Brevard County Public Schools
School Improvement Plan
2010-2011

Name of School	*Area*
Stone Middle	South

Principal	*Area Superintendent*
Andrew L. Johnson, Jr.	Mark Mullins

SAC Chairperson

Melissa Grabowski

Superintendent

Dr. Brian Binggeli

VISION

Building today's dreams into tomorrow's realities.

MISSION

Our mission is to provide a safe nurturing environment and a quality education that will maximize learning and prepare our students to be successful in a rapidly changing world.

Brevard County Public Schools
School Improvement Plan
2010-2011

School Wide Improvement Model

Describe the evidence based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Florida identifies essential standards and benchmarks for all students in all subject areas. Using this as a base, teachers develop a time line for teaching each of these skill areas. Time allocations are based on the needs of the student groups and the weight of the objective. Effective instruction begins by knowing what students need to learn, what teachers need to teach, and how long instruction will take.

Effective delivery of curriculum by content area teachers is evidenced through administrative monitoring and feedback (i.e. PDPs, Classroom Walk-throughs, formal and informal evaluations).

Reading and writing are priorities in all of the content areas. Higher order questioning skills are modeled by all teachers and presented to students. Teachers model appropriate responses to such critical thinking questions. It has been determined that teachers should "teach less and assess more." Assessment should be formative in nature, rather than summative, to effectively drive instruction and provide on-going evaluations to both teachers and students.

State standards and benchmarks guide instruction for all subject areas. Instructional delivery is oriented on assessed areas of student weaknesses. Once the weakness is identified, a prescription is delivered. Alignment across grade levels, once mastery is evidenced, is the key. With the teaming concept in place, content-area teachers are able to reinforce teaching points to check for mastery. This is afforded in cross-curricular lessons and team meetings and common planning time.

Through monthly department meetings, curriculum alignment is discussed to ensure teachers are on track with their instructional delivery.

Teachers individually develop their own lessons, based upon benchmarks and standards, and deliver the material through a variety of methods to meet the diverse needs of all learners.

Teachers individually monitor student success through formative assessment and observations. Instructional delivery will be revised to address learning and concept gaps.

FAIR testing will be used to diagnose and monitor student reading progress. The FAIR test will be administered three times annually. Results will be used to help inform instruction and modify student curriculum as needed. In addition, the FCAT Focus online tool will be utilized as an additional means of targeting strengths and weaknesses of individual students.

The District Writes and grammar assessment is administered in September. Results are used to help inform writing and grammar instruction.

The District Differentiated Accountability Plan has provided math and science progress monitoring tests. Both tests are initially administered in September, with results used to drive instruction. Follow-up testing will take place at the end of the first semester.

Continuous formative assessment and feedback is used to determine a student's level of mastery. From various forms of assessment, lessons are modified to meet the needs of students at all levels of mastery.

Students earning a level 2 or below on the most recent FCAT Reading assessment will be provided intensive reading instruction. Students earning a level 1 (or scoring in the lowest 30% of the school population) on the most recent FCAT Math assessment will be provided intensive math instruction based upon student schedule availability.

Differentiated Accountability test results will be used to target concept weaknesses and gaps in understanding. In addition, the FCAT Focus online tool will be utilized as an additional means of targeting strengths and weaknesses of individual students.

All students are encouraged to take advantage of the Academic Support Program for areas of individual weaknesses. Instructional staff encourages attendance by reminding students and parents of these daily opportunities.

Individual teachers complete data analysis, which helps inform instruction on general terms. Response to Intervention (RtI) and Child Study teams are in place to monitor areas of intervention needs and intensive instruction. Additionally, most reading, math and Language Arts teachers utilize Classworks, FCAT Explorer and/or FCAT Focus curriculum in a prescriptive way to address individual student needs.

The writing process is addressed across the curriculum, specifically in Social Studies and Language Arts. Every other week, students are writing new essays in Social Studies and Language Arts to be followed by revisions and rewrites. Another focus for writing across the curriculum is the use of pre-writes and/or quick writes. This process is used to generate "focused" writing in every content area in a formative manner.

Through formative and summative assessments, teachers continuously evaluate for areas of non-mastery and re-teach as necessary.

Effectiveness of the interventions will be measured through formative and summative assessments.

Students are identified for enrichment strategies through formative and/or summative assessments, guidance IPS meetings, RtI meetings, team meetings, and/or AVID Site Team meetings.

There are numerous before and after school clubs, various enrichment activities, alternative assignments and assessments provided by teachers in the classroom to support student acceleration.

Teacher lesson plans identify benchmarks being addressed and mastery is checked off as it is completed.

Grade level teams meet on a weekly basis to discuss curriculum, student concerns and various teaching strategies. Struggling students are monitored and re-taught. Various interventions include RtI, AVID tutorials, Academic Support Program and guidance support.

The following are strategies used by the principal and leadership team in an effort to remain actively involved in the teaching and learning process: classroom walk-throughs, participation in department meetings, modeling at inservices and faculty meetings, reviewing plan books to ensure standards are being addressed, encourage and support hands-on experiences to improve exposure and mastery.

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

Stone Middle School students have the opportunity to participate in extended learning opportunities through a variety of programs. These include the Academic Support Program and enrichment opportunities.

Academic Support Program (ASP)

All students will have opportunities for additional instruction in reading, language arts, mathematics, science, social studies, and Spanish. ASP for each subject will be staggered so that students in need of support in multiple areas will have the opportunity to participate. However, this academic-focused support places significant emphasis on the lowest performing students (FCAT Lowest 30% in reading and math; low performing "gap" students; and students not meeting basic proficiency standards as evaluated on the Differentiated Accountability writing, math, and/or science assessments; students "on the bubble" – straddling between two achievement levels).

Communications are sent to parents, families, and other stakeholders, outlining the ASP services, in a variety of ways: SynreVoice announcements, newsletters, individual teacher-to-family phone calls, parent conferences, and flyers visually displayed in every classroom, guidance office, media center, and front office.

Concerted efforts are made to identify aforementioned struggling students and contacts are made and documented with parents/guardians. Progress Monitoring Plans (PMPs) are an additional tool used to ensure school-home communication, sharing guidelines of support and student opportunities.

Certified teachers will give small group explicit instruction focusing on students' areas of need. Materials used for instruction will be selected to address areas of need and will include district adopted textbooks, textbook resources, and teacher generated evaluation tools as needed.

Academic Enhancement Saturday opportunities begin second semester and continue through the weekend prior to FCAT testing. Reading, math, and science ASP will be offered on Saturdays for approximately 9 weeks, 3 hours each session. Students will participate in explicit small group instruction and hands-on activities focusing on instructional priorities, and annually assessed benchmarks. Targeted student identifiers include less-than-proficient FCAT scores, content teachers' formative assessment results, FAIR progress monitoring, FCAT Focus results, Progress Monitoring Plans (PMPs), and/or guidance department input. Materials used for instruction will be selected to address areas of need and will include FCAT Explorer, FCAT Focus, Classworks, focused writing instruction, teacher-created experiments and hands-on activities.

Enrichment Opportunities

Stone Middle School offers students opportunities to participate in various clubs before and after school, such as Voyager, Lego-Robotics, AVID Club, Future Problem Solvers, Spanish Club, etc. Students are encouraged through morning announcements, posters, teacher interaction, to participate in these clubs and organizations, with flexible schedules, which accommodate both before and after school availability. In addition, when services and funding are available, eligible students are also encouraged to participate in SES and/or SOAR opportunities.

Stone Middle School offers a plethora of learning opportunities outside of the classroom throughout the year. The Before School Academic Support Program is held Monday, Wednesday, Thursday and Friday of each school week. The purpose of this program is to assist students in academic problematic areas by providing a teacher/tutor in each subject area. Academic Enhancement Saturdays start in January and continue through the month of March. This program is designed to address specific skills associated with FCAT testing. All subject areas are addressed through formal instruction, FCAT Explorer, FCAT Focus and/or Classworks.

Slammin' Science Saturdays is a program designed to provide additional hands-on/minds-on lab experiences in an engaging format that will improve student attitude and motivation toward science. The program will be modeled after the districts summer science camp. Students will conduct hands-on/minds-on labs and activities in small groups.

In addition, various other learning opportunities are afforded to all qualifying students such as: BLAST fieldtrips, Marine Lab fieldtrips, Indian River Lagoon fieldtrips, AVID college campus visits, on- and off-campus cultural experiences, community service opportunities, music competitions, music assessments, Science & Engineering project presentations, eCybermission challenges, math competitions, speech and drama competitions, Spring Musical, etc.

Reading Intervention Plan & Literacy Leadership Team (LLT)

"All components of the K-12 Reading Plan and statutory requirements for reading intervention will be followed. These components and approved instructional and intervention materials can be found at

https://app1.fldoe.org/Reading_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx *"*

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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 an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), 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)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, Lowest 25%), and AYP information along with the associated school year)
Reading	Maria Peebles	Masters	6	6	Satisfactory; Mrs. Peebles has been at Stone MS since earning the position as our Literacy Coach six years ago. Stone has maintained an "A" for each of the years Mrs. Peebles has been with us. The percent of students meeting high standards in Reading has consistently risen each and every year (beginning with 62% in

					2004 and rising to 80% in 2010). The percent of students making learning gains in reading has shown similar gains, from 57% in 2004 to 66% in 2010. Students in the "Lowest 25%" category have fluctuated between 56% and 70% during her 6 year tenure. With regards to AYP status, historically speaking, three subgroups have struggled with meeting basic levels of proficiency in reading: Blacks, Students with Disabilities, and Economically Disadvantaged.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Mollie Vega, Assistant Principal

Carolyn Buckner, Guidance Department Chair/Counselor

Rebecca Siver, Guidance Counselor

Brandy Leeney, ESE Department Chair/ESE teacher

Maria Peebles, Literacy Coach

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

Monthly meetings focused on student interventions.

Information is disseminated at faculty and/or team meetings.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem Solving process is used in developing and implementing the SIP?

Input from the RtI Leadership Team is used to create action steps to accomplish the goals and objectives outlined by the school improvement plan. Members of the RtI Leadership Team are invited and encouraged to attend School Advisory Council meetings to provide input for the school improvement plan.

Action steps are discussed. Articulation between the RtI Leadership Team and the School Advisory Council makes connections between the needs of the students/school and the delivery of interventions by the instructional staff.

RtI Implementation

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

There are three Tiers in RtI. Some students will make rapid progress and only need Tier 1. Other students may need Tier 2 or Tier 3 to be successful. Each Tier gives more intensive help to the student.

Data regarding student learning will be constantly looked at to see if the student is making progress.

Tier 1 – This is core instruction that all students receive in their regular classroom. Sometimes a different teaching approach or materials are used with some of the students in the class. This helps not only the struggling student but others in the classroom as well.

Tier 2 - If the student is still struggling, a school team called the Individual Problem Solving Team (IPST) will work with the teacher and the parent to develop more intensive strategies. The IPST may consist of many different people such as a psychologist, speech/language therapist, reading specialist, as well as the teacher. Different, more targeted strategies such as small groups may be put in place to meet the learning needs of the student.

Tier 3 - If the student is not making adequate progress with Tier 2 interventions the IPST will look at providing Tier 3 interventions which will increase the intensity and individualization of the interventions and supports. Progress charts may show that the child needs more instructional time, for example, or needs to be taught using a different method or different materials. Tier 3 interventions are provided in addition to core (regular) instruction rather

than as a replacement. If the student is successful in Tier 3, school staff and the parents decide the best way to maintain success.

Data is collected from a multitude of sources: A3 Vision, FAIR test data, DA testing data, teacher input, parent/teacher conferences.

Describe the plan to train staff on RtI.

School wide inservice was provided to all Stone Middle School faculty in Spring 2010.

RtI Leadership Team will attend district training September 27, 2010.

RtI Leadership Team provide ongoing training to faculty at faculty meetings.

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GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Faculty and staff at Stone Middle School will create professional learning communities (PLCs) to positively impact instruction in a concerted effort to maximize student potential in core academic achievement and make significant gains in closing the achievement gap.

☑ Reading   ☑ Math   ☑ Writing   ☑ Science   ☐ Parental Involvement   ☐ Drop-Out Programs

☑ Language Arts   ☑ Social Studies   ☑ Arts/PE   ☐ Other _____

Operational Expectations

Goal 1: Student Achievement

☑ 1. Maximize student potential in core area achievement.

☑ 2. Close achievement gaps.

☑ 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.

☑ 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

☐ 1. Provide adequate and appropriate facilities.

☐ 2. Maintain a safe work and learning environment.

☑ 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

☐ 1. Recruit and retain the highest quality staff.

☐ 2. Build leadership and job-related capacity at every level of the organization.

☑ 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

☐ 1. Maintain effective and efficient resource management.

☑ 2. Utilize strategic planning that provides organizational focus and fosters continuous

improvement.

☐ 3. Maintain effective school/community communication and partnerships.

RATIONALE

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Reading scores have shown continuous increases since the inception of the Florida Comprehensive Assessment Test (FCAT) and reporting during the 2001-2002 school year. At the infancy of the FCAT testing in 2002, Stone Middle School was reported to have 48% of our students meeting high standards in reading. Over the next eight years, that percentage has steadily increased to reach 80% in 2010.

Students making annual learning gains in reading has fluctuated between 53% and 70% during the nine years of FCAT data reporting, with a 17-percentage point increase from 2002 to 2003, then a return to 57% in 2004. Continuous increases (2%+) have been made subsequent years until 2007, which showed a decline (4%) to 59% making annual learning gains. In 2010, students making annual learning gains in reading were reported to be 66%. The overall change from 2002 to 2010 showed a 13% gain in this area.

The lowest performing students in reading, labeled as "the lowest 25%", has fluctuated between 60% in 2002 to 70% in 2010 in making annual learning gains. The trend appears to be cyclical in that growth is made over a two to three year period and then a decline is evidenced. Increases as much as 19% in 2003 counter declines such as 23% in 2004. In summation, five years showed increases (2003, 2005, 2006, 2008, 2010) and three showed decreases.

Historically, three reported subgroups have been unable to consistently meet established levels of proficiency in reading: black students, economically disadvantaged students, and students with disabilities. Black students have fluctuated be 47% (2007) and 58% (2008). However, for the past two years (2009 and 2010), this percentage remained at 55. Economically disadvantaged students have shown similar trends, fluctuating between 50% (2005) and 65% (2010) with increases evidenced each of the past three years: 54% (2007), 58% (2008), 61% (2009), and 65% (2010). Students with disabilities have shown minimal progress over the past six years. In 2004, this subgroup evidenced 33% of the students being proficient in reading. Subsequent years have shown slight increases as well as decreases: 36% (2005), 38% (2006), 30% (2007), 36% (2008), 39% (2009) and then dropping to 34% (2010).

Mathematics scores have shown an overall increase since 2002, of the percent of our students meeting high standards. In 2002, this percentage was reported to be 54%. With a couple of slight declines (1% from 2005 to 2006; 2% from 2008 to 2009) the percentage of students meeting high standards were maintained or showed increases as a whole. Over the past eight years, that percentage has steadily increased to reach 82% in 2010.

Students making annual learning gains in math has fluctuated between 67% and 77% during the nine years of FCAT data reporting, with changes as much as ±7% in a single year. The most recent decline was from the 2008 to 2009 year, which changed from 80% to 73%. The 2008-2009 school year was the first year a mathematics remediation course was not provided (due to budget constraints) for students working below grade level in math. The return to Title I status in 2009-2010 provided the resources necessary to reinstate that viable resource.

The "lowest 25%" of the school population in math has been measured and reported since 2007. The first two years reported showed annual learning gains of 74% and 77% respectively. In 2009, the percentage took a significant decline to 70%. With the return of the mathematics remediation course in 2009-2010, this reported subset of students evidenced a reversal in the scores to an increase to 79% (9% increase over previous year). A significant number of the students in this subset were scheduled into that remediation course. Of the students in that course, 90% made annual learning gains in math in 2010.

Historically, three reported subgroups have been unable to consistently meet established levels of proficiency in math: black students, economically disadvantaged students, and students with disabilities. Black students have fluctuated be 49% (2004) and 58% (2008). However in 2010, this subgroup reached its highest at 58%. Economically disadvantaged students have shown similar trends, fluctuating between 49% (2004) and 69% (2010) with increases evidenced each of the past four years: 52% (2006), 60% (2007), 61% (2008), 63% (2009), and 69% (2010). Students with disabilities have shown significant growth over the past six years, however, still remains the lowest performing subgroup. In 2004, this subgroup evidenced 27% of the students being proficient in math. Subsequent years have shown increases 40% (2005), 32% (2007), 33% (2008), 38% (2009), 47% (2010) with the exception of 2006 (29%) that evidenced an 11% decrease.

FCAT Writes writing scores have historically remained well above the District and State averages, until the 2008-2009 year. The 2009 FCAT Writing results showed 8th graders matching State and District averages.

The percentage of students meeting high standards in writing was reported to be 86% in 2002. Historically, this has been an area of strength. However, since 2008, students have moved in a downward trend, with a 4% decline in 2010. It should be noted that the scoring procedures of the FCAT Writing test changed significantly in 2010 from two essay scorers to one. This decline was evidenced both district- and statewide.

Science score reporting, beginning in 2007, shows students meeting high standards in science at 60%. The following year evidenced an 8% decline to 52%. Over the next two years, that percentage increased to 61% with the greatest gain (7%) being earned in 2010. Science scores in the Choice program have consistently soared above the District average. However, the general science courses have yet to meet District standards.

Best Practice:

Richard DuFour and colleagues contend that a professional learning community (PLC) is an "ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." The essence of professional learning communities (PLCs) is an inherent belief that the organization must "embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it." (2010, p.11)

Considerable research indicates that the PLC structure best suited for on-going professional learning, yielding the highest levels of improved student achievement, is a team of teachers with a natural common interest (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Gallimore et al., 2009; Little, 2006; Saphier et al., 2006; Stigler & Hiebert, 2009). PLCs comprised of teachers who teach the same course or grade level exemplify this characteristic.

Analysis of Current Practice:

(How do we currently conduct business?)

Historically we have operated using the "middle school teams" mentality. The emphasis on "teams" placed academic-core teachers with shared student-cohorts. In this same model, common team planning afforded the luxury of discussing problematic students, interdisciplinary teaching, teacher bonding, etc. Although the team approach shared some of the support attributes of PLCs, the purposes of the two differ greatly. The teaming approach places the majority of the focus on the student…what he or she can or cannot do and the "fixes" necessary to make everything right in the world of the teacher. As we began to move away from "the student is lacking" problem statement, our focus has begun is shift toward the PLC premise in that "it's up to the teacher" to generate valued learning.

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GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Faculty and staff at Stone Middle School will create professional learning communities (PLCs) to positively impact instruction in a concerted effort to maximize student potential in core academic achievement and make significant gains in closing the achievement gap.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Define the concept and purpose of PLCs to all stakeholders.	Principal	August 2010		Faculty meeting attendance
Survey stakeholders to determine what PLCs are needed.	Administration	August 2010, then Ongoing		Faculty survey
Identify teacher leaders to facilitate PLCs.	Administration	Ongoing		List of PLC teacher leaders
Establish inservice components for teacher participation in PLCs.	Site Inservice Representative	Ongoing		Inservice records
Meet monthly with department chairs and teacher leaders to discuss progress in PLCs toward skill acquisition.	Administrative team	Monthly throughout school year		Meeting minutes
Literacy coach will visit classrooms to model research-based best practices.	Literacy Coach	Ongoing		Literacy coaches presentation schedule and plans
PLCs will collaborate to align and evaluate curriculum, both horizontally and vertically, to improve	Departmental PLCs	August - Ongoing		Departmental PLC minutes, curriculum alignment plan

instructional practices.				
Develop and utilize common assessments to monitor and evaluate the effectiveness of instructional practices.	District Accountability and Testing (DA testing), Department PLCs, Administration	DA testing windows and ongoing		DA testing results and analysis
Encourage and support ESE teachers and assistants to actively participate in departmental PLCs to work toward skill alignment adn acquisition.	Administration, ESE Department Chair	Ongoing		Meeting minutes, teacher surveys
Increase awareness of and participation in PLCs to all stakeholders.	Administration, various teachers	Ongoing		Email notifications, informational flyers
Facilitate PLC articulation at faculty meetings, team meetings, and department meetings.	Administration, teacher leaders	Ongoing		Faculty meeting agendas, meeting minutes, AVID Certification Binder
Continue to incorporate Cornell notes as a school-wide reading and learning strategy to improve reading comprehension and information retention.	Administration, AVID Site Team	Ongoing		Student samples, teacher's lesson plans, AVID Certificaton Binder
Utilize the AVID PLC to identify "gap" students to ensure maximum exposure to and enrollment in rigorous curriculum, to include Algebra, Geometry and Spanish.	Guidance Department, AVID Site Team	Summer prior to registration, ongoing		GAP analysis data sheet, FCAT scores, AVID enrollment, AVID Certification Binder
Collaborate within Departmental PLCs to establish common WICR (Writing, Inquiry, Collaboration, Reading) strategies, planning assessment, and communication among teachers instructing the same courses.	Department Chairs, AVID Site Team	Monthly AVID Site Team meetings, monthly Department meetings	$1,500	AVID Site Team meeting minutes, Department meeting minutes, AVID Certification Binder
Incorporate Cornell notes as part of the Interactive Notebook to increase student learning and organizational skills.	Science Department, AVID elective teacher, AVID Site Team	Ongoing, beginning in August 2010		Student Interactive Notebook samples, teacher lesson plans, science department minutes, AVID Certification Binder

Develop rigor within each classroom by utilizing higher-order questioning (Costa).	All teachers, AVID Site Team	Ongoing		Student samples, teacher's lesson plans, AVID Certification Binder
Encourage "Teacher Motivators" as a means by which personal mentorships are established between teachers and at-risk students.	Administration, various teachers	Ongoing		Reflection journals, anecdotal summaries, teacher feedback
Encourage and support the performing and visual arts teachers to actively participate in campus-wide PLCs to work toward interdisciplinary planning and 21st Century skills development.	Administration, performing and visual arts teachers	Ongoing		Administrative Walk throughs, Music Demonstration evidence, EVA evidence, AVID Certification Binder
Analyze content-specific assessment data, by PLCs, as a progress monitoring tool.	Administration, various teachers	Ongoing		PLC minutes, analysis of data

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GOAL 1

EVALUATION:

OUTCOME INDICATORS
Results on the FCAT will demonstrate the following improvements:

Reading:

Total Population:	From	80	% in 2010 to	82	% in 2011.
Level 1:	From	10	% in 2010 to	8	% in 2011.
Lowest 25%: Learning	From	70	% in 2010 to	73	% in 2011.
Gains:	From	66	% in 2010 to	69	% in 2011.
White:	From	78	% in 2010 to	80	% in 2011
Blacks:	From	53	% in 2010 to	58	% in 2011.
Hispanic:	From	61	% in 2010 to	65	% in 2011.
ELL:	From		% in 2010 to		% in 2011.
SWD:	From	31	% in 2010 to	38	% in 2011.
ECD:	From	63	% in 2010 to	67	% in 2011.
Other:					
	From		% in 2010 to		% in 2011.

Math:

Total Population:	From	82	% in 2010 to	84	% in 2011.
Level 1:	From	9	% in 2010 to	7	% in 2011.
Lowest 25%: Learning	From	79	% in 2010 to	81	% in 2011.
Gains:	From	77	% in 2010 to	79	% in 2011.
White:	From	82	% in 2010 to	84	% in 2011
Blacks:	From	53	% in 2010 to	58	% in 2011.
Hispanic:	From	70	% in 2010 to	73	% in 2011.
ELL:	From		% in 2010 to		% in 2011.
SWD:	From	45	% in 2010 to	51	% in 2011.
ECD:	From	67	% in 2010 to	70	% in 2011.
Other:					
	From		% in 2010 to		% in 2011.

Writing:

Total Population:	From	77	% in 2010 to	87	% in 2011.

Science:

Total Population:	From	61	% in 2010 to	65	% in 2011.
Level 1:	From		% in 2010 to		% in 2011.

ADDITIONAL OUTCOME INDICATORS:	
• Survey of teachers to determine success of implemented strategies • FAIR data • Professional Development Plan (PDP) results • School attendance	TARGET GOALS FOR INDICATORS • 100% of classroom teachers will complete "success of implemented strategies" survey. • ≥80% of FAIR tested students will show growth from 1st test date to final test date of 2011 SY. • 100% of classroom teachers will complete

	PDPs and results from testing data will be discussed and evaluated by their evaluating administrator. • School attendance ≥95%.

PROGRESS MONITORING:	
DA testing - math and science District Writing assessments FAIR testing - 3x's annually Formative Assessments - by teacher, ongoing	

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GOAL 1

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

District Request	School Based
OTHER	OTHER

If District Request Other, please enter:	If School Based Other, please enter:
Professional Learning Communities	AVID methodologies/strategies

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BUDGET:

CATEGORY	DESCRIPTION	FUNDING SOURCE	AMOUNT
Training	AVID Summer Institute, PATH training	District Funded	$5,000
Salaries	Remedial Reading Teacher	Title I	$50,708
Salaries	Remedial Math Teacher	Title I	$49,233
Salaries	Title I Coordinator	Title I	$12,471
Salaries	Science Lab Coordinator - Instructional Assistant	Title I	$4,178
Salaries	ASP tutoring - teachers	ASP	$15,859
Salaries	ESOL - Extended Day supplement	ASP	$1,901
Materials	Consumable and ancillary materials for ASP	ASP	$800
Other	Postage	ASP	$400
Other	Substitutes	Title I	$1,000
Materials	Various materials and supplies	Title I	$35,000
Training	AVID Summer Institute, PATH Training	Title I	$5,000

Technology	PC Laptop computer & software	Title I	$1,500
		Total:	$183,050

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GOAL 2

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Increase parental and community involvement at Stone.

☐ Reading   ☐ Math   ☐ Writing   ☐ Science   ☑ Parental Involvement   ☐ Drop-Out Programs

☐ Language Arts   ☐ Social Studies   ☐ Arts/PE   ☑ Other   Community Involvement

Operational Expectations

Goal 1: Student Achievement

☑ 1. Maximize student potential in core area achievement.

☐ 2. Close achievement gaps.

☑ 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.

☐ 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

☐ 1. Provide adequate and appropriate facilities.

☐ 2. Maintain a safe work and learning environment.

☑ 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

☐ 1. Recruit and retain the highest quality staff.

☐ 2. Build leadership and job-related capacity at every level of the organization.

☐ 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

☐ 1. Maintain effective and efficient resource management.

☐ 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.

☑ 3. Maintain effective school/community communication and partnerships.

RATIONALE

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

> In the 2010 school year, Stone Middle School parents and community volunteer hours rose to 14,875.38, from 14,256.17 in 2009. For the past two years, volunteer hours have exceed the required goal set by the District. In an effort to meet rising standards, deployment of monthly family/community involvement meetings set a precedence for meeting the needs on campus as well as the District required number of volunteer hours.
>
>
> District requirement for student volunteer hours is 1 hour per student, equating to 654 required hours last year. The hours achieved by students in 2010 was 3,648.20.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 2

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Increase parental and community involvement at Stone.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Conduct monthly family/community involvement meetings to share volunteer opportunities.	School volunteer coordinator	Ongoing	$200	Meeting minutes
Record and deploy SynreVoice announcements to provide volunteer meeting details.	Stone Site SynreVoice contact, Volunteer coordinator	Monthly		Synrevoice logs
Recruit local colleges/universities as sponsors for campus projects (adopt a hallway, provide AVID tutor support, guest speakers, etc.)	AVID Site Team	Ongoing	$250	Project sponsorship pledges, guest speaker presentations, AVID tutor logs
Monitor VIPS system to track volunteer hours.	Volunteer coordinator	Ongoing		VIPS hours report
Announce volunteer and sponsorship opportunities via flyers, school newsletter, and website.	Various teachers, volunteer coordinator, Newsletter editor, technology specialist	ongoing	$250	flyers, newsletters, website

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GOAL 2

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total Population:	From	% in 2010 to		% in 2011.
Level 1:	From	% in 2010 to		% in 2011.
Lowest 25%:	From	% in 2010 to		% in 2011.
Learning Gains:	From	% in 2010 to		% in 2011.
White:	From	% in 2010 to		% in 2011
Blacks:	From	% in 2010 to		% in 2011.
Hispanic:	From	% in 2010 to		% in 2011.
ELL:	From	% in 2010 to		% in 2011.
SWD:	From	% in 2010 to		% in 2011.
ECD:	From	% in 2010 to		% in 2011.
Other:	From	% in 2010 to		% in 2011.

Math:

Total Population:	From	% in 2010 to		% in 2011.
Level 1:	From	% in 2010 to		% in 2011.
Lowest 25%:	From	% in 2010 to		% in 2011.
Learning Gains:	From	% in 2010 to		% in 2011.
White:	From	% in 2010 to		% in 2011
Blacks:	From	% in 2010 to		% in 2011.
Hispanic:	From	% in 2010 to		% in 2011.
ELL:	From	% in 2010 to		% in 2011.
SWD:	From	% in 2010 to		% in 2011.
ECD:	From	% in 2010 to		% in 2011.
Other:	From	% in 2010 to		% in 2011.

Writing:

Total Population:	From	% in 2010 to		% in 2011.

Science:

Total Population:	From	% in 2010 to		% in 2011.
Level 1:	From	% in 2010 to		% in 2011.

ADDITIONAL OUTCOME INDICATORS:

AVID Certification Binder - evidencing College/University support and parental support.	

PROGRESS MONITORING:

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GOAL 2

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

District Request	School Based

If District Request Other, please enter:

Professional Learning Communities

If School Based Other, please enter:

AVID methodologies/strategies

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GOAL 2

BUDGET:

CATEGORY	DESCRIPTION	FUNDING SOURCE	AMOUNT
Other	Food for Parent Academies	Title I	$200
Other	Postage	Title I	$500

		Total:	$700