7		

FLORIDA ALTERNATE ASSESSMENT (FAA)	Area 2: English Language Arts (Writing)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 10%.

Provide possible data sources to measure your writing goal.

Writing FSA results data
Write Score results data

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers provide students with extensive research and writing opportunities (claims and evidence).	Teachers use common short and extended writing rubrics. • Teachers will utilize the ACE method department-wide. • Social studies and language arts teachers will work together to create data-based questions and essays.
Action 2	**Plan to Implement Action 2**
Teachers will use formative assessment data to guide writing instruction	Teachers will participate in two Write Score practice assessments in September and January. Teachers will view their students' Write Score results and use those to focus on teaching areas of weakness and reinforcing areas of strength.
Action 3	**Plan to Implement Action 3**
Teachers will pair close reading of texts to writing assignments using a variety of research-based strategies.	Teachers will attend Core Connections Trainings and learn effective and rigorous writing strategies for their classrooms. 2.Teachers will implement Core Connections lessons in their classroom and receive feedback on their students' writing progress via trainings. 3. Teachers will use the knowledge gained from their Core Connections training to implement lessons aligned to the Florida Standards.
Action 4	**Plan to Implement Action 4**
Language arts and reading teachers will collaborate to improve the writing instruction of their students.	1.Language arts and reading teachers will meet together as departments to coordinate writing instruction and stay informed of county directives regarding their subject areas. 2. Language arts and reading teachers will share student data at PLC meetings to diagnose areas of difficulty and implement writing lessons. 3. Teachers will participate in lesson studies to create effective, rigorous lessons with writing components.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.5		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.2		

FLORIDA ALTERNATE ASSESSMENT (FAA)   **Area 3: Mathematics**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS   **Area 3: Mathematics**

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58.4		

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55		

ANNUAL MEASURABLE OBJECTIVES (AMOs)   **Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	58.2		
Black/African American	22		
Hispanic	39.5		
Asian	82.6		
American Indian	60		
English Language Learners (ELLs)	20		
Students with Disabilities (SWDs)	19.4		
Economically Disadvantaged	38.8		

MIDDLE SCHOOL ACCLERATION   **Area 3: Mathematics**

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)   **Area 3: Mathematics**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59.1		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
13		

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)   **Area 3: Mathematics**

Students Scoring at Achievement Level 3				Students Scoring at or Above Achievement Level 4		
2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.8				38.1		

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 10%.

Provide possible data sources to measure your mathematics goal.

Progress Monitoring: Performance Matters Assessments, Semester Exams
Pre/Post Classroom Assessments
Gap Assessments
Learning Goal - Student Assessments (Pre/Post Unit Reflections)

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Strategy 1: Teachers will utilize research-based methods as a means of incorporating higher order thinking strategies and questions, in order to progress towards mastery of the Mathematics Florida Standards.	Teachers will receive ongoing professional development pertaining to instructional shifts, standards, assessment, and instructional methods. - Teachers meet in Professional Learning Communities at least monthly, to review students' response to tasks. - Teachers will utilize common planning in order to plan instructional lessons incorporating the MAFS and practice standards. - Teachers will work collaboratively in order to understand standards and develop rubrics. - Teachers will implement rubrics with fidelity.
Action 2	**Plan to Implement Action 2**
Mathematics teachers will implement instruction that is designed to support student success within MAFS.	Mathematics teachers across grade levels will follow a common pacing calendar for their course levels, focusing on common MAFS across subject areas. - Assessments aligned to the Florida Standards in grades 6-8 are used as recommended. - Carnegie instruction will be implemented with fidelity, and utilized at the recommended frequency or greater. - Teachers will regularly implement formative assessments, aligned to the MAFS
Action 3	**Plan to Implement Action 3**

Mathematics teachers will utilize data in order to differentiate and scaffold instruction, resulting in increased student performance.	Teachers will utilize curriculum strategies as part of differentiating and scaffolding instruction. -Teachers will utilize results of various assessments, such as cycle assessments and Carnegie, in order to assess students' strengths and weaknesses, as a means of planning for instruction. - Administrators will encourage teachers to allow students to struggle and work through longer and challenging word problems and mathematics performance tasks. Teachers will assist students with analyzing performance on these tasks in order to self-identify areas of improvement.
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24.6		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.7		

FLORIDA ALTERNATE ASSESSMENT (FAA)	**Area 4: Science**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL	**Area 4: Science**

What is your school's science goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 10%.

Provide possible data sources to measure your science goal.

Progress Monitoring Performance Matters Assessments, Semester Assessments
Pre/Post Classroom Assessments
Gap Assessments
Learning Goal - Student Assessments (Pre/Post Unit Reflection)

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Continue using AVID/ WICOR Strategies and best practices	• Increase the use of writing, inquiry, collaboration, organization and literacy. • Increase proficiency with Cornell notes, TDQs, close reading, text coding, 10/70/20, and cue-do-review. • Participate in science suggested JIT trainings

Action 2	Plan to Implement Action 2
Increase the level of Rigor in the classroom	• Use common planning time to build rigorous lesson plans with colleagues. • Increase the use of hands-on, minds- on activities; project based learning and higher level questioning. • Move from teacher centered to student centered classroom. • Utilize the parallel teaching approach teaching Nature of Science in content with Content.

Action 3	Plan to Implement Action 3
Use data to differentiate and scaffold instruction	• Use PLC to review student data • Use common planning time to develop lessons based on student data (GAP assessment, PM, Scales) • Teacher conducts data chats and monitor student's progress with Marzano scales

Action 4	Plan to Implement Action 4
Using Marzano Learning goals and scales	• Use common planning to develop and reassess Marzano scales • Use Learning goal and scales to develop lessons that are within the scope. • Monitor students tracking their progress on each Marzano scale.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
5	7

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3	5	7

If you have a goal to support your STEM targets, provide the following information for that goal.

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

What is your school's STEM goal? Provide a description of the goal below.

To increase STEM opportunities for Seminole Middle students. Our STEM Academies will offer student's opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve teambuilding and leadership skills, learn about business planning, and interact with community partners.

Provide possible data sources to measure your STEM goal.

Formative Assessments
Pre/Post Assessments
Science Common Assessment - Performance Matters
Science FCAT - Grade 8

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
To maintain the STEM Academy to increase access to STEM content for students	• Utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge. • Curricula will be driven by problem-solving, discovery and exploratory learning that actively engages students using the engineering design model.
Action 2	**Plan to Implement Action 2**
Differentiate the STEM Academy to increase student achievement.	• Split STEM into two groups. Group 1 will consist of students that have a D and C in science. Group 2 will consist of students that have a B and A in science. • Develop lessons/Activities that are geared towards each level of student
Action 3	**Plan to Implement Action 3**
STEM Academy teachers will develop STEM activities that is aligned to current math and science content.	• Develop an evidence based opinion or argument to connect to real world STEM issues. • Teachers will collaborate on how to incorporate the math and science standards into activities.
Action 4	**Plan to Implement Action 4**
Students given opportunities to share new knowledge and skills.	• Presentations at the STEM Expo, April 2016

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	**Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	180

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	40

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
0	40

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	180

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
0	130

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	1	1

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL	Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

Begin implementing program of study that is progressive in structure to allow for students to master skills and attain Industry Certifications in 6th Grade (ICT Spark); 7th grade (ICT GS4); 8th Grade (Microsoft Word, Excel, Powerpoint). Testing will begin in 2015-2016 and continue as students obtain industry certifications. All certifications mentioned are on the FLDOE Digital Tools list and provide .025 FTE per successful certification. Goal to have all students test in 2015-2016 for at least one IC3 certification and a pass rate of 70%.
Establish a program with students successfully earning Industry Certification (Microsoft Bundle Certification) - will take the test in 2016-2017.

Provide possible data sources to measure your CTE goal.

% of students enrolling in one or more CTE courses.
Students involved in practice tests for all certifications available through Gmetrix and Console 8 from Certiport
Analysis of data to insure high pass rate for industry certifications. Only allow testing for students that have demonstrated 90% or higher scores on practice exams at least twice prior to testing.
% of students taking CTE industry exams.
% passing rate for students who take CTE Industry Certification exams.
# of CTE concentrators.
Remediation within CTE class for those that do not pass industry certification.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Offer Industry Certification in IC3 Spark for grade 6 in 2015-2016. Test all students by end of year in at least one IC3 certification Offer Industry Certification courses for 2015-2016 for grades 6	Teacher trained, classroom support, curriculum support, practice testing, data analysis, testing, remediation, re-testing after 20 days Grade 6 will begin the 3 year program for Microsoft Bundle
Action 2	**Plan to Implement Action 2**
Offer Industry Certification in IC3 Spark, IC3 GS4 for grade 7 in 2015-2016. Test all students by end of year in at least one IC3 certification. IC3 GS4 has 3 separate certifications. Offer Industry Certification course for 2015-2016 for grade 7.	Teacher trained, classroom support, curriculum support, practice testing, data analysis, testing, remediation, re-testing after 20 days. Grade 7 will begin the 2 year program and take Industry certification as an 8th grader.
Action 3	**Plan to Implement Action 3**
Add Introduction to Information Technology (HS credit course) for 8th grade students in 2016-2017. Students will come from 7th grade ICT 2 classes and other programs at school to offer more rigor in grade 8. IIT offers students ability to get certified in Microsoft Word, Excel, Powerpoint.	Teacher trained, classroom support, curriculum support, practice testing, data analysis, testing, remediation, re-testing after 20 days
Action 4	**Plan to Implement Action 4**

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section G	**Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.8		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.2		

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL	Area 7: Social Studies

What is your school's social studies goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state and county proficiency by 10%.

Provide possible data sources to measure your social studies goal.

State and County EOC scores

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers engage students in instructional activities that include higher order thinking skills and questioning to raise achievement levels.	Teachers receive professional development around assessment writing and the development of learning goals and scales to support the inclusion of higher order thinking skills into the social studies content area
Action 2	**Plan to Implement Action 2**
Teacher lesson plans will include a minimum of 3 DBQ's throughout the school year.	Teachers receive professional development on implementing DBQs and enhancing DBQ use through a level 2 training focused on writing strategies that are aligned with Social Studies standards and the Florida Standards.

Action 3	Plan to Implement Action 3
Teachers will utilize data to develop scaffolding to students and for the development of differentiated instructional practices to increase student achievement.	Teachers review student data (collected from multiple sources, including common assessments, formative assessments, and/or quarterly district progress monitoring assessment) and to plan action steps to implement remediation for identified area of weakness,; or to develop lessons that meet the rigor of the course benchmarks.
Action 4	Plan to Implement Action 4
Teachers will utilize AVID strategies to increase student achievement.	All students will take interactive notes using the Cornell way, philosophical chairs, interactive notebooks, etc.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	2.0	1.6	1.5
Grade 7	2.4	6.0	1.5
Grade 8	2.6	0.4	.5

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	16.2	15.1	15.0
Grade 7	15.8	22.3	15.0
Grade 8	23.7	18.4	15.0

SUSPENSIONS   **Area 8: Early Warning Systems**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	28.0	25.3	20.0
Grade 7	23.3	27.7	20.0
Grade 8	26.1	29.7	20.0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6			
Grade 7			
Grade 8			

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	17.1	15.7	10.0
Grade 7	16.0	16.4	10.0
Grade 8	12.2	16.2	10.0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	5.2	3.6	3.0
Grade 7	3.8	3.6	3.0
Grade 8	2.1	4.5	3.0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	11.8	9.9	5.0
Grade 7	10.1	12.8	5.0
Grade 8	9.9	15.3	5.0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	2.0	1.9	1.0
Grade 7	1.4	1.8	1.0
Grade 8	1.2	1.3	1.0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6			1.0
Grade 7			1.0
Grade 8			1.0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 8	.5	0	0

RETENTIONS   Area 8: Early Warning Systems

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	.3	0
Grade 7	0	.3	0
Grade 8	.2	1.1	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	16.4		
Grade 7	16.5		
Grade 8	13.57		

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	2.02	2.7	0
Grade 7	2.36	6.2	0
Grade 8	1.19	7.6	0

Students in 6th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
8.09	2.7	0

MULTIPLE EARLY WARNING INDICATORS   Area 8: Early Warning Systems

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	19.7	19.0	15.0
Grade 7	19.3	23.2	15.0
Grade 8	19.5	23.1	15.0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

The Child Study Team reviews data and meets with parents of students who are not meeting expectations. Guidance Counselors and Social Worker work with students on 1:1 counseling. Specific interventions are put into place to support students.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase the percentage of black students achieving at or above proficiency in reading will exceed the state proficiency rates by 10%. Teachers will use culturally responsive instructional practices. Implementation of a monitoring system for "at risk" black students to include identification and setting academic goals, regular data chats regarding progress on goals. Conduct monthly classroom walkthroughs looking for cultural responsiveness. We will review OPM data and assessment data monthly to monitor achievement closely. Students will be identified for participation in the check and connect program. School goals will be to work on building positive relationships and positive identity development.	27.1		
Increase the percentage of black students achieving at or above proficiency in math will exceed the state proficiency rates by 10%. Teachers will use culturally responsive instructional practices. Implementation of a monitoring system for "at risk" black students to include identification and setting academic goals, regular data chats regarding progress on goals. Conduct monthly classroom walkthroughs looking for cultural responsiveness. We will review OPM data and assessment data monthly to monitor achievement closely. Students will be identified for participation in the check and connect program. School goals will be to work on building positive relationships and positive identity development.	22		

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

We have had below average to average parental involvement in school-wide events. We have had limited involvement in our PTSA meetings the past few years. We are looking to increase participation by offering trainings relevant to parent interests. Volunteers had opportunity to participate in the 5000 Role Model program, Doorways and mentoring students. Parents and other volunteers participated in the Finance Park field trip, History Fair judges and being guest speakers in all classes including foreign language, health,reading, language arts, and science. Parents were invited to two open houses (6th grade in August, 7th and 8th grade in September). Dozens of community members spoke to students during the Great American Teach-In in November.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

We send out a weekly message via School Messenger to give information for upcoming week. We also keep our website updated and include a Family Calendar filled with all events month to month. Teachers are required keep notes in agendas and to complete a mid-term report to keep parents updated on progress. Many teachers have newsletters and/or websites.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Our Family and Community Liaison works with several business partners and maintains an active volunteer list. We honor our adopt-a-class and school sponsors with marquee and school website acknowledgment. Seminole Middle is beginning a Community Ambassadors Program. These Ambassadors will reach out with home visits and presentations to parents at the Ridgecrest Area YMCA. Seminole Middle has joined the Ridgecrest 360 Partnership and the Seminole Community Educational Ecosystem in order to work with our community and gain available resources.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation	Bronze Level in 3	Bronze in 50% of	Bronze in 4 out o

PART III	PROFESSIONAL DEVELOPMENT

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

Add PD	Delete PD

Professional Development Identified	Lesson Study
Related Goal(s)	Reading, Writing, Math, Science
Topic, Focus, and Content	Lesson Study, Process aligned to Florida Standards with support and feedback from coach/content supervisor or administrator
Facilitator or Leader	Department Chair, Instructional Coach, Principal
Participants (e.g., Professional Learning Community, grade level, school wide)	Content by Grade Level - Instructional Staff
Target Dates or Schedule (e.g., professional development day, once a month)	Once per Semester
Strategies for Follow-Up and Monitoring	Feedback from Coach/content supervisor/administrator; presentation to faculty

Person Responsible for Monitoring	Principal
Professional Development Identified	**Strategy Walks**
Related Goal(s)	Reading, Writing, Math, Science
Topic, Focus, and Content	High Yield Strategies
Facilitator or Leader	Instructional Coach, AP, Principal
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Instructional Staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	Three times per year - October, January, April
Strategies for Follow-Up and Monitoring	Strategy Walk Follow-Up Form for Implementation
Person Responsible for Monitoring	Assistant Principal/Principal
Professional Development Identified	**Teaching and Learning Sessions**
Related Goal(s)	Math, Reading, Writing, Science - Best Practice - High Yield Strategies
Topic, Focus, and Content	Learning Goals/Scales; Collaborative Structures; Formative Assessments; Rigor; Higher Order Questions; Collaborative Planning
Facilitator or Leader	LLC, LLT, AVID Site Team, Content Supervisors, Instructional Coaches, Administrators
Participants *(e.g., Professional Learning Community, grade level, school wide)*	All Instructional Staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	First Tuesday of every month
Strategies for Follow-Up and Monitoring	Monthly walk-through will focus on professional development rolled out each month.
Person Responsible for Monitoring	All Administrators and Instructional Coaches
Professional Development Identified	**Book Study - Marzano**
Related Goal(s)	Marzano Appraisal
Topic, Focus, and Content	Marzano - The Art and Science of Teaching
Facilitator or Leader	Administrators
Participants *(e.g., Professional Learning Community, grade level, school wide)*	All Instructional Staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	Once per month
Strategies for Follow-Up and Monitoring	PLC discussion and application
Person Responsible for Monitoring	All Administrators

PART IV	COORDINATION AND INTEGRATION

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

Programs and services will be reviewed and distributed by the principal and the School Based Leadership Team.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Administrative Team meets weekly and the School Based Leadership Team meets bi-weekly. Both of these teams will review data and make decisions for the allocation of resources based on data.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item   Delete Item

Budget Item Description	TDEs for Teachers
Related Goal(s)	Reading, Writing, Math and Science
Actions/Plans	Lesson Study
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Professional Development
Description of Resources	TDEs
Funding Source	SIP Funds
Amount Needed	$5,977.05

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal   Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier