



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Watson B. Duncan Middle School

5150 117TH CT N

Palm Beach Gardens, FL 33418

561-776-3500

www.edline.net/pages/watson_b_duncan_middle_school

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
42%

Alternative/ESE Center
No

Charter School
No

Minority Rate
40%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Watson B. Duncan Middle School

Principal

Adrian Ocampo

School Advisory Council chair

Bob Gilmore

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mary Raiford	Assistant Principal
Philip Damico	Assistant Principal
Carlton Jackson	Assistant Principal
Kate Wynn	Dean (Teacher On Assignment)
Carla Waldron	Guidance Department Chair

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Our Current total SAC membership is 30 which is comprised of the following;

- Chair Bob Gilmore
- Director Adrian Ocampo
- Treasurer Sean Bohne
- Secretary Carmen McKenzie
- Student Representative Ava Campana
- Community Business Partners
- Teachers
- Education Support Personnel
- Parents

Involvement of the SAC in the development of the SIP

SAC members and attendees have the opportunity to offer feedback on all areas of campus operations. Additionally, members of SAC had a vital role in the development of the goals for the School Improvement Plan and in anticipating barriers and strategies for overcoming barriers specific to Watson B. Duncan Middle.

Activities of the SAC for the upcoming school year

SAC meets the fourth Thursday of each month. The purpose of the meetings is to disseminate information and encourage communication between and among stakeholders. The committee collaborates to support instruction, Schoolwide Positive Behavior Support, and school improvement as a whole.

Projected use of school improvement funds, including the amount allocated to each project

At this time there are no new incoming SAC funds. The remaining SAC funds will be used for student tutorial programs

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

We currently out of compliance with a higher ratio of district employees to non district employees. We are working to build SAC membership within the business community and parent population. This effort is being aided by the Business partner Coordinator and volunteer coordinator.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mary Raiford		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials

Bachelor of Science- Communications
 Bachelor of Arts-Education
 Masters of Educational Leadership
 Certification:
 K-12 Educational Leadership
 K-12 ESE
 K-6 Elementary Ed
 National Board Certification (Middle Childhood Generalist)

Performance Record

2012-2013
 Watson B. Duncan MS-Grade A
 2011-2012
 Reading Specialist
 Supporting North Area Accountability
 2010-2011
 Reading Specialist
 Supporting North Area Accountability
 2009-2010
 Jerry Thomas Elementary School- Reading
 Coach
 2010 Grade A
 % Meeting High Standards Reading- 92
 % Meeting High Standards Math-93
 %Meeting High Standards Science-81
 %Meeting High Standards -Writing- 88
 AYP-yes
 2008-2009
 Jupiter Elementary Reading Coach
 Grade A,
 Reading Mastery:78%, Math Mastery: 82%,
 Science Mastery:44%, Writing
 Mastery:90%, AYP:97%, ELL did not make
 AYP in Reading.
 2007-2008
 Jupiter Elementary Reading Coach
 Grade A, Reading mastery:78%, Math
 Mastery:80%, Science Mastery:57%,
 Writing Mastery:84%, AYP 90%, ELL and
 SWD did not make AYP in Reading and
 Math.

Carlton Jackson

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelors Criminal Justice
Masters Educational Leadership
Social Science 5-9 Middle Grades
Educational Leadership All Levels

Performance Record

Assistant Principal Watson B. Duncan MS
2012-2013
Grade: A

Phillip D'Amico		
Asst Principal	Years as Administrator: 9	Years at Current School: 9
Credentials	University of New York at Buffalo; BS Master's Degree Educational Leadership- Nova SE University; Certification-Educational Leadership, State of Florida; Principal Certification-State of Florida	
Performance Record	Assistant Principal of Watson B. Duncan MS: 2012-2013 Grade:A Assistant Principal of Watson B. Duncan MS: 2011-2012 Grade:A Performance Measure:621 Reading Mastery:66% Math Mastery:70% Science Mastery:67% Writing Mastery: 90% Assistant Principal of Watson B. Duncan MS: 2010-2011 Grade:A Performance Measure:597 Reading Mastery:83% Math Mastery:83% Science Mastery:74% Writing Mastery: 86% AYP:79% Black, Economically Disadvantaged and Students with Disabilities need improvement in Reading. Black, Hispanics, Economically Disadvantaged, and Students with Disabilities need improvement in Math. Eighty Six percent of students are meeting state standards in Writing. This school did not meet Writing criteria in AYP for Students with Disabilities.(Improved percentage in Writing by 1%) Assistant Principal at Watson B. Duncan MS 2009-2010: Grade:A Performance Measure:603 Reading Mastery:82% Math Mastery:84% Science Mastery:69% AYP:79% Black, Hispanic, Economically Disadvantaged and Students with Disabilities need improvement in Reading. Black, Hispanic, Economically	

Disadvantaged, and Students with Disabilities need improvement in Math. Ninety-one percent of students are meeting state standards in Writing. This school did not meet Writing criteria in AYP for Blacks, Economically Disadvantaged, and Students with Disabilities.(Improved percentage in Writing by 1%)
 2008-2009:
 Grade: A,
 Performance Measure: 589
 Reading Mastery: 79%, Math mastery 79%, Science mastery 54%. AYP: 92%, Blacks did not make AYP in Math, Students with Disabilities did not make AYP in Reading or Math.
 2007-2008:
 Grade: A,
 Performance Measure:565
 Reading mastery 76%, Math mastery 77%, Science mastery 54%. AYP: 95%.
 2006-2007:
 Grade: A,
 Performance Measure:553
 2005-2006:
 Grade: A
 Performance Measure: 444

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers

79

receiving effective rating or higher

79, 100%

Highly Qualified Teachers

90%

certified in-field

79, 100%

ESOL endorsed

20, 25%

reading endorsed

14, 18%

with advanced degrees

21, 27%

National Board Certified

4, 5%

first-year teachers

3, 4%

with 1-5 years of experience

14, 18%

with 6-14 years of experience

30, 38%

with 15 or more years of experience

32, 41%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

4, 50%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The school leadership team recruits successful interns and solicits referrals from current employees in order to ensure the hiring of highly qualified, in-field, effective teachers. In order to retain effective

teachers, the Educator Support Program contact will meet with new teachers, on an ongoing basis. New teachers will be partnered with veteran teachers and will participate in the district provided Educator Support Program.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Watson B. Duncan utilizes The Educator Support Program (ESP) for mentoring new teachers. ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning.

ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

Mentor/mentee pairing is based on subject area taught when possible, however, other factors are taken into consideration.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Watson B. Duncan Community Middle School School-Based Response-to-Intervention Team will focus its efforts on students as individuals and on the facilitation of their academic, social and emotional well-being. Our team will meet as needed no less than once per month. The meetings will follow a pre-determined agenda which will be formulated from a broad-based collaboration between team members, teachers and support staff. The school-based RtI Leadership Team will review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier-1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion and follow up support for the students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal –

Oversees implementation of school-based RtI Leadership Team. Facilitates team process by evaluating

and supporting team functions and providing feedback on team processes. Ensures adequate professional development to support RtI implementation.

Asst. Principal –

Participate in RtI Leadership Team process. Assist with data collection, assessment and decision making. Provide input regarding RtI Tier 2 and 3 interventions.

Guidance Counselors –

Oversee collection, interpretation and analysis of data. Direct school based RtI Leadership Team process. Coordinate implementation of Tier 2 and Tier 3 interventions. Provide services and expertise on issues ranging from RtI Team design to assessment and intervention with individual students.

ELL Contact, ESE Coordinator and ESE Teachers –

Participate in team process by assisting with data collection and assessment. Also provide input regarding Tier 2 and Tier 3 interventions and assist with implementation. Collaborate with general education teachers regarding development and implementation. Collaborate with general education teachers regarding development and implementation of Tier 2 and 3 interventions.

School Psychologist –

Participates in the collection, development and interpretation of data. Provides expertise in the development and implementation of Tier 2 and 3 interventions. Provides support for ensuring the fidelity of the intervention process. Collaborates with school personnel to facilitate data-based decision making and recommendations.

Select General Ed. Teachers –

Provide input and data regarding student performance and progress. Also provide data regarding Core instruction, implementation of Tier 1 interventions and collaborate with Team regarding the integration of Tier 1, 2 and 3 interventions.

Student Services Personnel –

Provide interventions and input regarding community based services for students and parents. Collaborate with team to support academic, behavioral and emotional success.

Department Instructional Leader – Identify student needs and provide input and assistance to school based RtI Team in developing evidence based Tier 2 and 3 interventions. Collaborates with classroom teachers to assist with the implementation of interventions. Assists in the design and implementation of progress monitoring and staff development activities. Provides data regarding scientifically-based curriculum assessment and intervention approaches.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The RtI Team will meet with SAC to assist in the development of school-wide strategies that will support the instructional process and promote student success promoting the vision and mission of the school. Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop and implement the SY12 SIP. The school based MTSS team meets on an on-going basis to ensure support and follow up is provided to meet individual student needs. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed. Topics for discussion include, but are not limited to, the following: FCAT scores and the lowest 25%, Subgroup learning trends, Strengths and weaknesses of intensive programs, Mentoring, tutoring, and PBS data. Data is monitored to ensure that correct procedures are followed and implemented by the ESE contact, Scholl Based team leaders and administrative team leader.

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

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes

- K-5 Literacy Assessment System (Incoming 6th graders)
- Diagnostic Assessment for Reading (DAR)
- FAIR Data
- Comprehensive English Language Learning Assessment (CELLA)
- Discipline Referrals
- Retentions
- Absences
- Marzano Observation Data Reports
- PBS referral data

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Marzano Observation Data Reports

End of year data:

- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- EOC
- Marzano Observation Data Reports
- PBS referral data

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

In-service to the faculty will be provided via TrainU, Learning team meetings, and Professional development days coordinated by the professional development team and administrative staff. Individual professional development will be provided to classroom teachers, as needed. These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- School wide Positive behavior support (swPBS)
- Data-based decision-making to drive instruction
- Progress monitoring through formative assessments
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading. (AIMS web)

In order to support the MTSS process and build capacity among all stakeholders, ongoing professional development and monitoring will be provided through the leadership team and school based team leader. The School based team leader and administrative team will monitor student data.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,700

This before school tutorial program will remediate students who scored a level 2 on the Fall Diagnostic Assessment to assist with FCAT test prep.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The data collected from the Fall Diagnostic Assessment will be used as a baseline for students participating in the tutorial program. Effectiveness of the program will be measured using comparison data from the Winter Diagnostic Assessment and Core K-12 assessments.

Who is responsible for monitoring implementation of this strategy?

The administrative team is responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Mary Raiford	Assistant Principal
Theresa Leach	Reading Department Chair
Martha Griffith	English Language Arts Department Chair
Carmen McKenzie	Professional Development Chair
Casey Runner	Media Specialist
Bob Gilmore	ESE Contact
Adrian Ocampo	Principal
Margaret Busse	Science Department Chair

How the school-based LLT functions

The LLT and department instructional leaders will meet on a monthly basis to review and analyze data and support the reading instructional process. The administrative team and LLT will observe and monitor the implementation and data results of the school-wide reading/writing plans on a quarterly basis. The administrative team will participate in and monitor Learning Team Meetings, lesson plan implementation and lesson delivery to increase instructional capacity. The PDD team, Administration, and Department Instructional Leaders will provide professional development on implementing Reading/Writing strategies school-wide. Strategies will include Marzano High probability instructional strategies, Common Core reading and writing standards, close reading, text dependent questioning and ensuring use of complex text across the curriculum. In addition, all content area teachers will provide research and writing opportunities.

Major initiatives of the LLT

The major initiatives include: 1) Creating a school wide reading challenge to promote reading across all content areas 2) Increasing usage of media center resources to support additional research and writing opportunities 3) Increase use of Core-12 and Florida Achieves to increase student achievement in reading 4) Increase use of non-fiction complex text reading using the Close reading process in all content areas.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers are Infusing Common Core Reading and Writing strategies in daily instruction across grade levels. In addition to the daily instruction, we have a wide variety of school initiatives that contribute to reading improvement of every student. These programs and initiatives include the following:

Incentive program DMS Reading Challenge

Incentives to increase media center usage

Battle of the Books (School wide program promoting sunshine state readers) Students compete with peers and other schools.

Increase Edmodo usage

Increase use of digital books and effective research skills by the media center and content area teachers

Use of Core K12, Florida achieves as formative and summative assessments to drive effective instruction.

Laptop usage (9 laptop labs have been added to our school for teacher checkout, this increases school wide capability for research, nonfiction reading and assessments

Increased use of Nonfiction text and using primary sources by all content area teachers

Media Center now has an Edline link with reading resources

Middle school poetry contest

OCE Future Authors Writing workshop

Debate club Initiative (Argumentative/persuasive research and writing)

The Write stuff-- anti bullying writing initiative through the Social Studies department

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Sixth grade students take Business Keyboarding (includes elements of career planning, workplace skills, and computer use and etiquette) . Seventh and 8th grade students have the opportunity to take one semester of Computer Applications in Business 1 and 2 (includes elements of career planning, workplace skills, and computer use and etiquette). Pre-Academy of Finance students participate in a track which includes Business Leadership Skills, Computer Applications in Business 2 and 3, Fundamentals of Finance and Computing for College and Careers (all courses in this track include concentration on career planning and post-secondary readiness). Students participating in Computing for College and Careers have the opportunity to earn industry certification as CIW Business Internet Associate.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Guidance counseling sessions, course selection, choice programs , high school specialized Choice Program and Career Academy presentations. Active Career and Technical Student Organization, Future Business Leaders of America, guest speakers, Junior Achievement, Leadership field trips, business seminars, local and state competitions in business related areas.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%		No	78%
American Indian				
Asian	81%		No	83%
Black/African American	46%		No	51%
Hispanic	75%		No	78%
White	80%		No	82%
English language learners	41%		No	47%
Students with disabilities	46%		No	51%
Economically disadvantaged	63%		No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	388	32%	35%
Students scoring at or above Achievement Level 4	490	41%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		23%
Students scoring at or above Level 7	10	40%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	913	74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	205	76%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	85%	88%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	329	80%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		78%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	72%	No	78%
American Indian				
Asian	89%	85%	No	90%
Black/African American	50%	44%	No	55%
Hispanic	75%	69%	No	78%
White	80%	78%	No	82%
English language learners	41%	33%	No	47%
Students with disabilities	49%	33%	No	54%
Economically disadvantaged	63%	58%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	348	29%	32%
Students scoring at or above Achievement Level 4	526	44%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	44%	47%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	938	76%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	184	64%	67%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	222	60%	63%
Middle school performance on high school EOC and industry certifications	222	100%	100%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	72%	No	78%
American Indian				
Asian	89%	85%	No	90%
Black/African American	50%	44%	No	55%
Hispanic	75%	69%	No	78%
White	80%	78%	No	82%
English language learners	41%	33%	No	47%
Students with disabilities	49%	33%	No	54%
Economically disadvantaged	63%	58%	No	67%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	20%	17%
Students scoring at or above Achievement Level 4	135	80%	83%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	54	100%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	28%	31%
Students scoring at or above Achievement Level 4	143	35%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		41%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		28%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		11
Participation in STEM-related experiences provided for students	795	61%	80%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	251	19%	22%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	101	57%	60%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	100%
Passing rate (%) for students who take CTE industry certification exams		0%	85%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	60%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	7	0%	0%
Students who fail a mathematics course	2	0%	0%
Students who fail an English Language Arts course	6	0%	0%
Students who fail two or more courses in any subject	9	0%	0%
Students who receive two or more behavior referrals	84	6%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	74	6%	5%

Area 9: Parent 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. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

School will maintain criteria in order to meet to be awarded 5 star School Award for SY 2013. The data from the school effectiveness questionnaire will be analyzed to increase overall parental satisfaction with school by 5%.

Parent University will be implemented and offered to parents each quarter. The topics will include: Sixth grade middle school transitions, Fostering your child’s self esteem, Helping your child achieve at school, Making, breaking and revising rules, Self destructive behaviors

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Watson B. Duncan Middle School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
6th Grade-History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans	416	100%	100%
7th Grade-History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans	444	100%	100%
8th Grade-History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans	439	100%	100%

Goals Summary

- G1.** Increase student engagement during instructional delivery through the use of high probability (Marzano) teaching strategies.
- G2.** Use data to identify individual academic needs of students and provide supplemental instruction.
- G3.** Implementation of the Common Core Eight Mathematical Practices
- G4.** Provide extended learning opportunities, in math, for students at or below grade level
- G5.** Promote learning gains through use of College and Career Readiness Anchor Standards for Reading and Writing across all content areas.
- G6.** Increase writing achievement by providing increased opportunities for students to write across all content areas using Common Core writing standards.
- G7.** Increase student engagement during instructional delivery through the use of targeted questioning including ending review questions.
- G8.** Increase student self-awareness of content mastery level through the use of a prescribed level of learning scale.

Goals Detail

G1. Increase student engagement during instructional delivery through the use of high probability (Marzano) teaching strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- CTE
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- District TrainU professional development courses
- Course registration
- District offered trainings
- In-school professional development (LTM's, PDD)

Targeted Barriers to Achieving the Goal

- Lack of differentiated instruction in classroom to increase student engagement

Plan to Monitor Progress Toward the Goal

Review teacher observations to determine progress

Person or Persons Responsible

Administrative team and department leaders

Target Dates or Schedule:

At mid year

Evidence of Completion:

Based on the Marzano evaluation data, administration will conference with teachers as applicable

G2. Use data to identify individual academic needs of students and provide supplemental instruction.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- EDW Reports
- Interim assessments (Core K-12)
- Classroom assessments

Targeted Barriers to Achieving the Goal

- Effective use of available, student specific, assessment data

Plan to Monitor Progress Toward the Goal

Monitor achievement in subgroups as applicable. A positive response is a well developed teacher data analysis worksheet. A questionable response is a worksheet showing that the teacher collected data, but did not analyze or use the data to inform instruction. A poor response is non-participation.

Person or Persons Responsible

Administration and Team Leaders

Target Dates or Schedule:

Quarterly at mid-nine weeks report time

Evidence of Completion:

Teacher data analysis worksheet

G3. Implementation of the Common Core Eight Mathematical Practices

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- FLDOE

Targeted Barriers to Achieving the Goal

- Lack of understanding of how to effectively implement strategies

Plan to Monitor Progress Toward the Goal

Teacher Self Reflection checklist

Person or Persons Responsible

Math Team Leader and Math teachers

Target Dates or Schedule:

During Learning Team Meetings

Evidence of Completion:

Positive- All mathematical practices implemented Questionable -5-7 mathematical practices implemented Poor- Less than 5 mathematical practices implemented

G4. Provide extended learning opportunities, in math, for students at or below grade level

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Volunteer tutors
- Intensive math courses

Targeted Barriers to Achieving the Goal

- Funding

Plan to Monitor Progress Toward the Goal

Focus Calendar for tutorial sessions/preassessment

Person or Persons Responsible

Administrative team

Target Dates or Schedule:

By November 15, 2013

Evidence of Completion:

Students enrolled in tutorial and data analysis of results

G5. Promote learning gains through use of College and Career Readiness Anchor Standards for Reading and Writing across all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- STEM
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- Common Core Standards Website
- Professional Development Training and LTM
- College and Career Readiness Anchor Standards for Reading and Writing

Targeted Barriers to Achieving the Goal

- Classroom implementation with fidelity

Plan to Monitor Progress Toward the Goal

Review student test data. Questionable or poor results will require additional professional development to ensure that teachers are able to implement the anchor standards with fidelity.

Person or Persons Responsible

Administration, Team Leaders

Target Dates or Schedule:

As soon as test results are available

Evidence of Completion:

Student test data/school data binder

G6. Increase writing achievement by providing increased opportunities for students to write across all content areas using Common Core writing standards.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Writing resources/ lesson plan/ on District writing curriculum website, Common Core website , C-Palms, Learning Village, Professional development opportunities, Writing workshop for targeted students

Targeted Barriers to Achieving the Goal

- Students need to Increase use of evidence based and analytic writing

Plan to Monitor Progress Toward the Goal

Analyze proficiency and growth of writing achievement through the use of EDW reports and Palm Beach Writing assessments. Positive-Percentage showing gain Questionable- Inconsistency of scores Poor- Decline in scores

Person or Persons Responsible

Team Leaders, administration

Target Dates or Schedule:

October 11, 2013, November 8, 2013, December 20, 2013, February 14 2014, March 14, 2014, May 30, 2014

Evidence of Completion:

School wide data binder

G7. Increase student engagement during instructional delivery through the use of targeted questioning including ending review questions.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Marzano
- Use of Learning Village Science lessons
- FDOE
- Common Core Literacy Standards for Science and Technology
- Blooms Taxonomy

Targeted Barriers to Achieving the Goal

- Ineffective use or lack of targeted questioning throughout the lesson including ending review

Plan to Monitor Progress Toward the Goal

Walkthroughs, Formal and Informal observations

Person or Persons Responsible

Administrative team, team leaders and instructional staff

Target Dates or Schedule:

Quarterly at the end of each nine week marking period

Evidence of Completion:

1 observation Final report and teacher conferences

G8. Increase student self-awareness of content mastery level through the use of a prescribed level of learning scale.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- Marzano Unit Scale
- Professional Development courses
- Levels of Learning scale

Targeted Barriers to Achieving the Goal

- Lack of effective and frequent referral to level of learning scale during class instruction

Plan to Monitor Progress Toward the Goal

Classroom and State assessments

Person or Persons Responsible

Administrative team and department leaders

Target Dates or Schedule:

Midyear (end of first semester) Final (end of second semester)

Evidence of Completion:

Marzano Evaluation data reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student engagement during instructional delivery through the use of high probability (Marzano) teaching strategies.

G1.B1 Lack of differentiated instruction in classroom to increase student engagement

G1.B1.S1 Train teachers in the use of effective differentiated instructional techniques

Action Step 1

Provide training on differentiated instruction techniques

Person or Persons Responsible

Professional Development Team and department leaders

Target Dates or Schedule

LTM meetings (ongoing for SY14) PDD days as listed on school district calendar

Evidence of Completion

Documented through walk-throughs, informal and formal observations using the Marzano Evaluation Model

Facilitator:

Curriculum Administrator, Professional Development Team and Team Leaders

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Use the Marzano Learning Map, review lesson plans to identify effective strategies and conference with teachers

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Walkthroughs, formal and informal evaluations. In the first semester, one walkthrough (by the last instructional day of September). One informal and 1 formal (one by the last instructional day of October and the other by the second week of December) Mid-Year Evaluation (by 12/20/13). During the second half of the year, one walkthrough, one informal and one formal (paced throughout the second half of the year. To be completed by the last instructional day of April). Evaluation (Instructional Practice by 5/15/14).

Evidence of Completion

Observed during walkthroughs, informal and formal observation (documented on teacher evaluation form), and viewed in lesson plans.

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Use data to identify individual academic needs of students and provide supplemental instruction.

G2.B1 Effective use of available, student specific, assessment data

G2.B1.S1 Provide professional development and allot time for data analysis

Action Step 1

Training and data retrieval during PDD and Learning Team Meetings

Person or Persons Responsible

Administration, Professional Development Team and department leaders

Target Dates or Schedule

During scheduled LTMs and PDDs

Evidence of Completion

Training sign-in sheets, agenda, observation of data analysis

Facilitator:

Professional Development Team, Curriculum Administrator and Team Leaders

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Teacher created self-reflection detailing conclusions drawn from data analysis

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher data analysis worksheet

Plan to Monitor Effectiveness of G2.B1.S1

Review of teacher data analysis worksheet

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly at mid-nine week progress report dates

Evidence of Completion

Teacher data analysis worksheet

G3. Implementation of the Common Core Eight Mathematical Practices

G3.B1 Lack of understanding of how to effectively implement strategies

G3.B1.S1 Provides tools and methods to guide the implementation of the Eight Mathematical Common Core practices

Action Step 1

Team Leader will provide training, strategy booklet and classroom reference materials on ways to assist with the implementation of the Eight Mathematical Common Core practices

Person or Persons Responsible

Team Leader

Target Dates or Schedule

Preschool PDD

Evidence of Completion

Teachers implement practices in the math classroom

Facilitator:

Math Team Leader

Participants:

All Math teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom Walkthrough

Person or Persons Responsible

Administrative team, Math teachers

Target Dates or Schedule

Walkthroughs, formal and informal evaluations. In the first semester, one walkthrough (by the last instructional day of September). One informal and 1 formal (one by the last instructional day of October and the other by the second week of December) Mid-Year Evaluation (by 12/20/13). During the second half of the year, one walkthrough, one informal and one formal (paced throughout the second half of the year. To be completed by the last instructional day of April). Evaluation (Instructional Practice by 5/15/14).

Evidence of Completion

Evidence of Mathematical Practice Anchor Charts and student engagement in the practices

Plan to Monitor Effectiveness of G3.B1.S1

Classroom Walk through data using the Math Classroom Look for sheet

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Walkthroughs, formal and informal evaluations. In the first semester, one walkthrough (by the last instructional day of September). One informal and 1 formal (one by the last instructional day of October and the other by the second week of December) Mid-Year Evaluation (by 12/20/13). During the second half of the year, one walkthrough, one informal and one formal (paced throughout the second half of the year. To be completed by the last instructional day of April). Evaluation (Instructional Practice by 5/15/14).

Evidence of Completion

I observation Evaluation Data- Final Score report

G4. Provide extended learning opportunities, in math, for students at or below grade level

G4.B1 Funding

G4.B1.S1 Acquisition of Grant Money, resources and personnel

Action Step 1

Apply for K-12 Community Grant

Person or Persons Responsible

Administration

Target Dates or Schedule

By October 1, 2013

Evidence of Completion

Grant money is awarded to school

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Committee review of grant proposal

Person or Persons Responsible

Administrative team

Target Dates or Schedule

By October 1, 2013

Evidence of Completion

Submitted grant proposal

Plan to Monitor Effectiveness of G4.B1.S1

Email Confirmation of grant procurement

Person or Persons Responsible

Administrative team

Target Dates or Schedule

October 31, 2013

Evidence of Completion

Funds in school account

G5. Promote learning gains through use of College and Career Readiness Anchor Standards for Reading and Writing across all content areas.

G5.B1 Classroom implementation with fidelity

G5.B1.S1 Professional development providing strategies for implementation for College and Career Readiness anchor standards

Action Step 1

Provide Professional Development opportunities for all instructional staff to assist with the implementation of the College and Career Readiness anchor standards

Person or Persons Responsible

District, school instructional leaders and the Professional Development Team

Target Dates or Schedule

Training will take place during professional development days and followed up in Learning Team meetings

Evidence of Completion

Classroom Observations and Lesson Plan

Facilitator:

District and school Professional Development Team

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom observation and lesson plan review

Person or Persons Responsible

Administration

Target Dates or Schedule

Walkthroughs, formal and informal evaluations. In the first semester, one walkthrough (by the last instructional day of September). One informal and 1 formal (one by the last instructional day of October and the other by the second week of December) Mid-Year Evaluation (by 12/20/13). During the second half of the year, one walkthrough, one informal and one formal (paced throughout the second half of the year. To be completed by the last instructional day of April). Evaluation (Instructional Practice by 5/15/14). Lesson plan review quarterly at time of progress report.

Evidence of Completion

Use of anchor standards will be evident in lesson plans and learning goals/objectives posted during classroom walkthrough. Student inquiry will also be used.

Plan to Monitor Effectiveness of G5.B1.S1

Classroom observation and lesson plan review. Successful implementation will be evident in instruction and application of the anchor standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Walkthroughs, formal and informal evaluations. In the first semester, one walkthrough (by the last instructional day of September). One informal and 1 formal (one by the last instructional day of October and the other by the second week of December) Mid-Year Evaluation (by 12/20/13). During the second half of the year, one walkthrough, one informal and one formal (paced throughout the second half of the year. To be completed by the last instructional day of April). Evaluation (Instructional Practice by 5/15/14).

Evidence of Completion

iObservation walkthrough data.

G6. Increase writing achievement by providing increased opportunities for students to write across all content areas using Common Core writing standards.

G6.B1 Students need to Increase use of evidence based and analytic writing

G6.B1.S1 Provide professional development of effective evidence based and analytic writing strategies

Action Step 1

Provide opportunities for ELA teachers and PD team to train teachers in other content areas on strategies for developing evidence based and analytic writing skills of students.

Person or Persons Responsible

ELA teachers and PD team

Target Dates or Schedule

Training will take place during Professional Development days and followed up during joint Learning Team Meetings.

Evidence of Completion

The results will be evidenced in the EDW writing scores for the Palm Beach Writing Assessment in 6th and 7th grade, as well as, the Palm Beach Writes for 8th grade and the 2014 FCAT Writing scores.

Facilitator:

ELA Teachers and PD Team

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Observe and monitor classroom use of analytic and evidence based writing strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Walkthroughs, formal and informal evaluations. In the first semester, one walkthrough (by the last instructional day of September). One informal and 1 formal (one by the last instructional day of October and the other by the second week of December) Mid-Year Evaluation (by 12/20/13). During the second half of the year, one walkthrough, one informal and one formal (paced throughout the second half of the year. To be completed by the last instructional day of April). Evaluation (Instructional Practice by 5/15/14).

Evidence of Completion

Observed during walkthroughs, informal and formal observation (documented on teacher evaluation form), and viewed in lesson plans.

Plan to Monitor Effectiveness of G6.B1.S1

Diagnostic assessments, teacher formative assessments, writing portfolios, District based Palm Beach Writes assessments

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

Quarterly- at mid nine week progress report

Evidence of Completion

Diagnostic assessments, teacher formative assessments, writing portfolios, District based Palm Beach Writes assessments (School wide data binder)

G7. Increase student engagement during instructional delivery through the use of targeted questioning including ending review questions.

G7.B1 Ineffective use or lack of targeted questioning throughout the lesson including ending review

G7.B1.S1 Build capacity on the effective use of targeted questioning and proven ending review strategies

Action Step 1

Provide Professional development on effective questioning and review strategies

Person or Persons Responsible

Curriculum team leaders and professional development team

Target Dates or Schedule

During Professional Development days and Learning team meetings

Evidence of Completion

Documented walk throughs, informal and formal observations using the Marzano Evaluation Model

Facilitator:

Administration, team Leaders and Professional development Team

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Observe use of targeted questioning techniques during classroom instruction

Person or Persons Responsible

Administrative

Target Dates or Schedule

Observed during walkthroughs, informal and formal observation (documented on teacher evaluation form), and viewed in lesson plans.

Evidence of Completion

I Observation reports

Plan to Monitor Effectiveness of G7.B1.S1

Classroom Walk through data

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Walkthroughs, formal and informal evaluations. In the first semester, one walkthrough (by the last instructional day of September). One informal and 1 formal (one by the last instructional day of October and the other by the second week of December) Mid-Year Evaluation (by 12/20/13). During the second half of the year, one walkthrough, one informal and one formal (paced throughout the second half of the year. To be completed by the last instructional day of April). Evaluation (Instructional Practice by 5/15/14).

Evidence of Completion

1 observation report and teacher lesson plans

G8. Increase student self-awareness of content mastery level through the use of a prescribed level of learning scale.

G8.B1 Lack of effective and frequent referral to level of learning scale during class instruction

G8.B1.S1 Increase the effective use of the level of learning scale by students and teachers

Action Step 1

Instructional leaders will assist the classroom teachers in developing a classroom routine for students to reflect on the level of learning scale to assess learning throughout the week.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Administration observation through student and teacher conversations.

Facilitator:

Team Leaders, Department Chairs, and Professional Development team

Participants:

Instructional staff

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Ask students their mastery level and usage of the level of learning scale in classrooms

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Observed during walkthroughs, informal and formal observation (documented on teacher evaluation form), and viewed in lesson plans.

Evidence of Completion

Marzano Observational Data

Plan to Monitor Effectiveness of G8.B1.S1

Classroom observations and conversations

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Walkthroughs, formal and informal evaluations. In the first semester, one walkthrough (by the last instructional day of September). One informal and 1 formal (one by the last instructional day of October and the other by the second week of December) Mid-Year Evaluation (by 12/20/13). During the second half of the year, one walkthrough, one informal and one formal (paced throughout the second half of the year. To be completed by the last instructional day of April). Evaluation (Instructional Practice by 5/15/14).

Evidence of Completion

I Observation Final Report

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementations of SwPBS programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student engagement during instructional delivery through the use of high probability (Marzano) teaching strategies.

G1.B1 Lack of differentiated instruction in classroom to increase student engagement

G1.B1.S1 Train teachers in the use of effective differentiated instructional techniques

PD Opportunity 1

Provide training on differentiated instruction techniques

Facilitator

Curriculum Administrator, Professional Development Team and Team Leaders

Participants

All instructional staff

Target Dates or Schedule

LTM meetings (ongoing for SY14) PDD days as listed on school district calendar

Evidence of Completion

Documented through walk-throughs, informal and formal observations using the Marzano Evaluation Model

G2. Use data to identify individual academic needs of students and provide supplemental instruction.

G2.B1 Effective use of available, student specific, assessment data

G2.B1.S1 Provide professional development and allot time for data analysis

PD Opportunity 1

Training and data retrieval during PDD and Learning Team Meetings

Facilitator

Professional Development Team, Curriculum Administrator and Team Leaders

Participants

All instructional staff

Target Dates or Schedule

During scheduled LTMs and PDDs

Evidence of Completion

Training sign-in sheets, agenda, observation of data analysis

G3. Implementation of the Common Core Eight Mathematical Practices

G3.B1 Lack of understanding of how to effectively implement strategies

G3.B1.S1 Provides tools and methods to guide the implementation of the Eight Mathematical Common Core practices

PD Opportunity 1

Team Leader will provide training, strategy booklet and classroom reference materials on ways to assist with the implementation of the Eight Mathematical Common Core practices

Facilitator

Math Team Leader

Participants

All Math teachers

Target Dates or Schedule

Preschool PDD

Evidence of Completion

Teachers implement practices in the math classroom

G5. Promote learning gains through use of College and Career Readiness Anchor Standards for Reading and Writing across all content areas.

G5.B1 Classroom implementation with fidelity

G5.B1.S1 Professional development providing strategies for implementation for College and Career Readiness anchor standards

PD Opportunity 1

Provide Professional Development opportunities for all instructional staff to assist with the implementation of the College and Career Readiness anchor standards

Facilitator

District and school Professional Development Team

Participants

Instructional Staff

Target Dates or Schedule

Training will take place during professional development days and followed up in Learning Team meetings

Evidence of Completion

Classroom Observations and Lesson Plan

G6. Increase writing achievement by providing increased opportunities for students to write across all content areas using Common Core writing standards.

G6.B1 Students need to Increase use of evidence based and analytic writing

G6.B1.S1 Provide professional development of effective evidence based and analytic writing strategies

PD Opportunity 1

Provide opportunities for ELA teachers and PD team to train teachers in other content areas on strategies for developing evidence based and analytic writing skills of students.

Facilitator

ELA Teachers and PD Team

Participants

All instructional staff

Target Dates or Schedule

Training will take place during Professional Development days and followed up during joint Learning Team Meetings.

Evidence of Completion

The results will be evidenced in the EDW writing scores for the Palm Beach Writing Assessment in 6th and 7th grade, as well as, the Palm Beach Writes for 8th grade and the 2014 FCAT Writing scores.

G7. Increase student engagement during instructional delivery through the use of targeted questioning including ending review questions.

G7.B1 Ineffective use or lack of targeted questioning throughout the lesson including ending review

G7.B1.S1 Build capacity on the effective use of targeted questioning and proven ending review strategies

PD Opportunity 1

Provide Professional development on effective questioning and review strategies

Facilitator

Administration, team Leaders and Professional development Team

Participants

Classroom teachers

Target Dates or Schedule

During Professional Development days and Learning team meetings

Evidence of Completion

Documented walk throughs, informal and formal observations using the Marzano Evaluation Model

G8. Increase student self-awareness of content mastery level through the use of a prescribed level of learning scale.

G8.B1 Lack of effective and frequent referral to level of learning scale during class instruction

G8.B1.S1 Increase the effective use of the level of learning scale by students and teachers

PD Opportunity 1

Instructional leaders will assist the classroom teachers in developing a classroom routine for students to reflect on the level of learning scale to assess learning throughout the week.

Facilitator

Team Leaders, Department Chairs, and Professional Development team

Participants

Instructional staff

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Administration observation through student and teacher conversations.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	Provide extended learning opportunities, in math, for students at or below grade level	\$1,200
Total		\$1,200

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
K-12 Community Grant and SAC funds	\$1,200	\$1,200
Total	\$1,200	\$1,200

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G4. Provide extended learning opportunities, in math, for students at or below grade level

G4.B1 Funding

G4.B1.S1 Acquisition of Grant Money, resources and personnel

Action Step 1

Apply for K-12 Community Grant

Resource Type

Evidence-Based Program

Resource

Tutorial program provided before school to remediate students scoring level one or two in math.

Funding Source

K-12 Community Grant and SAC funds

Amount Needed

\$1,200