

# Watson B. Duncan Middle School



2014-15 School Improvement Plan

## Watson B. Duncan Middle School

5150 117TH CT N, Palm Beach Gardens, FL 33418

[www.edline.net/pages/watson\\_b\\_duncan\\_middle\\_school](http://www.edline.net/pages/watson_b_duncan_middle_school)

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

42%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

40%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>21</b>
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>32</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>33</b>
Professional Development Opportunities	34
Technical Assistance Items	37
<b>Appendix 3: Budget to Support Goals</b>	<b>38</b>

## 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Watson B Duncan Middle School and The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible and productive careers.

##### Provide the school's vision statement

Watson B Duncan Middle School and The School District of Palm Beach County envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### School Environment

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

Our 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

We have an annual Veterans day program run by our Band director that honors many veterans in our school and community. The media specialist also displays the above mentioned topics in the media center throughout the year as well as the topics being infused in the school curriculum.

In addition, we have established a single school culture to more effectively bring all stakeholders together and working towards a common goal of a positive school climate and celebrating multicultural diversity.

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

We have established a single school culture for academics, behavior, and climate. We have a matrix that is used by students and used in all settings stressing respect, resilience, responsibility. In addition the teachers have a matrix that stresses the same three principles. The stakeholders demonstrate and articulate the practices of the the SwPBS Universal Guidelines before/during/after school;

We have an established anti bullying campaign that begins in the fall and refreshes again in the winter. There are focused lessons and activities for each grade level that give students the needed tools to report, stop and provide skills on how to combat bullying. In addition, there is a process in place for students to report incidences of bullying or any other troubling events. The students fill out an incident report and then the event is investigated and problem solving steps are implemented for both the victim and the offender.

We provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and strive to create a positive, caring and supportive school community. School Based team is utilized to assist with students and implementation of problem



solving strategies.

There is a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

We also enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post secondary).

All adults across the campus including non-instructional staff, office staff, bus drivers, cafeteria personnel, and after-school personnel clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Our school DATA counselor and our guidance counselors provide professional development in effective methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels. We also have a corrective behavior response that the teachers and administrators use to effectively connect with parents and students prior to discipline consequences being enforced.

Our Safety committee and SWPBS committee meet monthly to discuss methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. School discipline trends are also analyzed so that changes and shifts can occur when applicable based on data.

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

Our school wide Universal Guidelines and Behavior matrix are shared in a variety of ways throughout the year. At a minimum, these expectations are shared twice per year with all stakeholders. In addition, there is communication with parents and community using Edline and targeted phone call outs. The teachers and school leaders use the first week of class to teach the expectations formally and again at the beginning of January. In addition, posters are displayed in all classrooms and throughout the school for the entire year. These expectations are followed and maintained by all school personnel throughout the year to ensure the SWPBS system is implemented with fidelity. We have selected teachers that are trained in Classroom management strategies (CHAMPS, etc.) Our SwPBS team reviews classroom data to ensure students are engaged while in class and we strive to maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time. Differentiation of instruction is taking place to meet the needs of all students. Our teachers are expected to convey and review expectations for each learning activity using the Marzano Learning Map

Our teacher and all stakeholders make references to our Universal Guidelines and behavioral expectations when providing students with positive feedback (Caught you cards for positive academic and behavioral achievements.)

Our School-wide recognition system that is currently in place includes our behavior matrix, caught you campaign, positive rewards for campus and lunchroom clean up. Grade level rewards based on behavior data are also implemented monthly.

We also develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness. Our DATA counselor, guidance counselors and leadership team works with individuals and classroom teachers as needed to increase our positive school climate and culture.

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

Our school ensures the social emotional needs of our students are met through a variety of strategies. These strategies include allowing students to speak with guidance counselors before during and after school and also during lunch breaks. Students are fully informed on procedures and able to access the counselors as needed. Our students are fully informed and empowered to speak with their teachers and administrators if they feel the need.

In addition, our leadership team and DATA counselor has a Check-in/Check-out policy with many students as needed. This policy is utilized with students in need of positive adult interactions and positive feedback throughout the school day. This Check-in /Check out system also includes behavioral and academic checklists when applicable. This data is also monitored for effectiveness with students, teachers and administration to ensure effectiveness and modified as needed.

There are also various campus activities that address social/emotional needs of students; including Connecting students to agencies who have Cooperative Agreements or are on campus such as DATA.

We have a comprehensive school counseling program dedicating time to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate our intervention and evolve (Evaluation). The administration engages with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. This includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). We utilize data-based decision making to help close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

We utilize data systems to identify students who have attendance, behavioral or academic concerns We create data decision rules for number of absences or OSS before referral generated to SBT. We ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. Our guidance counselors communicate this to staff through our Professional Development Days, Department and Learning team meetings and faculty meetings when applicable. In addition, guidance counselors work individually with teachers and students once students are identified. We have a compass program in place and monitor the data as students move through the process.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	11	9	13	33
One or more suspensions	27	60	34	121
Course failure in ELA or Math	0	8	1	9
Level 1 on statewide assessment	52	66	63	181

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	10	19	15	44

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Intervention strategies include  
 Our DATA counselor, guidance counselors and administration work closely with School Based team to problem solve and create action plans as applicable.  
 Our academic interventions include Read 180 in our intensive reading classes, individualized interventions using Reading Plus and targeted Tutorials.  
 We have Learning team meetings , ESE meetings and School Based Team meetings to allow for planned discussions and goal setting for identified students.  
 We have notification procedures in place for parents, agency and community outreach.  
 Our School Based team, guidance department and administrative team has developed and implemented a comprehensive school counseling program ( Student Development Plan) with time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions and connecting students and their families to needed school-based and community resources.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

We work together to build positive relationships and communicate our school vision and mission with all stakeholders through the use of Edline, Duncan Details on-line magazine, communication via the marquis, letters home to parents and targeted school call outs. Our school will maintain criteria in order to meet to be awarded 5 star School Award for SY 2014-2015.

The data from the school effectiveness questionnaire will be analyzed to increase overall parental satisfaction with our 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 and Self destructive behaviors.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Watson B Duncan has many successful business partner relationships. We have active participation with PTO and several area businesses. Our Business partner coordinator has developed relationships with

numerous large corporations including Microsoft and Apple. We offer recognition to our business partners in all of our school communications and in the classrooms. We follow up with phone calls and thank you letters to all business partners and contributors to our school. We are working specifically to gain overall support with our business partners especially in the area of school technology with our Computer Cart Campaign.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
D'amico, Phillip	Principal
Raiford, Mary	Assistant Principal
Wynn, Kate	Assistant Principal
Jackson, Carlton	Assistant Principal
LaPaglia, Melissa	Guidance Counselor

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal –

Oversees implementation of school-based Rtl Leadership Team. Facilitates team process by evaluating and supporting team functions and providing feedback on team processes. Ensures adequate professional development to support Rtl implementation. Analyzes data, assessment and decision making. Provides input regarding school based team decisions and multi-tiered systems of support.

Asst. Principal(s) –

Participate in Leadership Team process. Assist with data collection, assessment and decision making. Provide input regarding school based team decisions and multi-tiered systems of support. Assists with professional development.

Guidance Counselors –

Oversee collection, interpretation and analysis of data. Direct school based Leadership Team process. Coordinate implementation of Tier 2 and Tier 3 interventions. Provide services and expertise on issues ranging from Rtl 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.

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

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 monitor and update our Action Plans during leadership meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

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.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Bob Gilmore	Teacher
Amy Armbruster	Parent
Glen Armbruster	Parent
Jane Robertson	Parent
Andre Duval	Parent
Carmen Mckenzie	Teacher
Casey Runner	Teacher
Julio Vega	Teacher
Kristin Golshani	Parent
Kelly Bush	Parent
Lisa Fortini	Parent
Orlando Ovalles	Education Support Employee
Peggy Hall	Parent
Phyllis Dennis	Parent
Sarah Cushman	Parent
Susan Van Martin	Parent
Tammy Roggen	Teacher
Theresa Leach	Teacher
Todd LaVogue	Principal
Kara Levinson	Teacher
Martha Griffith	Teacher
Michelle Edgley	Teacher
Phillip D'Amico	Principal
Melissa Lapaglia	Teacher
Sulimar DeJesus	Parent
Aiden Dixon	Student
Michaela Marshall	Student

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC meets monthly where committees present information pertinent to the school. In addition, budget and school academic and safety concerns are discussed, The SAC members work together to discuss school improvement ideas and implementation. In addition, stakeholders meet to provide input on the school improvement plan based on school achievement data. After evaluating last years school improvement plan, and knowing the uncertainty and the cut scores of the new Florida Standards assessment. The decision was made to simplify the plan and focus on raising school achievement in reading, math and literacy.

The budget items currently under review include money to be spent on tutorial programs and outside professional development on the Florida literacy standards.

*Development of this school improvement plan*

SAC members and attendees have the opportunity to offer feedback on all areas of campus operations including the School Improvement Plan. Members of SAC and school stakeholders have 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.

*Preparation of the school's annual budget and plan*

Each month , the SAC has an opportunity to hear and take input from school and community members to solicit funds from SAC for the purpose of enhancing student achievement. Currently our SIP budget for sy 2014-15 is \$8173.00

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

SAC funds were used to assist with funding tutorial programs for students performing in the lowest 25%. Funds were also allocated for professional development on the writing process. The specific breakdown is as follows.

- A/B Honor Roll \$500.00
- Top Score Writing Tutorial \$300.00
- Reading Tutorial \$1000.00
- Edgley (math tutorial)\$540.50

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Raiford, Mary	Assistant Principal
Leach, Theresa	Teacher, K-12
Griffith, Martha	Teacher, K-12
McKenzie, Carmen	Teacher, K-12
Runner, casey	Instructional Media
Gilmore, Bob	Teacher, ESE
Busse, Margaret	Teacher, K-12
dejesus, sulimar	Guidance Counselor

**Duties**

**Describe how the LLT promotes literacy within the school**

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) Use performance matters assessments 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.5) Begin usage of Reading Plus in all English Language Arts classes and selected technology classes 6) Provide support for intensive reading classes with scheduling and Read 180 support 7) Promote Summer literacy activities and incentive programs 8) provide guidance on literacy based professional development 9) The LLT will provide the guidance for increased emphasis on opportunities for informative and argumentative writing and citing textual evidence. The writing should occur in a content areas.

The action plan to implement the above initiatives includes meeting one time per month to assess progression towards goals ,analyze data and make revisions as needed.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic and emotional needs and how students might best be assessed and served. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

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 addition, administration will participate in job fairs to assist with finding qualified applicants. There is also a plan in place to assist the applicants in the hiring process once applicants are chosen. 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. Department leaders also work closely with new teachers to ensure they are familiar with practices and policies of our school.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Watson B. Duncan utilizes The Educator Support Program (ESP) for mentoring new teachers. All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators.ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor 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.Pairings are based on subject area if applicable. In addition, mentors use the Marzano design elements and teaching elements to better assist the mentees in the art of teaching.



## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school utilizes Learning village, FSA Item specs and teachers follow the district approved scope and sequence in all instructional areas. These lessons and objectives incorporate and support the Florida Standards.

The newest math materials that our school is utilizing are from HMH Larson and include Go Math consumables for all math classes in all grade levels, Alg 1 Alg 2 and Geometry books. These math instructional materials support and are aligned with the Florida Standards.

ELA is working with a new textbook this year by HMH titled "Florida Collections", which was adopted by the PBCSD. It is closely aligned to the English Language Arts Florida State Standards, which are divided into five strands: Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. Every time students learn a concept or practice a skill, they are working on mastering one of the standards. Our teachers are following the scope as provided by the PBCSD, as well as using Learning Village, which offers lessons for each of the HMH Collections. We also implemented a new online reading program which is district approved, called Reading Plus. Reading Plus is a web-based program that transforms how, what, and why students read. It is aligned with the Florida State Standards for reading and prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation. The program is differentiated and provides personalized instruction for every student. All Language Arts classes are using this program.

READ 180 is the core instructional reading program for Intensive Reading classes and Reading Plus is the supplement reading program for all Language Arts classes. READ 180 was implemented to address reading and comprehension deficiencies of lowest 25% students. The program engages students in the 4 Language Arts Florida Standards of reading, writing, speaking, and listening.

READING LAFS. .RI.1.1, 2, 3; LAFS. .RI.2.4, 5, 6

WRITING LAFS. .W.1.1, 2; LAFS. .W.2.4, 5, 6

SPEAKING AND LISTENING LAFS. .SL.1.1, 2, 3; LAFS. .SL.2.4, 6

Our science teachers used the district approved textbooks which include the NGSSS tested standards. In addition, Earth space science is a high school credit course with a district approved text book.

For social Studies and all core subjects, all teachers are trained in the use of instructional programs and materials either by attending workshops or through train-the trainer program. The School District also provides directives and explanations of the programs on Learning Village for all teachers. During our monthly LTM, we focus on the standards and assist one another in unpacking the standards pertaining to our individual subject. The department instructional leader is a resource for the teachers. The supplemental programs used include Reading Plus computerized reading programs and Study Island for Civics, ESE math and Science. Reading Plus is aligned to the Literacy Florida Standards and is utilized by 100 percent of our ELA students and additional time is allotted in some technology classes and after school programs. Each subject and lesson in Study Island is also aligned to Florida Standards. There is also hands-on-training for materials purchased from outside vendors. For example, the representative from EDMENTUM has been to our school to train the teachers on the use of Study Island.

#### Instructional Strategies

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

The school uses data to provide and differentiate instruction to meet the diverse needs of students. Some examples of this include, utilization of the RtI process, the use of tutorials, the use of intensive reading, and the use of small group instruction. The school ensures every teacher contributes to literacy improvement of every student by holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) providing instruction aligned with the Language Arts Florida Standards for each grade level and content area when applicable. Our content area teachers are trained in using and incorporating the LAFS in their daily instruction. This use is monitored through Lesson planning and formative assessments. The media specialist provides many resources to support instruction including both digital and print resources.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Before School Program

**Minutes added to school year:** 3,000

This before school tutorial program will remediate students who score below the third percentile on the Fall Diagnostic Assessment. This tutorial will be designed to increase student performance on the Florida Standards Assessment.

***Strategy Rationale***

The targeted tutorial will assist with increasing student performance for students in the lower 30% in either literacy or math.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Raiford, Mary, mary.raiford@palmbeachschools.org

***Data that is or will be collected and how it is analyzed to determine effectiveness of the 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 Performance Matters Assessments.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,500

Summer Reading Enrichment program for all students including incoming sixth graders

**Strategy Rationale**

Research supports a correlation of increased scores on standardized test scores for students who have increased number of minutes reading

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Griffith, Martha, martha.griffith@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

ELA teachers will collect projects during the first week of school and provide extra credit for participation. Participation rates will be reported to administration. In addition, FSA achievement scores will be analyzed.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. This discussion includes data analysis and linking data to effective instructional techniques. The administrative team monitors this collaboration process and works to link improvement results in instructional practice to student performance.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

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 and local and state competitions in business related areas.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Sixth grade students take Business Keyboarding (includes elements of career planning, workplace skills, and computer use and etiquette). Seventh and eighth 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.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

The school integrates career and technical education with academic courses by incorporating classes for all incoming sixth graders. Our Pre-Academy of Finance offers a variety of career and technical education choices. Career exploration is incorporated in all social studies classes in the use of a computerized program Study Island. All students have access to computer applications in business courses.

These programs include industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take is offered throughout the year

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

NA

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will use the Florida Standards Rubric to assist students in actively reading and responding in writing to texts to support the goal of Seventy percent of students scoring in the upper third in writing proficiency on the Florida Standards Assessment.
  
- G2.** Use data analysis and progress monitoring to increase proficiency in reading and math by 3.3%

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Teachers will use the Florida Standards Rubric to assist students in actively reading and responding in writing to texts to support the goal of Seventy percent of students scoring in the upper third in writing proficiency on the Florida Standards Assessment. 1a

G053729

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

**Resources Available to Support the Goal** 2

- Florida Standards Writing Rubric
- Florida Standards Item Specs for ELA
- Florida Standards for Literacy in Social Studies
- Florida Standards for Literacy in Science and Technical subjects
- Reading Plus Computer based program
- District initiated professional development
- School wide professional development

**Targeted Barriers to Achieving the Goal** 3

- New Florida Standards assessment with unknown cut scores

**Plan to Monitor Progress Toward G1.** 8

Administration and department leaders will monitor the use of written response and FSA rubric use in the classroom.

**Person Responsible**

Phillip D'amico

**Schedule**

Monthly, from 10/31/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans, Marzano observation data, writing portfolios

**G2. Use data analysis and progress monitoring to increase proficiency in reading and math by 3.3%** 1a

G053730

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	80.0
AMO Math - All Students	80.0

**Resources Available to Support the Goal** 2

- In school Professional Development ( Learning team meetings, Professional Development Days)
- District offered Trainings
- E Learning Management course offerings
- Performance Matters comparative data
- EDW reports
- Classroom assessments

**Targeted Barriers to Achieving the Goal** 3

- Effective use of available, student specific data

**Plan to Monitor Progress Toward G2.** 8

Comparative student data using Performance Matters and EDW

**Person Responsible**

Kate Wynn

**Schedule**

Monthly, from 10/31/2014 to 6/5/2015

**Evidence of Completion**

Data coach and administrative team will meet to review data and track data for targeted students.

**Plan to Monitor Progress Toward G2.** 8

Student growth reports pertaining to student achievement in reading and math using diagnostic data

**Person Responsible**

Mary Raiford

**Schedule**

Monthly, from 10/2/2014 to 6/5/2015

**Evidence of Completion**

Monthly agenda meeting minutes with department leaders pertaining to student data.

**Plan to Monitor Progress Toward G2. 8**

Schedule student led data conferences times with classroom teachers and administrative student led conferences with students performing in the lowest 25%. ( Administrators will be assigned by grade level)

**Person Responsible**

Phillip D'amico

**Schedule**

Semiannually, from 1/30/2015 to 3/2/2015

**Evidence of Completion**

Teachers will keep a record of student conferences, Admin will keep a record of Lowest 25% conferences by grade level



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Teachers will use the Florida Standards Rubric to assist students in actively reading and responding in writing to texts to support the goal of Seventy percent of students scoring in the upper third in writing proficiency on the Florida Standards Assessment. **1**

 G053729

**G1.B1** New Florida Standards assessment with unknown cut scores **2**

 B135674

**G1.B1.S1** Provide on-going professional development on the use of the Florida Standards writing rubric and strategies on incorporating and literacy standards writing assignments in classroom instruction for all teachers **4**

 S147598

### Strategy Rationale

If teachers and students better understand the use of the rubric and how points are earned and incorporate the literacy standards in all content areas, there will be a positive outcome on student achievement.

### Action Step 1 **5**

Teachers will receive training on the use of the Florida Standards Writing Rubric

#### Person Responsible

Carmen McKenzie

#### Schedule

Quarterly, from 8/11/2014 to 6/5/2015

#### Evidence of Completion

PDD and LTM agendas

### Action Step 2 5

Teachers will receive training on effective scoring of the Florida Standards Writing Rubric

**Person Responsible**

Mary Raiford

**Schedule**

Quarterly, from 9/1/2014 to 2/28/2015

***Evidence of Completion***

PDD and LTM agendas

### Action Step 3 5

Monitor the use of literacy assignments and assessments in all classrooms including content areas

**Person Responsible**

Phillip D'amico

**Schedule**

Quarterly, from 9/8/2014 to 6/1/2015

***Evidence of Completion***

Lesson Plans, walkthroughs and observations

### Action Step 4 5

Provide tutorial sessions for students scoring in the lower 30 % on diagnostics

**Person Responsible**

Phillip D'amico

**Schedule**

Semiannually, from 12/2/2014 to 5/1/2015

***Evidence of Completion***

Spreadsheet with pre and post results

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Analyze proficiency and growth of writing achievement through the use of Performance Matters assessment data and teacher formative data

**Person Responsible**

Martha Griffith

**Schedule**

Quarterly, from 9/30/2014 to 5/31/2015

***Evidence of Completion***

Data Binder with Palm Beach Performance scores of students, Student portfolios

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Analyze student writing data growth

**Person Responsible**

Kate Wynn

**Schedule**

Quarterly, from 9/30/2014 to 5/29/2015

***Evidence of Completion***

Performance Matters and EDW reports

**G2. Use data analysis and progress monitoring to increase proficiency in reading and math by 3.3%** 1

G053730

**G2.B1 Effective use of available, student specific data** 2

B135677

**G2.B1.S1 Assign a Data Coach to assist and Monitor achievement in sub groups as applicable.** 4

S147600

**Strategy Rationale**

With an effective data leader, the teachers will have better access to effective reports and relevant student data

**Action Step 1** 5

The Data coach will pull comparative data to share with teachers

**Person Responsible**

Kate Wynn

**Schedule**

Quarterly, from 10/31/2014 to 6/1/2015

**Evidence of Completion**

Faculty meetings, PDD and LTM agendas

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administrative team will monitor department meetings

**Person Responsible**

Phillip D'amico

**Schedule**

Monthly, from 9/2/2014 to 6/1/2015

**Evidence of Completion**

Agendas from department meetings

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

The Data coach will monitor student achievement using diagnostic data

**Person Responsible**

Kate Wynn


**Schedule**

Quarterly, from 10/31/2014 to 6/1/2015

**Evidence of Completion**

Data reports from EDW and Performance matters

**G2.B1.S2** Train department leaders and teachers how to use the Baseball card reports in Performance Matters to track student progress 4

 S147601

**Strategy Rationale**

By training department leaders as expert trainers, they will be able to more effectively teach their team members how to monitor and track progress of individual students and groups of students.

**Action Step 1** 5

Department Leaders will be trained in the use of reports in Performance Matters (Train the trainer model)

**Person Responsible**

Kate Wynn

**Schedule**

Quarterly, from 10/9/2014 to 5/29/2015

**Evidence of Completion**

Agendas and data report

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Department Leaders will pull data at the completion of each diagnostic window and analyze results within departments

**Person Responsible**

Mary Raiford

**Schedule**

Semiannually, from 10/31/2014 to 5/29/2015

***Evidence of Completion***

Data reports and Department meeting agendas

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Student achievement and growth on FSA diagnostics

**Person Responsible**

Kate Wynn


**Schedule**

Semiannually, from 1/30/2015 to 8/1/2015

***Evidence of Completion***

Data reports on FSA Diagnostics and FSA scores

**G2.B1.S3** Have student led data conferences to guide students to better understand their growth potential **4**

 S147602

### **Strategy Rationale**

With students having a better understanding of their scores and taking ownership of their data, there is an increased potential for individual student achievement gains

### **Action Step 1** **5**

Administration will oversee student led conferences to discuss individual student achievement

#### **Person Responsible**

Casey Runner

#### **Schedule**

Semiannually, from 1/30/2015 to 5/29/2015

#### **Evidence of Completion**

Conference notes

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3** **6**

Administration will monitor using a checklist for teacher/student led conferences and for admin conferences

#### **Person Responsible**

Kate Wynn

#### **Schedule**

Semiannually, from 1/30/2015 to 6/1/2015

#### **Evidence of Completion**

Spread sheet

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Administrative team and leadership team will monitor diagnostic data and FSA achievement data when it becomes available

**Person Responsible**

Mary Raiford

**Schedule**

Quarterly, from 10/31/2014 to 6/5/2015

**Evidence of Completion**

FSA diagnostic data using Performance Matters and FSA achievement data when it becomes available,

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will receive training on the use of the Florida Standards Writing Rubric	McKenzie, Carmen	8/11/2014	PDD and LTM agendas	6/5/2015 quarterly
G2.B1.S1.A1	The Data coach will pull comparative data to share with teachers	Wynn, Kate	10/31/2014	Faculty meetings, PDD and LTM agendas	6/1/2015 quarterly
G2.B1.S2.A1	Department Leaders will be trained in the use of reports in Performance Matters (Train the trainer model)	Wynn, Kate	10/9/2014	Agendas and data report	5/29/2015 quarterly
G2.B1.S3.A1	Administration will oversee student led conferences to discuss individual student achievement	Runner, Casey	1/30/2015	Conference notes	5/29/2015 semiannually
G1.B1.S1.A2	Teachers will receive training on effective scoring of the Florida Standards Writing Rubric	Raiford, Mary	9/1/2014	PDD and LTM agendas	2/28/2015 quarterly
G1.B1.S1.A3	Monitor the use of literacy assignments and assessments in all classrooms including content areas	D'amico, Phillip	9/8/2014	Lesson Plans, walkthroughs and observations	6/1/2015 quarterly
G1.B1.S1.A4	Provide tutorial sessions for students scoring in the lower 30 % on diagnostics	D'amico, Phillip	12/2/2014	Spreadsheet with pre and post results	5/1/2015 semiannually
G1.MA1	Administration and department leaders will monitor the use of written response and FSA rubric use in the classroom.	D'amico, Phillip	10/31/2014	Lesson Plans, Marzano observation data, writing portfolios	5/29/2015 monthly
G1.B1.S1.MA1	Analyze student writing data growth	Wynn, Kate	9/30/2014	Performance Matters and EDW reports	5/29/2015 quarterly
G1.B1.S1.MA1	Analyze proficiency and growth of writing achievement through the use of Performance Matters assessment data and teacher formative data	Griffith, Martha	9/30/2014	Data Binder with Palm Beach Performance scores of students, Student portfolios	5/31/2015 quarterly
G2.MA1	Comparative student data using Performance Matters and EDW	Wynn, Kate	10/31/2014	Data coach and administrative team will meet to review data and track data for targeted students.	6/5/2015 monthly



<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G2.MA2	Student growth reports pertaining to student achievement in reading and math using diagnostic data	Raiford, Mary	10/2/2014	Monthly agenda meeting minutes with department leaders pertaining to student data.	6/5/2015 monthly
G2.MA3	Schedule student led data conferences times with classroom teachers and administrative student led conferences with students performing in the lowest 25%. ( Administrators will be assigned by grade level)	D'amico, Phillip	1/30/2015	Teachers will keep a record of student conferences, Admin will keep a record of Lowest 25% conferences by grade level	3/2/2015 semiannually
G2.B1.S1.MA1	The Data coach will monitor student achievement using diagnostic data	Wynn, Kate	10/31/2014	Data reports from EDW and Performance matters	6/1/2015 quarterly
G2.B1.S1.MA1	Administrative team will monitor department meetings	D'amico, Phillip	9/2/2014	Agendas from department meetings	6/1/2015 monthly
G2.B1.S2.MA1	Student achievement and growth on FSA diagnostics	Wynn, Kate	1/30/2015	Data reports on FSA Diagnostics and FSA scores	8/1/2015 semiannually
G2.B1.S2.MA1	Department Leaders will pull data at the completion of each diagnostic window and analyze results within departments	Raiford, Mary	10/31/2014	Data reports and Department meeting agendas	5/29/2015 semiannually
G2.B1.S3.MA1	Administrative team and leadership team will monitor diagnostic data and FSA achievement data when it becomes available	Raiford, Mary	10/31/2014	FSA diagnostic data using Performance Matters and FSA achievement data when it becomes available,	6/5/2015 quarterly
G2.B1.S3.MA1	Administration will monitor using a checklist for teacher/student led conferences and for admin conferences	Wynn, Kate	1/30/2015	Spread sheet	6/1/2015 semiannually

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Teachers will use the Florida Standards Rubric to assist students in actively reading and responding in writing to texts to support the goal of Seventy percent of students scoring in the upper third in writing proficiency on the Florida Standards Assessment.

### **G1.B1** New Florida Standards assessment with unknown cut scores

**G1.B1.S1** Provide on-going professional development on the use of the Florida Standards writing rubric and strategies on incorporating and literacy standards writing assignments in classroom instruction for all teachers

#### **PD Opportunity 1**

Teachers will receive training on the use of the Florida Standards Writing Rubric

##### **Facilitator**

Carmen Mckenzie

##### **Participants**

All teachers

##### **Schedule**

Quarterly, from 8/11/2014 to 6/5/2015

#### **PD Opportunity 2**

Teachers will receive training on effective scoring of the Florida Standards Writing Rubric

##### **Facilitator**

District personnel

##### **Participants**

ELA teachers, SS teachers , Science and technology Teachers

##### **Schedule**

Quarterly, from 9/1/2014 to 2/28/2015

### PD Opportunity 3

Monitor the use of literacy assignments and assessments in all classrooms including content areas

#### Facilitator

Mary Raiford

#### Participants

All teachers

#### Schedule

Quarterly, from 9/8/2014 to 6/1/2015

**G2.** Use data analysis and progress monitoring to increase proficiency in reading and math by 3.3%

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

**G2.B1.S1** Assign a Data Coach to assist and Monitor achievement in sub groups as applicable.

### PD Opportunity 1

The Data coach will pull comparative data to share with teachers

#### Facilitator

Professional Development Team

#### Participants

All teachers

#### Schedule

Quarterly, from 10/31/2014 to 6/1/2015

**G2.B1.S2** Train department leaders and teachers how to use the Baseball card reports in Performance Matters to track student progress

**PD Opportunity 1**

Department Leaders will be trained in the use of reports in Performance Matters (Train the trainer model)

**Facilitator**

Kate Wynn or designee

**Participants**

All teachers

**Schedule**

Quarterly, from 10/9/2014 to 5/29/2015

**G2.B1.S3** Have student led data conferences to guide students to better understand their growth potential

**PD Opportunity 1**

Administration will oversee student led conferences to discuss individual student achievement

**Facilitator**

Casey Runner

**Participants**

All teachers

**Schedule**

Semiannually, from 1/30/2015 to 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Teachers will use the Florida Standards Rubric to assist students in actively reading and responding in writing to texts to support the goal of Seventy percent of students scoring in the upper third in writing proficiency on the Florida Standards Assessment.	4,000
<b>Grand Total</b>	<b>4,000</b>

<b>Goal 1: Teachers will use the Florida Standards Rubric to assist students in actively reading and responding in writing to texts to support the goal of Seventy percent of students scoring in the upper third in writing proficiency on the Florida Standards Assessment.</b>		
Description	Source	Total
B1.S1.A4 - up to 4,000	School Improvement Funds	4,000
<b>Total Goal 1</b>		<b>4,000</b>