



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Western Pines Community Middle**

5949 140TH AVE N

Royal Palm Beach, FL 33411

561-792-2500

[www.edline.net/pages/western\\_pines\\_middle\\_school](http://www.edline.net/pages/western_pines_middle_school)

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 48%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 47%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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**

Western Pines Community Middle

**Principal**

Robert Hatcher

**School Advisory Council chair**

Liz Jimenez

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

Name	Title
Larry Matz	Assistant Principal
Christina Nolli	Assistant Principal
Scott Paladino	Assistant Principal
Melanese Smith	Guidance Counselor
Laura Beighley	Guidance Counselor
Steve Gordon	Department Head; Social Studies
Elaine Sullivan	Department Head; Math
Gail Gray	Department Head; Science
Amy Brito	Department Head; Reading
Cheryl Sall	Department Head; Language Arts
Kelley Holowecky	Department Head; ESE
Liz Jimenez	Department Head; Electives

#### 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

- Liz Jimenez Teacher SAC Co-Chair
- Cindi Walker SAC Co-chair
- Robert Hatcher Principal Director

Rocio Soucy Parent District  
Karensa Wright Parent District  
Paula Abiusi Parent Not District  
Kim Bates Parent Not District  
Kim Bottoms Parent Not District  
Kim Webber Parent Not District  
Beth Pouliot Parent Not District  
Luisa Diaz Parent Not District  
Martin Lott Teacher  
Lashonda Overstreet Teacher  
Pamela Taylor Bus. Com. Not District  
Patty Bolton Education Support  
Carsyn Bates Student  
Zachary Bottoms Student

**Involvement of the SAC in the development of the SIP**

SAC members review and make recommendations in the creation of the School Improvement Plan. Completed plans are evaluated and voted on by the SAC for approval. Budgeted funding is distributed through the approval of the SAC.

**Activities of the SAC for the upcoming school year**

SAC emphasis is on the School Wide Behavior Support Initiative and assessment incentives for students.

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

Funds will be dispersed as available for the incentive rewards for students to promote positive behavior and academic achievement.

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

In Compliance

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

In Compliance

**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:**

**Robert Hatcher**

Principal

Years as Administrator: 16

Years at Current School: 5

**Credentials**

Degrees:  
 BS in Sports Fitness Management; University of Alabama  
 MS in Educational Leadership; Barry University  
 Certifications:  
 Educational Leadership; State of Florida  
 Principal; State of Florida

**Performance Record**

Principal Western Pines  
 School Grade 2013 'A'; Score: 627  
 Mastery: Reading 70%; Math 74%; Science 61%  
 Learning Gains: Reading 67%; Math 77%  
 Lowest 25% Gains: Reading 64%; Math 68%  
 Writing 62%  
 Algebra EOC 98%  
 School Grade 2012: 'A'; Score: 654  
 Mastery: Reading 69%; Math 74%; Science 62%  
 Learning Gains: Reading 70%; Math 76%  
 Lowest 25% Gains: Reading 67%; Math 62%  
 Writing 79%  
 Algebra EOC 99%  
 School Grade 2011; 'A' Score 629  
 Mastery: Reading 85%; Math 89%; Science 72%  
 Learning Gains: Reading 69%; Math 80%  
 Lowest 25% Gains: Reading 65%; Math 77%  
 Total AYP 92%  
 SWD subgroup did not make AYP: Reading 44%; Math 59%  
 Black subgroup did not make AYP: Reading 67%; Math 76%  
 Economically Disadvantaged subgroup did not make AYP:  
 Reading 73% Math 78%  
 School Grade 2010; 'A' Score 627  
 Mastery: Reading 84%; Math 86%; Science 70%  
 Learning Gains: Reading 70%; Math 79%  
 Lowest 25% Gains; Reading 69%; Math 78%  
 Total AYP 95%  
 Only SWD subgroup did not make AYP: Reading 44% Math 48%  
 School Grade 2009; 'A' Score 620  
 Mastery: Reading 82%; Math 83%; Science 62%  
 Total AYP 95%  
 Only Black subgroup did not make AYP: Reading 64% Math 64%  
 Principal of Alternative Education High School  
 2007 – 2008 no AYP or school grade reports.  
 Principal Lake Worth Middle  
 School Grade 2006 'C' Score 376  
 Mastery Reading 38%; Math 44%,  
 AYP 69%  
 Only White Subgroup made AYP in Reading and Math.  
 Earned State Recognition: Reach for the Stars Award,  
 School Grade 2005; 'C' Score 366.



Mastery: Reading 37%; Math 47%,  
AYP 60%  
Only White subgroup made AYP in Reading and Math.

**Larry Matz**

Asst Principal

Years as Administrator: 8

Years at Current School: 8

**Credentials**

Degrees:  
 BS in Education;Tulsa University  
 MA in Education; Mid-America Baptist Theological Seminary  
 MS in Educational Leadership; Nova Southeastern University.  
 Certification:  
 Educational Leadership; State of Florida

**Performance Record**

School Grade 2013 'A'; Score: 627  
 Mastery: Reading 70%; Math 74%; Science 61%  
 Learning Gains: Reading 67%; Math 77%  
 Lowest 25% Gains: Reading 64%; Math 68%  
 Writing 62%  
 Algebra EOC 98%  
 School Grade 2012: 'A'; Score: 654  
 Mastery: Reading 69%; Math 74%; Science 62%  
 Learning Gains: Reading 70%; Math 76%  
 Lowest 25% Gains: Reading 67%; Math 62%  
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 Algebra EOC 99%  
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 SWD subgroup did not make AYP: Reading 44%; Math 59%  
 Black subgroup did not make AYP: Reading 67%; Math 76%  
 Economically Disadvantaged subgroup did not make AYP:  
 Reading 73% Math 78%  
 School Grade 2010; 'A' Score 627  
 Mastery: Reading 84%; Math 86%; Science 70%  
 Learning Gains: Reading 70%; Math 79%  
 Lowest 25% Gains; Reading 69%; Math 78%  
 Total AYP 95%  
 Only SWD subgroup did not make AYP: Reading 44% Math 48%  
 School Grade 2009; 'A' Score 620  
 Mastery: Reading 82%; Math 83%; Science 62%  
 Total AYP 95%  
 Only Black subgroup did not make AYP: Reading 64% Math 64%  
 School Grade 2008; 'A' Score 581  
 Mastery: Reading 77%; Math 80%; Science 54%  
 Total AYP 97%  
 Only Students with Disabilities (SWD) did not make AYP: Math 34%  
 School Grade 2007; 'A'  
 Reading Mastery 72%  
 Math Mastery 76%  
 Total AYP 95%  
 Only Students with Disabilities (SWD) did not make AYP:

Math 38%; Reading 24%

School Grade 2006; 'A'

Mastery: Reading 70%; Math 73%

AYP 92% Students with Disabilities (SWD) did not make AYP:

Reading 23% Math 30%

Black subgroup did not make AYP: Math 47%

**Christina Nolli**

Asst Principal

Years as Administrator: 8

Years at Current School: 14

**Credentials**

Degrees:  
 BS in Psychology; Liberty University  
 BS in Family and Consumer Sciences; Liberty University.  
 Degree in Education from Liberty University  
 MS in Educational Leadership; Florida Atlantic University  
 Certification:  
 Educational Leadership; State of Florida

**Performance Record**

School Grade 2013 'A'; Score: 627  
 Mastery: Reading 70%; Math 74%; Science 61%  
 Learning Gains: Reading 67%; Math 77%  
 Lowest 25% Gains: Reading 64%; Math 68%  
 Writing 62%  
 Algebra EOC 98%  
 School Grade 2012: 'A'; Score: 654  
 Mastery: Reading 69%; Math 74%; Science 62%  
 Learning Gains: Reading 70%; Math 76%  
 Lowest 25% Gains: Reading 67%; Math 62%  
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 Lowest 25% Gains: Reading 65%; Math 77%  
 Total AYP 92%  
 SWD subgroup did not make AYP: Reading 44%; Math 59%  
 Black subgroup did not make AYP: Reading 67%; Math 76%  
 Economically Disadvantaged subgroup did not make AYP:  
 Reading 73% Math 78%  
 School Grade 2010; 'A' Score 627  
 Mastery: Reading 84%; Math 86%; Science 70%  
 Learning Gains: Reading 70%; Math 79%  
 Lowest 25% Gains; Reading 69%; Math 78%  
 Total AYP 95%  
 Only SWD subgroup did not make AYP: Reading 44% Math 48%  
 School Grade 2009; 'A' Score 620  
 Mastery: Reading 82%; Math 83%; Science 62%  
 Total AYP 95%  
 Only Black subgroup did not make AYP: Reading 64% Math 64%  
 School Grade 2008; 'A' Score 581  
 Mastery: Reading 77%; Math 80%; Science 54%  
 Total AYP 97%  
 Only Students with Disabilities (SWD) did not make AYP: Math 34%  
 School Grade 2007; 'A'  
 Reading Mastery 72%  
 Math Mastery 76%  
 Total AYP 95%

Only Students with Disabilities (SWD) did not make AYP:  
 Math 38%; Reading 24%  
 School Grade 2006; 'A'  
 Mastery: Reading 70%; Math 73%  
 AYP 92% Students with Disabilities (SWD) did not make AYP:  
 Reading 23% Math 30%  
 Black subgroup did not make AYP: Math 47%

<b>Scott Paladino</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 14

**Credentials**

Degrees:  
 BS in History; University of Delaware  
 MS in Educational Leadership; Florida Atlantic University  
 Certifications:  
 Teacher Certification; Florida Atlantic University  
 National Board in Middle School Social Studies  
 Educational Leadership; State of Florida

**Performance Record**

School Grade 2013 'A'; Score: 627  
 Mastery: Reading 70%; Math 74%; Science 61%  
 Learning Gains: Reading 67%; Math 77%  
 Lowest 25% Gains: Reading 64%; Math 68%  
 Writing 62%  
 Algebra EOC 98%  
 School Grade 2012: 'A'; Score: 654  
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 Total AYP 92%  
 SWD subgroup did not make AYP: Reading 44%; Math 59%  
 Black subgroup did not make AYP: Reading 67%; Math 76%  
 Economically Disadvantaged subgroup did not make AYP:  
 Reading 73% Math 78%

**Classroom Teachers**

**# of classroom teachers**

62

**# receiving effective rating or higher**

62, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

61, 98%

**# ESOL endorsed**

15, 24%

**# reading endorsed**

14, 23%

**# with advanced degrees**

16, 26%

**# National Board Certified**

5, 8%

**# first-year teachers**

2, 3%

**# with 1-5 years of experience**

13, 21%

**# with 6-14 years of experience**

24, 39%

**# with 15 or more years of experience**

23, 37%

**Education Paraprofessionals**

**# of paraprofessionals**

**# Highly Qualified**

**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**

Recruitment:

Principal recruits teachers through advertising positions available online through the district website for both internal and external applicants.

Retention:

1. Principal Award for staff making the greatest school wide impact. Person responsible:Principal.
2. Kudos recognition for staff making contributions of exemplary support. Person responsible: All Staff.
3. Incentives for perfect attendance and class coverage Person responsible: Principal.

**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**

New teachers are required to be a part of the Educator Support Program (ESP), the School District of Palm Beach County's formal program of support for newly hired educators. Western Pines uses an educator development team comprised of a buddy and mentor teacher who are highly qualified and are part of the academic department of the new teacher, observations made by the team include pre and post conferencing with written and oral feedback utilizing the Florida Educator Accomplished Practices (FEAP's). Training in innovative instructional practices and the implementation of best practices for increased student performance is facilitated through the Marzano observation system for highly effective educators.

### **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 school based MTSS Leadership Team will meet regularly to 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 School Based Team 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 either supplemental or intensive. An intervention plan will be developed. (Form PBSCD 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 interventions are 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 at future meetings.

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

The school based MTSS leadership team is comprised of the following members: principal, assistant principal, ESE contact and teachers, ELL or ESOL contact, school psychologist, speech language pathologist, general education teachers, district shared math/ science coaches, district shared RtI/ Inclusion Facilitator, and Guidance staff.

The Principal provides a common vision for the use of data-based decision making to; ensure a sound effective academic program is in place, facilitate the creation and implementation of a process to address and monitor subsequent needs, ensure the school based team is implementing the RtI process, ensure an assessment of RtI skills of school staff is conducted, ensure fidelity of implementation of intervention support is documented, ensure adequate professional development to support RtI implementation is provided, ensure effective communication with parents regarding school-based RtI plans and activities occur.

ESOL or ELL contact provides information and specific strategies for support of students who are English language learners and provides appropriate communication with the family members of students who need the additional support through their own native language.

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

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

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

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

Instructional Coaches (Reading, Math, and Science): Develops, leads, and evaluates core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel

RtI/Inclusion Facilitator: will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

The school based MTSS Leadership Team will meet regularly to 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 School Based Team 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 either supplemental or intensive. An intervention plan will be developed. (Form PBSCD 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 interventions are 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 at future meetings.

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

The fidelity of implementation and coordination of the MTSS/RtI and SIP is facilitated through the School Based Leadership Team, SAC, Literacy Leadership Team. The information disseminated to the teams are derived from EDW reports, Mainframe (TERMS), Diagnostics, Behavioral Support Plans, SWPBS Data from implementation checklist and Self Assessment Survey's. Data Notebooks will be utilized by each teacher to track student progress. Grade level department meetings and administrative meetings are held weekly to discuss student needs and strategies for re-teach, coaching, and interventions to be implemented.

### **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**

Data analysis includes Baseline data, Midyear data, and End of Year data as reported through various data collection instruments and Education Data Warehouse (EDW). The data gathered is used to determine the effectiveness of the interventions implemented for core, supplemental or intensive support in student achievement or behavioral modifications.

Baseline Data: Florida Comprehensive Assessment Test (FCAT) results, Curriculum Based Measurement (Embedded/Common Assessments) (CBM), Palm Beach County Fall Diagnostics, Palm Beach Writes, Florida Assessment In Reading (FAIR), Progress Monitoring: Progress Monitoring Reporting Network (PMRN), Scholastic Reading Inventory (SRI), Comprehensive English Language Learning Assessment (CELLA), Office Discipline Referrals, Retentions, Attendance, School Wide



Positive Behavior Support Initiative (SWPBSI), Discipline Dashboard.

Midyear Data: Florida Assessment In Reading (FAIR), Palm Beach County Winter Diagnostics, Curriculum Based Measurement (Embedded/Common Assessments), Palm Beach Writes, Scholastic Reading Inventory (SRI), Progress Monitoring and Reporting Network (PMRN), School Wide Positive Behavior Support Initiative (SWPBSI), Discipline Dashboard, Attendance, Tardies, .

End of Year Data: Florida Comprehensive Assessment Test (FCAT), FCAT Writes. Florida Assessment In Reading (FAIR), School Wide Positive Behavior Support Initiative (SWPBSI), Curriculum Based Measurement (Embedded/Common Assessments), Subject specific entry and final exams.

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

The MTSS process will be supported through:

- Implementing the Rtl process as shared through the professional development trainings
- The school-wide participation of faculty and staff in monitoring student achievement and behavior through

the School Wide Positive Behavior Support Initiative (SWPBSI)

- Data collection, evaluation, recommendation of strategies to support students needs
- Fidelity in implementation of strategies used to support individual students.

Professional development will be offered to Rtl/Inclusion Facilitator by district staff during SY13. The school based Rtl/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include but are not limited to, the following: Problem Solving Model, Consensus Building, Positive Behavior Intervention and Support (PBIS), data based decision making to drive instruction, progress monitoring, selection and availability of research based interventions, tools utilized to identify specific discrepancies in reading. Individual professional development will be provided to classroom teachers as needed.

Pre-School Faculty Meetings outline the plan for using Data Notebooks by each teacher to track student progress. Grade level department meetings and administrative meetings are held weekly to discuss student needs and strategies for re-teach, coaching, and interventions to be implemented.

Parental involvement is infused into the MTSS/Rtl process through the SAC meetings, Weekly Edline Updates, Open House, Newsletters, and invitations to School Based Team Meetings and Weekly Parent -Teacher Conferences.

### **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:** 8,640

Students are able to participate in after-school tutorials in reading and math free of charge or can complete their homework with a highly qualified instructor assisting them.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected and evaluated through EDW reports comparing learning gain scores in the Fall and Winter diagnostic assessment.

**Who is responsible for monitoring implementation of this strategy?**

The comparison is completed through the office of the aftercare coordinator.

**Strategy:** Weekend Program

**Minutes added to school year:** 32

Students who need Credit Recovery are afforded an opportunity for eight hours of instruction on four Saturdays throughout the year.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Student data is determined by core subject area achievement as indicated by course grades below acceptable levels.

**Who is responsible for monitoring implementation of this strategy?**

The guidance counselors and credit recovery coordinator are responsible for student placement.

**Strategy:** Summer Program

**Minutes added to school year:** 180

Students are given required summer enrichment projects in Math, Science and Reading to be completed before school the following year.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

The coursework is graded upon student return and assessments given in specific areas related to the project. In reading the student takes a Reading Counts test to determine effectiveness in reading. In Science the project is directly correlated to the Science Fair. In math the project is directly related to the proficiency assessment given at the beginning of the year.

**Who is responsible for monitoring implementation of this strategy?**

Administration and Department Heads are responsible for the implementation of the program.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Robert Hatcher	Principal
Scott Paladino	Assistant Principal
Christina Nolli	Assistant Principal
Larry Matz	Assistant Principal
Amy Brito	Reading Department Head
Kelly Holowecky	ESE Department Head
Liz Jimenez	Elective Department Head
Sherry Sall	Language Arts Department Head
Melanese Smith	Guidance Counselor
Laura Beighley	Guidance Counselor
Gail Gray	Science Department Head
Steve Gordon	Social Studies Department Head
Elaine Sullivan	Math Department Head

**How the school-based LLT functions**

The LLT meets weekly by department with the Principal to discuss literacy needs, plan elements of the literacy program, design and implement strategies, examine data results, plan implementation of best instructional practices for teaching reading, monitor student academic achievement needs, review program results and make adjustments.

## **Major initiatives of the LLT**

The LLT initiatives are:

All students participate in Reading Counts; graded and incentives for participation.

All departments participate in implementation of 6-way paragraph reading format.

All departments continue utilizing best practice strategies found in BIG 7 Literacy Process and CRISS strategies

All lower level students enrolled in grade level READ 180 program

Selected student participate in a computer based course for reading strategies and assessments

Reading in content area (outside of textbooks) including elective and science classes.

Teaching reading initiatives include:

Word of the Day;

Weekly vocabulary tests given school wide over a common list of vocabulary words;

Weekly literacy focus lesson.

Professional development is conducted for staff from a district representative for reading literacy, additional training provided for 6 - way paragraph, and training in implementation of best practices based on Marzano's Highly Effective teaching strategies.

## **Every Teacher Contributes to Reading Instruction**

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

All departments participate in implementation of 6-way paragraph reading format.

All teachers continue utilizing best practice strategies found in BIG 7 Literacy Process, CRISS and Marzano strategies for Highly Effective instruction.

All teachers participate in the reading initiatives:

Word of the Day; used in every classroom throughout the day.

Extra credit given when it is used correctly in writing assignments by every teacher.

Weekly literacy focus lessons are implemented in every 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**

The choice program and advanced placement studies offered at Western Pines are designed to support student goals for post-secondary employment or college readiness through our Academy structure which houses our Pre-IT, Pre-Med, Visual Arts and Culinary Arts programs.

The In-house Visual Arts and Culinary Arts programs prepare students for continued training at the high school level and provide the necessary foundations required for employment during high school if the student so chooses.

The Choice program for Pre-Medical training and the Choice program for Pre-Information Technology training, with industry standard certification enable students to continue their education at the high school level and prepare students in their respective fields for job placement during high school. Students who are in the Pre-IT and Pre-Med programs are supported through our Academy structure to take the necessary courses required for high school magnet placement in their fields of study.

Pre-IT students are able to take the industry standard tests for certification and enter high school certified in their field. In-House Visual Arts and Culinary Arts students are prepared to enter high school with the pre-requisite foundation necessary to complete the industry standard certification process and take their exams when appropriate.

High School credit advanced placement and honors courses in Math and Science with available Virtual

School components enable students to take college readiness courses at the middle school level. Students who desire a college track are prepared to enter high school with available credits to begin dual-enrollment during their Sophomore year.

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

The choice program process in connection with our academy staff maintains a record of those students in their programs and meets with students to plan and track their academic progress to meet their future goals.

Students are given the opportunity to register through the choice program process for Pre-Medical and Pre IT fields of study. All Students are given the opportunity to enter their choices for courses on their course selection card. The advanced placement process is tracked through our guidance office and conducted through teacher recommendation and assessment scores or placement tests for those students who desire entry into magnet schools and colleges of their choice.

**Strategies for improving student readiness for the public postsecondary level**

Student readiness for their post secondary goals of either employment or college placement is facilitated through student feedback, teacher recommendations and academic support structures available to students during school, before school and after school. Guidance counselors are available to students as needed to give direction and planning for future and current coursework in preparation for post secondary needs.

## 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	77%	70%	No	79%
American Indian				
Asian	79%	73%	No	81%
Black/African American	62%	65%	Yes	66%
Hispanic	79%	68%	No	81%
White	78%	71%	No	81%
English language learners	50%	31%	No	55%
Students with disabilities	45%	32%	No	51%
Economically disadvantaged	72%	59%	No	75%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	329	29%	33%
Students scoring at or above Achievement Level 4	456	40%	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>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	758	67%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	177	64%	70%

**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)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		75%

**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	228	62%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

**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	82%	74%	No	84%
American Indian				
Asian	90%	90%	Yes	91%
Black/African American	74%	65%	No	77%
Hispanic	83%	75%	No	85%
White	83%	74%	No	84%
English language learners	56%	54%	No	60%
Students with disabilities	60%	33%	No	64%
Economically disadvantaged	76%	74%	No	78%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	373	33%	37%
Students scoring at or above Achievement Level 4	453	40%	44%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	871	77%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	192	68%	72%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	195	60%	70%
Middle school performance on high school EOC and industry certifications	192	99%	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	82%	74%	No	84%
American Indian				
Asian	90%	90%	Yes	91%
Black/African American	74%	65%	No	77%
Hispanic	83%	75%	No	85%
White	83%	74%	No	84%
English language learners	56%	54%	No	60%
Students with disabilities	60%	33%	No	64%
Economically disadvantaged	76%	65%	No	78%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	41%	30%
Students scoring at or above Achievement Level 4	91	59%	70%



**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>		10%
Students scoring at or above Achievement Level 4	40	87%	90%

**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	94	26%	30%
Students scoring at or above Achievement Level 4	127	35%	40%

**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>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

**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)	3		3
Participation in STEM-related experiences provided for students	755	67%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	672	59%	70%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	100%
Students taking CTE industry certification exams	0	0%	11%
Passing rate (%) for students who take CTE industry certification exams		0%	100%
CTE program concentrators	0	0%	11%
CTE teachers holding appropriate industry certifications	0	0%	2%

**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	6	0%	0%
Students who fail a mathematics course	7	0%	0%
Students who fail an English Language Arts course	6	0%	0%
Students who fail two or more courses in any subject	7	0%	0%
Students who receive two or more behavior referrals	98	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	73	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**

Parental involvement is facilitated through our parent booster program. Parent boosters are an integral part of our school based initiatives, SAC, Tiger Cards incentive based student achievement rewards program, ROAR initiative for School Wide Behavioral support program, and FCAT assessment volunteers for the distribution of student snacks and hallway monitoring during testing. Parent Boosters hold an annual appreciation breakfast for members and recruit parents interested in assisting the school in meeting the needs of students for academic and behavioral support.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Booster hours of support	2851	100%	100%

**Area 10: Additional Targets**

**Additional targets for the school**

Western Pines Community 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 the Holocaust, Principles of Agriculture, Hispanic Contributions, Study of Women's Contributions	400	100%	100%
7th grade: History of the Holocaust, Hispanic Contributions, History of African Americans, Declaration of Independence, Study of Women's Contributions, History of the State, History of the United States, Elements of Civil Government, Flag Education, Sacrifices of Veterans	389	100%	100%
8th grade: History of the Holocaust, Hispanic Contributions, History of African Americans, Declaration of Independence, Study of Women's Contributions, History of the United States, Sacrifices of Veterans	386	100%	100%

## Goals Summary

- G1.** The goal for 2014 is to increase student proficiency levels in reading, math and science by 9% for each academic area based on the annual state assessment results.

## Goals Detail

**G1.** The goal for 2014 is to increase student proficiency levels in reading, math and science by 9% for each academic area based on the annual state assessment results.

### **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, 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
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- After-School program for tutoring and homework assistance
- Bi-Weekly common assessments to identify weaknesses in understanding concepts
- Support facilitation, re-teach, and differentiated instruction for increasing concept mastery
- 6-Way paragraph in common core for increased reading proficiency

- Implementation of intensive courses for all level 1 students; READ 180 for reading and intensive math
- Progress monitoring of all students for proficiency

**Targeted Barriers to Achieving the Goal**

- Student time on task insufficient for concept mastery
- Student deficiency in prior knowledge for understanding concepts
- Student reading deficiency

**Plan to Monitor Progress Toward the Goal**

Read 180

**Person or Persons Responsible**

Teacher of record, Department Head, Administration

**Target Dates or Schedule:**

During Grade Level Meetings/ Walkthroughs

**Evidence of Completion:**

Results of Common Assessments and Progress Monitoring Notebook Data comparison

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The goal for 2014 is to increase student proficiency levels in reading, math and science by 9% for each academic area based on the annual state assessment results.

**G1.B1** Student time on task insufficient for concept mastery

**G1.B1.S1** After-care tutorial and homework assistance available for all students provided by highly qualified instructors for reading, math, and science

#### Action Step 1

After-care tutorial and homework assistance

#### Person or Persons Responsible

After-care teachers in reading, math, and science

#### Target Dates or Schedule

Daily from 4:15 to 5:15 p.m.

#### Evidence of Completion

Completed tutorials, completed homework, diagnostic results

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

After-care tutorial and homework assistance

#### Person or Persons Responsible

After-care Coordinator and After-care Teacher

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Completed homework or tutorials

## Plan to Monitor Effectiveness of G1.B1.S1

After-Care tutorial and homework assistance

### Person or Persons Responsible

Teacher of record

### Target Dates or Schedule

Daily

### Evidence of Completion

Daily homework assignments

## G1.B1.S2 Intensive courses provided for level 1 students in reading and math

### Action Step 1

Intensive courses provided for students with level 1 scores in reading and math

#### Person or Persons Responsible

Intensive math and Read 180 teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Final grades per course

### Action Step 2

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion



### Plan to Monitor Fidelity of Implementation of G1.B1.S2

Intensive courses for level 1 students in reading and math

#### Person or Persons Responsible

Department Head, Intensive Teacher

#### Target Dates or Schedule

Department meetings

#### Evidence of Completion

Data collected from Core K-12 and Read 180 reports

### Plan to Monitor Effectiveness of G1.B1.S2

Intensive courses provided for level 1 students in reading and math

#### Person or Persons Responsible

Intensive Teacher

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Data generated from computer based assessments

### G1.B2 Student deficiency in prior knowledge for understanding concepts

**G1.B2.S1** Utilize data from common assessments and diagnostics to determine concept deficiencies and identify academic weaknesses.

#### Action Step 1

Provide common assessments to students to determine concept mastery and deficiencies

#### Person or Persons Responsible

Teacher of record

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

Item analysis and graph of data

## Plan to Monitor Fidelity of Implementation of G1.B2.S1

### Common Assessments

#### **Person or Persons Responsible**

Department Head

#### **Target Dates or Schedule**

Weekly Grade Level Department Meetings

#### **Evidence of Completion**

Completed common assessments and data results

## Plan to Monitor Effectiveness of G1.B2.S1

### Common Assessments

#### **Person or Persons Responsible**

Teacher of record

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Re-teach assignments and mastery level of proficiency of concepts (95% +)

**G1.B3 Student reading deficiency**

**G1.B3.S1 Implement 6 way paragraph reading process school wide**

**Action Step 1**

6 Way paragraph process

**Person or Persons Responsible**

Teacher of Record

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Completed 6 Way paragraph assignment

**Facilitator:**

Department Heads

**Participants:**

All Teachers

**Plan to Monitor Fidelity of Implementation of G1.B3.S1**

6 Way paragraph assignment

**Person or Persons Responsible**

Teacher of record

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Completed 6 Way paragraph

## Plan to Monitor Effectiveness of G1.B3.S1

6 Way paragraph

### **Person or Persons Responsible**

Language Arts Teacher

### **Target Dates or Schedule**

Bi-Weekly Common Assessments

### **Evidence of Completion**

Increase in proficiency on Common Assessments

## 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

Western Pines coordinates with the Multicultural Department to facilitate Title 1 students and Part C migrant students with the necessary support required for overcoming language barriers and determine appropriate student academic placement. Coordination of Title IV and Title X programs are supported through Student Intervention Services and the Transportation Department to meet the enrollment and transportation needs of students here at Western Pines. School Food Service Coordinator works with the federal and county grant programs to provide free breakfast to all students and supports the free and reduced lunch program from federal assets allocated through the district.

Western Pines integrates the School Wide Positive Behavior Support System into the daily framework for Single School Culture and multicultural diversity by reinforcing positive student interactions with peers and staff through incentives distributed by faculty when students are engaged in creating a positive environment for academics, climate and behavior. Western Pines increases student awareness of Single School Culture through sharing our universal guidelines for success, following the behavioral matrix, and teaching expected behaviors, communicating with parents and monitoring the SwPBSS. We instill an appreciation for multicultural diversity through our antibullying campaign, structural lessons, and implementation of the SwPBSS. The ROAR initiative provides avenues of reinforcement for students who make decisions to create a climate of acceptance and support for all students and opportunities to reward those who are making a positive difference academically, behaviorally and socially.

## 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.** The goal for 2014 is to increase student proficiency levels in reading, math and science by 9% for each academic area based on the annual state assessment results.

### **G1.B3** Student reading deficiency

#### **G1.B3.S1** Implement 6 way paragraph reading process school wide

##### **PD Opportunity 1**

6 Way paragraph process

##### **Facilitator**

Department Heads

##### **Participants**

All Teachers

##### **Target Dates or Schedule**

Weekly

##### **Evidence of Completion**

Completed 6 Way paragraph assignment

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The goal for 2014 is to increase student proficiency levels in reading, math and science by 9% for each academic area based on the annual state assessment results.	\$25,200
Total		\$25,200

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
Grant / Internal Accounts	\$25,000	\$0	\$25,000
Internal Accounts	\$0	\$200	\$200
Total	\$25,000	\$200	\$25,200

### Budget Details

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

**G1.** The goal for 2014 is to increase student proficiency levels in reading, math and science by 9% for each academic area based on the annual state assessment results.

**G1.B1** Student time on task insufficient for concept mastery

**G1.B1.S1** After-care tutorial and homework assistance available for all students provided by highly qualified instructors for reading, math, and science

#### Action Step 1

After-care tutorial and homework assistance

#### Resource Type

Evidence-Based Program

#### Resource

Tutorial

#### Funding Source

Grant / Internal Accounts

#### Amount Needed

\$25,000

**G1.B3** Student reading deficiency

**G1.B3.S1** Implement 6 way paragraph reading process school wide

**Action Step 1**

6 Way paragraph process

**Resource Type**

Evidence-Based Materials

**Resource**

Books

**Funding Source**

Internal Accounts

**Amount Needed**

\$200