Congress Community Middle School

2014-15 School Improvement Plan

Congress Community Middle School

101 S CONGRESS AVE, Boynton Beach, FL 33426

www.edline.net/pages/congressmiddleschool

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	85%

Alternative/ESE Center	Charter School	Minority
No	No	89%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	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

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	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Congress Middle School is to develop in our capable young people the innovative minds and ethical spirits needed to contribute wisdom, compassion, and leadership in a global society. Congress Middle School Staff challenges students with a rigorous academic program to prepare them to be College and Career Ready.
We are committed to instruct one another in the meaning and value of community and in the joy and importance of lifelong learning which will empower our students to become productive and responsible citizens.

Provide the school's vision statement

Congress Middle Vision Statement
Math
• Our vision as Congress Middle School Mathematics teachers is to provide quality learning opportunities for our young developing students. We will implement interactive and stimulating lessons that allow our students to develop the skills to lead, problem solve, and succeed in and out of school. We are committed to provide a meaningful and positive learning environment that will enable future success.
Magnet
• The Choice Programs are committed to empowering and supporting students and their families in making informed, educational decisions leading to post-secondary education and career options in order to compete in today's technology-driven, global society.
Electives
• Prepare students for the real world experience, teaching the students to be responsible, accountable and adhere to the rules, and become responsible young adults by instilling dependability, responsibility and work ethic for the 21st century.
Guidance
• We will teach character educators through the 6 pillars. Also, we will prepare them for college and career readiness by having a Career Day and career building activities.
Science
• Our vision at Congress Middle School is to provide a caring and stimulating learning environment where students will recognize and achieve their fullest potential to prepare them for college and career.
Reading
• The Literacy Teachers at Congress Community Middle School will provide our students with a challenging and innovating curriculum to empower them with the ability to read complex text. Our students will be College and Career Ready and will also be productive and responsible citizens in a competitive society.
Language
• The Language Arts Teachers at Congress Community Middle School will facilitate the development of enthusiastic life long readers and writers by implementing rigor into our curriculum. We will encourage our students to become independent higher order thinkers for their own success during school years and beyond.
Social Studies
• The Social Studies Department of Congress Middle School believes that the purpose of Social Studies is to help students assume their role as responsible citizens in America's constitutional

democracy and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world. Students will learn to think critically to consider all points of view, and to recognize the diversity of their nation and the global community.
ESE
• The ESE Department of Congress Middle School is dedicated to meeting the holistic needs of students. This will be achieved by ensuring:
o a safe, respectful school where the students are in the least restrictive environment
o rigorous academics with personalized learning
o a variety of extracurricular activities
o that we nurture students to value themselves
• All this will be accomplished while building an active partnership with all school personnel, students, parents and the community as well as maintaining open communication among all stakeholders.
• It is our hope that our students will become productive citizens who can think, communicate, create and apply their learning experiences throughout their lifetime.
ESOL
• Our ELL students will successfully apply learning real world applications, strategies and problem solving both independently and collaboratively.

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

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

Congress Middle School implements a school-wide positive behavior intervention system coined P.A.W.S. (Positive attitude towards learning, active participation, willing to work together, successful we will be). These universal guidelines assist in providing positive behavior expectations in all settings during the school day,therefore creating a single-school culture. Guidelines are posted school-wide. In addition, they are frequently reviewed within the classrooms and grade level assemblies to ensure students fully understand school expectations.
The Before/After school program provides a safe haven for students before the school-day begins and after the day ends. Within the after-school program, students also receive snacks and a variety of other incentives.
While participating in activities that support the three prongs: Academic/Enrichment, Social Skills/ Character Building, and Health & Wellness, students also have the opportunity to participate in a variety of activities to include: Intramural Sports, Martial Arts, Dance/Step Teams, Robotics, Culinary, and Mentoring Groups.

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

Congress Middle students meet in the fall and the winter with the Principal to discuss school-wide expectations and consequences and the school-wide positive incentives. In addition, teachers explicitly teach various parts of the school-wide expectations. Student role-play examples and non-examples of positive behaviors. he school's matrix of expectations is posted in every classroom and throughout the school.

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

Struggling students are referred to the School Based team (SBT) for academic, behavioral or social and emotional concerns. The SBT, which consist of administration, school counselors, ESE contact, school psychologist, ELL contact and teachers. The SBT will review all data related to the student's issue and develop a comprehensive intervention plan. Each student is assign a Case Manager, who will work with the teacher to progress monitor and assure fidelity with the intervention plan. Congress Middle provides meeting space for various community agencies in order to meet the social and mental health needs of students and families.

The SBT follow the following steps to provide student interventions:

Tier I –Primary Interventions (in classroom/School-wide)

Tier II - Secondary Interventions (Written by SBT)

Academic and Behavior

Step 1. Teachers or Administrators will make the initial referral (Form 2106) to the SBT for a struggling student. Please provide any documentation that point to the issue

Step 2. The SBT Leader will record the referral on the L24 and D19 screen; create a folder and forward the Grade Level Guidance Counselor

Step 3. The School Counselors will receive a folder with the initial referral and a checklist of the needed documentation throughout the process.

Step 4. School Counselors will schedule the SBT meeting with all concerned parties

a. Please make to complete the required forms and documents needed (see attached email)

b. Please follow the flowchart procedure provided in your folder

Step 5. School Counselors will manage each case and follow up biweekly with teachers on data collection and copy the grade level administrator if documentation is not being provided. The average number of weeks needed for progress monitoring is 6 to 8 weeks.

Step 6. After the 6 to 8 week process the SBT will decide if the student has met the goal or will need further intervention. The School Counselors will have the SBT Leader schedule a meeting to either closeout the Tier II or move to Tier III.

Step 7. The SBT Leader will record the action on the L24 and D19 screen and schedule a meeting to write a Tier II plan, if needed

For Behavior Plans leading to Alternative Education Placement)

a. The SBT Leader or CST Leader will schedule a FBA/BIP planning meeting

b. The SBT Leader will schedule a meeting that Alternative Ed Liaison

Tier III - Intensive Interventions (SBT or CST)

At this Point, the SBT or CST Leader will drive this intervention planning meetings with all required parties including the School Psychologists.

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

Attendance/Suspensions

The School-side Positive Behavior Support Team (SwPBS) meets biweekly to review school-wide suspension, attendance and other data. The team works closely the School Based team (SBT) to

develop intervention plans for individual students. In addition, the SwPBS Team reviews gaps in school-wide initiatives. The team utilizes reports from EDW and Unify to find trends requiring review. The teams makes suggestion for professional development needed with teachers and staff.
Failing Students
The School Counselors request D/F reports from teachers; these reports are reviewed by administration. Teacher are required to contact parents of any student expected to receive a D or F in any given quarter. The teacher's provide opportunities for students to makeup any missing assignments. If a student is absent for any reason, they are allow the equal number of days to makeup their work.
Level 1/2 Students
Administration reviews various data sources (e.g. FCAT, Fall/Winter Diagnostics, FAIR, etc.) to identity students in needed of instructional support. Letters are mailed to parents regarding weekday and Saturday tutorials that focus on reading, math, science and civic content. Students receive additional credit for work completed during tutorials.

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	2	3	6	11
One or more suspensions	39	83	53	175
Course failure in ELA or Math	0	1	1	2
Level 1 on statewide assessment	133	148	117	398

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	21	58	35	114

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

Students requiring academic interventions will receive evidence-based strategies thought the MTSS/ Problem Solving process. Congress Middle reviews students through the SBT process. The following strategies and programs to assist struggling students:
A. Read 180
B. Reading Plus
C. IXL for Math
D. Saturday/After school Tutorial with aligned benchmarks
E. Differentiated Instruction through Intensive Reading
F. FAIR Assessment (Running Reading Records)
G. Before and Aftercare program with aligned benchmarks

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/188362.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The school District maintains Cooperative Agreements with 32 community agencies that provide behavioral and mental health support for students and families. Congress Middle has provided space to facilitate ongoing support and services to students and families. The agencies work collaboratively with the School Based Team when intervention plan are written. In addition, Congress received a 5-Star rating for the partnership made with community agencies and businesses.

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
O'Connor, Denise	Principal
Glinton, Christopher	Assistant Principal
Grice, Shannon	Assistant Principal
Thompson, Kareem	Assistant Principal
Burrell, Kawona	Instructional Coach
Youance, Marie	Instructional Coach
Feulner, DeeAnne	Other
Gonzalez, Sandra	Other
Johnson, Shayla	Other
Johnson, Tonya	Other
	Guidance Counselor
Boggs, Decarla	Guidance Counselor
Katz, Irene	Other

Duties

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

Principal- The principal provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place, a process to address and monitor subsequent needs is created, the MTSS Leadership Team is implementing MTSS problem-solving process assessments, ,fidelity of implementation of intervention support is documented, adequate professional development to support RtI implementation is provided, effective communication with parents regarding school-based RtI plans and activities occurs.

The school-based team leader - assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement core, supplemental, and intensive interventions, and offer professional development and technical assistance. Provides information about core instruction.

Principal and Assistant Principals -Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of MTSS school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Classroom Teachers- Participate in student data collection, integrate core instructional best practices, and implement vital classroom interventions for struggling students and supplemental/intensive interventions as deemed necessary by the school-based problem solving team.

ESE and ELL Contacts- Participate in student data collection, integrate core instructional activities/materials supplemental and intensive instruction, and collaborate with general education teachers through such activities as collaborative support instruction.

Instructional Coach (es) Reading/Math-Develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and implementation of progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Learning Team Facilitator- Facilitates and supports data collection activities; assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of CORE, Supplemental, and Intensive intervention plans.

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

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

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principals, ESE contact, ELL contact, school psychologist, classroom teachers, reading/ math instructional coaches, Learning Team Facilitator (LTF), safe school staff, parents, and guidance staff. The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The team meets every Thursday (weekly) to engage in the following activities:
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 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 Leadership Team.
The MTSS Leadership 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 (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, ESE/ELL contact, behavior coach, Safe Schools Case Managers, parents, and guidance counselors) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
STEP I – Problem Identification: What is the problem?
Problem Identification entails identifying the problem and the desired behavior for the student.
STEP II: Problem Analysis: Why is it occurring?
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Step III: Intervention Implementation: What are we going to do about it?
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Step IV – Response to Instruction/Intervention: Is the plan working?
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.
In order to organize RTI efforts with other school teams, all school-based team leaders and school staff have access to the MTSS website and EDW. If a student who is going through the RTI process transfers, the sending school places all RTI documentation in the pony to ensure continuation of RTI services. School-based team leaders also have access to Mainframe; screen A07 has the most updated school
placement for the RTI student.
School-based team leaders also meet monthly and can discuss specific cases in the training sessions; the sending school can update the receiving school on progress monitoring, CBM probes, and any other academic or behavioral concerns. School-based team leaders also communicate via email utilizing student numbers only; this is another way to request the sending school forward all RTI documentation for fidelity purposes.
Title I, Part A
The Title I funds that Congress Middle receives will be used to ensure students needing remediation will receive services. Services will be provided through after-school and before school tutorials and mini Summer Literacy/Math Camps in June. Congress uses Title I funding sources to train teachers, administrators and staff in Marzano Frameworks, increasing rigor and relevance, unpacking the NGSSS, FCAT 2.0, and Content area instruction in Math, Science, Reading, and Writing. Title I will also provide family involvement activities that are planned to increase parent participation. Title I funds will be used to present three parent universities over the course of the school year. the knowledge gained by parents will result in increased student achievement. The Title I funds will be

used to provide the supplies and materials needed for the trainings.

Our .5 Reading Coach will be providing professional development to Reading teachers and all other content area teachers. The Math Coach will provide mentorship and teacher modeling in Mathematics. Title I funded Reading teacher will be working with Level 1 and 2 students providing reading instruction.

Title I, Part C - Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure students needs are met.

Title I, Part D

District provides these services to the school center.

Title II

Safe School Department provides these services to school center to implement Single School Culture for Academics, Behavior and Climate.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success (PAWS), following our Behavioral Matrix and teaching Expected Behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign structured lessons, and implementation of SwPBS programs.

Title III

District provides these services to school center (Bilingual Education and ESOL Services and Support Staff). Congress Middle school reflects the Multicultural diversity for the community at large. the community and staff are enthusiastic, supportive and have high expectations for all children. We recognize and value the racial, ethic, cultural and language diversity represented in our school. We see the need for all staff members to be actively involved in preparing students to interact effective and positively in a Multicultural society. The ESOL program services offered at Congress Middle school as well as the School District of Palm Beach County are designed to assist in ELLs in developing English Language proficiency while simultaneously developing their competencies in academic content areas. Instructional models provide for comprehensible instruction parallel to the mainstream curriculum. Presentation of concepts and materials is adjusted to accommodate the learner's level of English proficiency using the State's English Language Proficiency Standards. ESOL teachers work collaboratively with mainstream teachers to provide instructional consistency to meet the needs of each ELL. Congress Middle School provides a Sheltered Instructional model for students with Beginner and Intermediate Oral Language Proficiency. ELL students whose Oral Language Proficiency are high and proficient speakers are in the Support model with regular language. District Personnel, our ELL Coordinator and Counselor, and two Community Language Facilitators assist in monitoring, coordinating and facilitating the ESOL Program for the school. The ESOL Coordinator plans, coordinates and facilitates Parent Nights to disseminate academic information to parents to strengthen the communication and involvement to school vision and mission.

Services are provided through the district education materials and ELL district services to improve the education of immigrant and English Language Learners. The district coordinates with Title III in ensuring staff development needs are provided.

Title X - Homeless

District provides these services to school center as needed.

Supplemental Academic Instruction (SAI)

SAI Funds will be incorporated with the Title I funds to provide Summer Pass for Level 1 students. Title I funds are used to provide tutorial support and enhance programs for students. We will work towards implementing our Summer Reading/Math Academy to all students including all FCAT levels. In an effort to address the severe academic struggles of students especially those in an intensive class we will offer: 1. Before school tutorial - targets level 1 and 2 readers, 2. After school tutorial - targets level 1 and 2 students in Reading and Math, 3. MSCR program for students who have failed an academic class, 4. Saturday writing tutorials to target level 2-5 students to increase writing skills, 5. Summer MSCR for students who have failed an academic class. 6. ELL summer school for 8th

graders provides extra opportunities to enhance language during the summer. 7. ESE summer school assist ESE students in meeting IEP objectives. 8. Saturday FCAT 2.0 prep session for low performing students.

Congress Middle School makes every effort to address the needs of all children in our school, particularly those at risk of not meeting state proficiency levels of achievement; we will use Title I funds to purchase Student Agendas to help all students with organizational skills and as a mean for parents and teachers to communicate.

Violence Prevention Programs

District provides resources and service to assist in improving School Climate and Student Safety needs. The J. Johnston Bullying Prevention, CHAMPS, Aggressors Victims & Bystanders are funded through theses monies.

Middle School After-Care programs through Safe Schools.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

District provides these services to the school center.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Congress Middle School students are provided with career education planning. The Guidance Department works with 7th and 8th grade students making decisions about academic choices and careers. This year Career Exploration will be an event offered to students.

We also have Career Technical Courses in our Choice Program: Pre-Engineering, Digital Graphic Design, Video Production, Pre-med and 8th grade Culinary.

Job Training

N/A

Other

Required instruction listed in 1003.42(2) F.S., as applicable to appropriate grade levels.

Congress Middle also receives support from the District's Title I and Title II funds such as:

Area support teams

Secondary curriculum support

MTSS support

AVID support

STEM support

School Advisory Council (SAC)

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

Name	Stakeholder Group
Sandra Gonzalez	Teacher
Denise O'Connor	Principal
Victoria Gonzalez	Student
Yvonne Small	Education Support Employee
Robert Alley	Teacher
Monique Cortese	Parent
Marlene Findlay	Parent
Vince Pierino	Business/Community
Mike Szrejter	Business/Community
Nathan Collins	Business/Community
Shayla Johnson	Teacher

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 principal will review with the SAC members at the first meeting of the year the previous year's FCAT results in all areas. At that time it will be decided to keep strategies that were used which improved student achievement, and to modify, change or add new strategies for this year.

Development of this school improvement plan

Parents, Teachers, Administrators, Community and Business Partners will work together during SAC meetings and faculty meetings to give input, edit and approve the school's SIP. During the year the SAC will monitor to make sure goals in the SIP are being met.

Preparation of the school's annual budget and plan

As budget allocations are made the principal will inform all stateholder (teachers, parents, community, etc.) of how much has been allocated. She will also poll the teachers for their input in deciding how Title I funds will be used. She will present during SAC meetings how the allocation of Title I funds will be used during the year.

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

Funds allocation for this year will be:
BIA/Extra Period Supplements - $10,000
AVID tutors - $4,000
ID Badges - $2,000
Band Annual Fees - $250.00
Team Banners - $230.00
Academic Fieldtrips - $1,500

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

Literacy Leadership Team (LLT)

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

Name	Title
Burrell, Kawona	Instructional Coach
O'Connor, Denise	Principal
Grice, Shannon	Assistant Principal
Youance, Marie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will support four initiatives during the 2014-2015 school year:
1. Battle of the Books (District-wide competition)
2. Battle of the Grades
3. Common Core Staff Development Sessions and Follow-up Activities
4. Instructional Best Practices
5. Reading Counts Challenge
6. Motivational Incentives for level 1's and 2's
7. Patterson Project (book proposal)

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 of Congress Middle School's Critical achievement Goals for the 2014-2015 school year is Content Area Collaboration and Common Planning. This occurs during Learning Teams Meeting and weekly Common Planning meetings. Content Area Collaboration enables teachers to continue learning from one another, from the trials and errors of expanding their work, and from each student's story as they internalize the instructional methods that have been developed. Collegial learning contributes to the school's continuous improvement. Collegial learning will:
1. Keep the momentum for continuous planning moving and secure the teaming for future instructional planning
2. Ensure the quality of individual planning with collaborative documentation for the grade level
3. Use an observation instrument for self-reflection and team support
Common Planning by teacher teams ensures instructional alignment to standards that helps prepare students to succeed in college and careers. Team planning is a powerful form of embedded professional development in which teachers learn from each other and together. Team-based instructional planning goals:
1. Reduce the time necessary to put powerful teaching practices in place
2. Improve instructional planning and delivery with the Common Core Standards
3. Focus on effective practices
4. Meet the individual learning needs of each student in the classroom

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

To recruit:
The following recruitment strategies will be utilized: Job Fairs; District Human Resource Staff; Referrals from Staff; and College Interns. Based on school vacancies, a team of administrators, Instructional coaches, and teachers screen teacher applications and resumes, to review candidates past teaching experiences, their college grade-point averages, rigor of the courses they took, extracurricular activities, and their experience working with diverse students, among other factors.
To retain:
New teachers participate in the Educator Support Program (ESP) at the school implemented based on district mandates and expectations. Each new teacher will be assigned a mentor. Additionally, if these new teachers along with veteran teachers need additional support, instructional coaches, administration, and district works on support the teachers needs. The person responsible is the Principal, supervising Assistant Principal for ESP, Mentor teachers
All teachers also develop an individual growth plan, which may require professional development opportunities to support individual goals. Additionally, the professional development team works on implementing training and workshops based on consensus of the entire staff.
The person responsible is the Principal, supervising Assistant Principals , Instructional coaches, Professional Development Team,

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

Congress Middle School implement the district's Educator Support Program (ESP) initiative. It is a formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning.
ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Each new educator has a support team comprised of the ESP contact, the mentor, and the new teacher. Other people who may provide support include the principal, a buddy teacher, an online mentor, or a National Board Certified Teacher.
Principal
• Sets the tone for support
• Observes the new educator
• Verifies teaching competence based on the new educator's demonstration of the Florida Educator Accomplished Practices
ESP Contact (an administrator)
• Assigns a mentor who is on the same grade level or department, or teaching the same or similar subject as the new educator
• Schedules support team meetings
• Adheres to the ESP Timeline
• Observes the new educator
• Maintains ESP documents
Mentor
• Successfully completed Clinical Education Training
• Demonstrates knowledge of the Florida Educator Accomplished Practices
• Establishes a trusting and confidential relationship with the new educator
• Knows and shares the culture and climate of the school and any "unwritten" rules and procedures
• Adheres to the ESP Timeline
• Supports the new educator
• Completes informal observations of the new teacher and provides feedback about the observations

New Educator
• Teach all students using a variety of instructional strategies
• Teach bell-to-bell
• Ask for help or answers to questions
• Complete all requirements for a professional teaching certificate
Mentoring (Pairing)
During Pre-school, the principal and/or assistant principal will notify all staff that mentor teacher positions may be available. Selected teachers interested in mentoring will notified. Principals, assistant principals and department chairs/instructional coaches will collaborate on the selection of mentors.
The following qualifications will be used in the selection of mentors:
• At least five (3) years of teaching experience, preferably in Palm Beach County Schools
• Completion of Clinical Education Training
• Accessibility to the New Teacher
• Knowledge and adherence to Curriculum Frameworks
• Awareness of the merits of different teaching styles
• Ability to teach to the diverse learning styles of students
• Knowledge about the resources in the school and district
• Willingness to invest time to develop mentoring skills and participate in the program for the duration of the year
• Ability to maintain a confidential relationship
The following factors are considered in pairing of mentors with new teachers:
• Teaching experience (when & where)
• Grade level
• Content area
• Availability of common planning time
• Physical proximity of classrooms
• Teaching style and philosophy
• Common interest
Mentoring Activities include the following:
• Marzano and the Educator Support Program TrainU Course (Online Training Component)
• Various Activities that are aligned to the Florida Educator Accomplished Practices (FEAPs), which Teachers are expected to master by completing the assignments. These assignments include "meet the" (all essential staff and administration, etc.) activity, an observation of a mentor teacher, development of a classroom management plan, planning a lesson, videotaped lesson, and other items that will support the teacher in being successful.
Resources for all participants are available via the School District of Palm Beach County's Department of Professional Development. Materials both virtual and hard copy include a ESP Program Handbook, New Teacher Handbook, Sharepoint Site and more which can all be accessed via the district's website.

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

Congress Middle School ensures its core instructional programs and materials are aligned to the Florida State Standards by utilizing a curriculum map or scope-and-sequence is fully aligned with grade-specific standards and item specifications. Each content area has already defined unit topics and clustered standards within them. Once this has been established, Administration, teachers work collaboratively together to implement the step in our Single School Culture for Academics Process which include:

•Unpack the Standards-Identify Foundational and Critical Thinking Skills
•Develop Learning Goals and Scale that align with the benchmark/benchmarks- Translating the
standard into the target learning statement is a critical exercise to establish clear performance by
students
•Develop and align assignments and assessments to the Florida standards Using the FSA item
Specifications for quality, rigor, relevance
•Daily Instruction Plans---Whole-Class and Small-Group, Teacher-Directed instruction
•Once the assessment is given, Congress Middle School implements the Cyclical Process Florida
Continuous Improvement Model that includes analyzing the assessment data to identify student
patterns of strength and weakness for corrective instruction.

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*

At Congress Middle School, one of our non-negoitables for Core Content Area classes is to
implement small group differentiated instruction. After a teacher has given an assessment, and item
analysis is completed to determine the students' strengths and weaknesses.
Differentiate homogeneous small groups are then formulated based on a similar interest or level
based on assessment of their work. While Teacher-Directed Group is being conducted, another group
or two of students may be clustered in a Student-Directed Group. This group is heterogeneous, and
cooperative learning techniques. At the same time the groups are engaged in their work, some
students may be at the computers and others at their desks doing independent work. Furthermore,
each student will have the opportunity to be exposed to materials and learning experiences through
grade-level curriculum and instruction strengthened by teacher groundwork. Each student will also be
able to soar ahead if ready. So we personalize instruction during Work Time. Work Time also builds
the student's responsibility for learning. Other opportunities are available for moving students to a
higher level when they show evidence of mastery in one of the aligned activities. The Work Time
activities follow the lessons you have outlined in the Whole-Class Instruction Plan, but may circle
back to cover previous material later, and as needed to help students to be challenged, and
successful.

*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: Extended School Day

Minutes added to school year: 150

Tutorial services is available to students who have been identified as level 1 or level 2 students as indicated on the state standardized assessment. Highly qualified teachers provided tutoring on Mondays, Wednesdays, and Saturdays of each week.

Strategy Rationale

To provide extra opportunities for our students to make learning gains and increase achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Thompson, Kareem, kareem.thompson@palmbeachschools.org

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

Data is collected and analyzed as students receive a pre-assessment at the start of the tutoring and a post assessment at the end to see the improvements made. Students also are given progress reports to monitor progress.

Strategy: Before School Program

Minutes added to school year: 3,300

Enhancing reading & writing skills through "Battle of the Books" Component along with writing seminars

Strategy Rationale

To support school-wide reading & writing focus, while allowing students to interact with high interest texts and participation in cooperative groups.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Thompson, Kareem, kareem.thompson@palmbeachschools.org

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

Comparative data analysis of student reading count scores, book challenge data (Battle of the Books), and individual student reports.This support the warranted need from school year 2013-2014 FCAT test results specifically in Reading & Writing.

Strategy: After School Program

Minutes added to school year: 10,980

The Afterschool Program will focus on (3) areas: Academics (Math & Science), Social Skills/ Character Building, and Recreation/Health & Wellness. Students will have the opportunity to participate in competitive sports, cooking exercises, computer literacy, homework assistance, in addition to many other fun/enrichment activities.

Strategy Rationale

To support school-wide academic achievement focus, while allowing students to interact with high interest activity and participation in cooperative groups. This support the warranted need from school year 2013-2014 FCAT test results specifically in Math and Science.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Thompson, Kareem, kareem.thompson@palmbeachschools.org

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

Items such as Instructional Activity logs (T-8), IXL Data Reports, and Gizmo Data will be collected in order to completed a comparative analysis of participating students standardized test results.

Strategy: Weekend Program

Minutes added to school year: 180

Saturday tutorial is provided for students in core subjects of Reading, Writing, Math, and Science. Students are provided additional learning experiences by highly qualified teachers. Students are provided hands on activities, collaborative learning sessions in small groups, and

Strategy Rationale

To provide extra opportunities for our students to make learning gains and increase achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Glinton, Christopher, christopher.glinton@palmbeachschools.org

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

Data will be collected by surveys completed by the teachers who monitor the students. Students will also receive a pre and post assessment in each subject they are tutored in. The effectiveness will be determine by the growth on progress reports and improvement on post assessment as well as improvement as measured on the state standardized assessments.

Strategy: Summer Program

Minutes added to school year: 3,000

Incoming 6th grade students are provided instruction in core academic areas
Students are provided hands on activities, performance tasks, and formative assessments.
All teachers all highly qualified in each subject area

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected weekly and analyzed with use of portfolios. Teacher will monitor student progress. Students are given pre and post assessment during the program.

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

The school provides a summer transition academy for incoming 6th grade students, which provides them with academic instruction and skill building for reading and math.
Guidance counselors along with the Magnet Coordinator visits feeder elementary schools and school of interest to provide course offerings, program information, and registration guidelines.
Current 8th grade students receive information on district choice programs and other educational opportunities available to them. Representatives from Palm Beach County Choice schools and programs are invited to the school and have an opportunity to highlight individual choice programs available within their respective schools.
Students are encouraged to attend the Showcase of Schools,hosted by the School District of Palm Beach County each year.

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

* AVID Elective Participation: AVID parent night; promotion at SAC meetings; Information in Newsletter; Guidance and teacher recommendation for program
* High School Credit Courses and Virtual Lab - Course Selection sheets; Presentation for course selection for students; Teacher and guidance recommendations
* Choice Program: Elementary School visits by choice coordinator; participation at Showcase of Schools district meeting; School open house for choice and orientation; Pamphlet and website advertisement

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

* AVID Elective (Advancement Via Individual Determination) - One elective a day, 7th and 8th grade AVID students learn organization; study skills; critical thinking; how to ask probing questions; and motivation to make college attainable.
* High School Credit Courses Availability - Algebra Honors; Geometry; Earth Space Science; Spanish I; Computing for College and Careers (leads to industry certification).
* Virtual Lab - Students elective in which students take a Florida Virtual online course with the assistance of a FLVS instructor and an on site teacher (Computing for College and Careers HS Credit Course).
* Choice Programs - Pre-Engineering; Pre-Medical; Digital Video; Digital Graphic Design

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

- School-wide Cornell Note taking - organization; study strategy that helps the student pull out important information and synthesize the information in order for assessment and learning.
- Career Day
- Classroom Presentations by Community Professionals

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

n/a

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.   Increase Reading and Writing across all content areas

G2.   Increase rigor across all content areas

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. Increase Reading and Writing across all content areas 1a

🔍 G053770

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
Math Gains	70.0
Math Lowest 25% Gains	65.0
AMO Reading - All Students	65.0
FCAT 2.0 Science Proficiency	52.0
ELA/Reading Lowest 25% Gains	72.0
ELA/Reading Gains	71.0

Resources Available to Support the Goal 2

- Reading Coach, Learning Team Facilitator, Area 2 Reading Specialist, District Reading Resource Teacher, Language Arts Resource Teacher, Read 180 Support Person

Targeted Barriers to Achieving the Goal 3

- Student not applying reading strategies to analyze word problems, justify and/or explain responses to include math terminology in written form.

- Not enough exposure for students with high complexity text.

- SS Test

- Choice Test

- ESE (ASD/InD) Test

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs, lesson plan checks, Informal/formal observations, and assessment data

Person Responsible
Denise O'Connor

Schedule
Quarterly, from 9/30/2014 to 6/30/2015

Evidence of Completion
iObservation reports, EDW reports, and LTM agenda

G2. Increase rigor across all content areas 1a

Targets Supported 1b

🔍 G053771

Indicator	Annual Target
AMO Math - All Students	65.0
Math Gains	70.0
Math Lowest 25% Gains	65.0
AMO Reading - All Students	65.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	72.0
FCAT 2.0 Science Proficiency	
Middle School Performance in EOC and Industry Certifications	95.0

Resources Available to Support the Goal 2

- Math Coach, Area 2 Math Specialist, Sunbay Specilaist, Learning Village, Sunbay Technology and Instructional Materials and Performance Matters Assessment

- Reading Coach, Learning Team Facilitator; District Literacy Specialists; Read 180 Support Person; Read 180; Instructional Materials; Reading Plus; Performance Matters Assessment for Reading

Targeted Barriers to Achieving the Goal 3

- Student have poor efficacy as it relates to tackling complex and multi-step math problems and applying them to real world situations

- Students have difficulty analyzing high complexity texts and comparing multiple modes of literature.

- Students have difficulty explaining what they've learned, processes and procedures needed for project development

- InD/ASD Students lack independent & elaboration skills

Plan to Monitor Progress Toward G2. 8

Classroom walkthroughs, lesson plan checks, Informal/formal observations, and assessment

Person Responsible
Denise O'Connor

Schedule
On 6/5/2015

Evidence of Completion
iObservation reports, EDW reports, and LTM agenda

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. Increase Reading and Writing across all content areas `1`

🔑 G053770

G1.B1 Student not applying reading strategies to analyze word problems, justify and/or explain responses to include math terminology in written form. `2`

🔑 B135780

G1.B1.S1 As a Math Department , teachers will implement a math journal during instruction to include the following components; 1. To incorporate warm up word problem of the day 2. Daily Benchmark 3. Vocabulary 3. Cornell Notes containing written notes, pictorial representations, tables, graphs, and steps and rules. 4. Daily word problem: read the problem, analyze key words, identify operation to perform, and justify by responding orally or written. 5. Exit Card/Reflection `4`

🔑 S147724

Strategy Rationale

A math journal, or problem solving notebook , is a book in which students record their solutions to math problems, along with the strategy and thought processes used to arrive at the solution. Journals also serve as invaluable assessment resources that can inform classroom instruction. Reviewing a student's math journal provides a useful insight into what a child understands, how s/he approaches ideas and what misconceptions s/he has.

Action Step 1 `5`

Implement Math Journals during instruction throughout all math classes

Person Responsible

Denise O'Connor

Schedule

Daily, from 9/30/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Teacher Data Chats, and Observations,

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

Lesson plan checks, Teacher Observation and Data Chats

Person Responsible

Denise O'Connor

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Iobservation Logs, Teacher Data Chat Logs, Collegial Planning and LTM Notes

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

Unit, Diagnostic and FSA Assessments

Person Responsible

Denise O'Connor

Schedule

Quarterly, from 9/30/2014 to 6/30/2015

Evidence of Completion

Item Analysis, EDW Report, FSA Reports

G1.B2 Not enough exposure for students with high complexity text. 2

B135781

G1.B2.S1 Intensive Reading and Science Teachers will: Use graphic organizers and interactive notebbooks to assist in planning writing. Require response to reading in writing with using evidence from the text. 4

S147725

Strategy Rationale

"Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. Graphic organizers are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content. In a variety of formats dependent upon the task, graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel or article. Because they help the learner make connections and structure thinking, students often turn to graphic organizers for writing projects."
from: http://www.inspiration.com/visual-learning/graphic-organizers
"Teaching and Learning with Graphic Organizers"

"The interactive science notebook (ISN) is a perfect opportunity for science educators to encapsulate and promote the most cutting-edge constructivist teaching strategies while simultaneously addressing standards, differentiation of instruction, literacy development, and maintenance of an organized notebook as laboratory and field scientists do. Students then have a packaged notebook representing all of their learning throughout the year."
from: http://www.nsta.org/publications/news/story.aspx?id=51882
"Using Interactive Notebooks for Inquiry-Based Science"

Action Step 1 5

Use relevant graphic organizers for pre-planning

Person Responsible

Kawona Burrell

Schedule

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

Evidence of Completion

Administrative Walkthroughs, Lesson plan Development; Minutes from Collegial Planning and LTMs

Action Step 2 `5`

Use of Interactive Notebooks and Science Probes

Person Responsible

Christopher Glinton

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Use of student Interactive Notebooks and Science Probes

Person Responsible

Christopher Glinton

Schedule

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

Evidence of Completion

Samples of students interactive notebooks and Science probes will be collected from teachers as evidence

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Use graphic organizers for planning of writing

Person Responsible

Shannon Grice

Schedule

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

Evidence of Completion

Gains in Performance Assessments (FSA and Diagnostics). Ratings in Teacher Observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

The interactive notebooks will contain descriptive feedback from teacher and student reflections

Person Responsible

Christopher Glinton

Schedule

On 5/29/2015

Evidence of Completion

25% of the student's interactive notebooks will be reviewed and samples collected as evidence that teachers are providing descriptive feedback and students are writing reflective notes on their learning.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

The graphic organizers will organize the students thoughts helping them to gain understanding through complex text.

Person Responsible

Shannon Grice

Schedule

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

Evidence of Completion

Student results in Diagnostics and end of year FSA exams (ELA Writing and Language Arts).

G1.B2.S2 Language Arts Teachers will give daily opportunities in writing with short and extended response while using the writing support materials from Harcourt. Science Teachers will use Science probe within each unit to build the writing capacity of students. 4

S147726

Strategy Rationale

Daily journal writing has proven a popular and valuable teaching tool across the grades and across the curriculum. - See more at: http://www.educationworld.com/a_curr/curr144.shtml#sthash.5GanAeJy.dpuf

Action Step 1 5

Using journals and response to 10 min. independent reading and other materials from curriculum, teachers will have students write daily (short or extended and various genres).

Person Responsible

DeeAnne Feulner

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Administrative Walkthroughs, Lesson Plan Development, Minutes from Collegial Planning and LTM'

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom Walkthroughs and Administration of District Palm Beach Performance Assessment

Person Responsible

Shannon Grice

Schedule

Every 6 Weeks, from 9/3/2014 to 4/30/2015

Evidence of Completion

Ratings in Teacher Observations; Assessment Data gains (PBPA; FSA; and Diagnostics);

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Language Arts teachers will give daily opportunities and exposure to responding to text with short and extended response which will assist with allowing them to comprehend complex text.

Person Responsible

Shannon Grice

Schedule

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

Evidence of Completion

Gains in PBPA, FSA and Diagnostics (Language Arts and Writing)

G1.B4 SS Test 2

B135783

G1.B4.S1 As a Social Studies team we are going to have students keep an interactive notebook that includes the following reading and writing items: 1. Analysis of Common Primary & Secondary Sources 2. CNN News Journal 3. Deeper Reading Strategies 4. Quick Writes 5. Other Graphic Organizers 4

S147728

Strategy Rationale

To support the School Academic Achievement Goal of Reading & Writing Across All Curriculum

Action Step 1 5

Implement the usage of Interactive Journals during Social Studies Instruction

Person Responsible

Kareem Thompson

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Sampling of Student's journal

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Conduct Teacher Observations
Data Chats with Teachers
Data Collection
Lesson Plans

Person Responsible

Kareem Thompson

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher Observations Assessments Data Student Tracking w/evidence

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Ongoing Monitor through observation and Data review and chats

Person Responsible

Kareem Thompson

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Journal Sampling; Student Test data

G1.B5 Choice Test 2

B135784

G1.B5.S1 As A Choice Department, teachers will implement Cornell Note taking into their instructional model to include procedures, research components, and project development and information. 4

S147729

Strategy Rationale

Supporting School-wide Writing Initiative

Action Step 1 5

PD on Cornell Note taking and Development of consistent format for the department

Person Responsible

Kareem Thompson

Schedule

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

Evidence of Completion

Student Samples

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Classroom Walkthroughs; Observations; Data chats

Person Responsible

Kareem Thompson

Schedule

Every 2 Months, from 9/30/2014 to 5/29/2015

Evidence of Completion

iObservations information; Data Chat forms; Student Samples

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Data Chats

Person Responsible

Kareem Thompson

Schedule

Every 2 Months, from 9/30/2014 to 5/29/2015

Evidence of Completion

Data Chat Meetings with Teachers and Students

G1.B5.S2 As A Choice Department, teachers will focus on research skills and incorporate reading strategies such as focus on central questions, project-topical research, development of foldables,vocabulary terms, deeper reading methods, and anchor charts 4

🔑 S147730

Strategy Rationale

Supporting School-wide Reading & Writing Initiative

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

G1.B6 ESE (ASD/InD) Test 2

🔑 B135785

G1.B6.S1 The ESE (InD/ASD) Team will implement the following: Journal Writing (scaffolding) Written Responses Reading component across all content areas(thematic/passages) Support school wide reading counts program (classroom library/learning centers) 4

🔑 S147731

Strategy Rationale

These instructional strategies will assist students with reading and writing across all curriculum.

Action Step 1 5

Using a thematic approach, the InD/ASd Teachers will support reading and writing across their curriculum

Person Responsible

Kareem Thompson

Schedule

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

Evidence of Completion

Student Sampling; Photo's when appropriate

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Conduct Teacher Observations
Data Chats with Teachers
Data Collection
Lesson Plans

Person Responsible

Kareem Thompson

Schedule

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

Evidence of Completion

Lesson Plans; Student Samples: Data Chat Sheets

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Teacher Observations
Assessments
Data
Student Tracking w/evidence

Person Responsible

Kareem Thompson

Schedule

On 5/29/2015

Evidence of Completion

Student Evidence; Assessment Results

G2. Increase rigor across all content areas 1

G053771

G2.B1 Student have poor efficacy as it relates to tackling complex and multi-step math problems and applying them to real world situations 2

B135786

G2.B1.S1 All Teachers will implement the Gradual Release Model for Instruction. 4

S147732

Strategy Rationale

The Gradual Release of Responsibility Model or GRR Model is a particular style of teaching which is a structured method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. This instructional model requires that the teacher, by design, transitions from assuming "all the responsibility for performing a task...to a situation in which the students assume all of the responsibility." The ideal result is a confident learner who accepts responsibility for their own learning and directs this learning through the cognitive processes. As Buehl (2005) stated, the GRR model "emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.

Action Step 1 5

Math teachers will utilize the Close Reading, Question /Relevant/Solution and 5 step Problem-Solving Strategy

Person Responsible

Denise O'Connor

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Student Samples

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

Lesson plan checks, Teacher Observation and Data Chats

Person Responsible

Denise O'Connor

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Iobservation Logs, Teacher Data Chat Logs, Collegial Planning and LTM Notes

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

Unit, Diagnostic and FSA Assessments

Person Responsible

Denise O'Connor

Schedule

On 6/30/2015

Evidence of Completion

Item Analysis, EDW Report, FSA Reports

G2.B2 Students have difficulty analyzing high complexity texts and comparing multiple modes of literature. `2`

B135787

G2.B2.S1 Reading and Language Arts teachers will use grade level complex text for fluency passages and modeling while using explicit instruction when presenting a new skill. `4`

S147733

Strategy Rationale

"Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill,
clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved." retrieved from:
http://explicitinstruction.org/download/sample-chapter.pdf

Action Step 1 `5`

During whole group, teachers will use the "I do, We do, and you do explicit instruction method to introduce and practice new material while using grade appropriate, complex text.

Person Responsible

DeeAnne Feulner

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson plans; Minutes from LTM and Collegial Planning Meetings; Administrative Observations and Peer observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Administration will support by attending collegial planning meetings, Learning Team Meetings, and conduct walkthroughs.

Person Responsible

Shannon Grice

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Administrative walkthrougs; Lesson Plan Collection; Increase in scores on Diagnostics and Classroom Assessments.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Administrator will conduct classroom walkthroughs.

Person Responsible

Shannon Grice

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Ratings on elements for iobservation; increase in FAIR data; SRI data; Diagnostics; and Palm Beach Perf. Assessments.

G2.B2.S2 Social Studies teachers will implement the Gradual Release Model for Instruction. 4

S147734

Strategy Rationale

The Gradual Release of Responsibility Model or GRR Model is a particular style of teaching which is a structured method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner. This instructional model requires that the teacher, by design, transitions from assuming "all the responsibility for performing a task...to a situation in which the students assume all of the responsibility." The ideal result is a confident learner who accepts responsibility for their own learning and directs this learning through the cognitive processes. As Buehl (2005) stated, the GRR model "emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.

Action Step 1 5

Social Studies teachers will utilize 1. Field trips and/or Guest Speakers
2. Elaboration & Discussion for relevance
3. Small groups for targeted instruction
4. Reciprocal Teaching
5. Jigsaw Strategy

Person Responsible

Kareem Thompson

Schedule

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

Evidence of Completion

iObservation Results; Teacher Data Chats; Student feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Conduct Teacher Observations
Data Chats with Teachers
Data Collection
Lesson Plans

Person Responsible

Kareem Thompson

Schedule

Every 2 Months, from 9/30/2014 to 5/29/2015

Evidence of Completion

Lesson Plans; iObservation results; Data Chat

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Classroom Observation & data chats will be conducted

Person Responsible

Kareem Thompson

Schedule

Every 2 Months, from 9/30/2014 to 5/29/2015

Evidence of Completion

Data; feedback; iObservation data

G2.B3 Students have difficulty explaining what they've learned, processes and procedures needed for project development `2`

🔍 B135788

G2.B3.S1 Choice teachers will use technology to increase depth of knowledge; organize students into groups for peer input; Have students examine content & revise errors through discussion in small group and teacher instruction `4`

🔍 S147735

Strategy Rationale

Providing students with opportunities to deeper their knowledge and thinking.

Action Step 1 `5`

Teachers will adapt a focus elemnts in Design Question 3 & 4 for their Professional growth Plan

Person Responsible

Kareem Thompson

Schedule

On 5/29/2015

Evidence of Completion

Teacher PGPs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrator in Charge will conduct observations and focus on target elements

Person Responsible

Kareem Thompson

Schedule

Every 2 Months, from 9/30/2014 to 5/29/2015

Evidence of Completion

iObservation Data; PGP Data; Data Chats

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administrator with conduct Post Observation meetings to discuss findings and also provide support

Person Responsible

Kareem Thompson

Schedule

Every 2 Months, from 9/30/2014 to 5/29/2015

Evidence of Completion

Post Meeting Notes; Data chat notes; iObservation Results

G2.B4 InD/ASD Students lack independent & elaboration skills 2

B135789

G2.B4.S1 InD/ASD Teacher will: 1. Ensure Independent skills taught to students in all content areas 2. Implement a new teaching model to include appropriate gradual release model components 3. Help students elaborate 4

S147736

Strategy Rationale

Supporting Rigor & Relevance goal for students

Action Step 1 5

Through Collaboration among teachers and paraprofessionals students will be provided learning opportunities to increase rigor and relevance

Person Responsible

Kareem Thompson

Schedule

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

Evidence of Completion

Meeting notes; lesson plans; observations

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Conduct Teacher Observations
Data Chats with Teachers
Data Collection
Lesson Plans

Person Responsible

Kareem Thompson

Schedule

Every 2 Months, from 9/30/2014 to 5/29/2015

Evidence of Completion

lesson plans; iObservation results; agenda; data chats

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Ongoing Classroom Observations; Collegial Planning;

Person Responsible

Kareem Thompson

Schedule

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

Evidence of Completion

Teacher Observations Assessments Data Student Tracking w/evidence

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	Implement Math Journals during instruction throughout all math classes	O'Connor, Denise	9/30/2014	Lesson Plans, Teacher Data Chats, and Observations,	6/5/2015 daily
G1.B2.S1.A1	Use relevant graphic organizers for pre-planning	Burrell, Kawona	9/29/2014	Administrative Walkthroughs, Lesson plan Development; Minutes from Collegial Planning and LTMs	5/29/2015 quarterly
G1.B2.S2.A1	Using journals and response to 10 min. independent reading and other materials from curriculum, teachers will have students write daily (short or extended and various genres).	Feulner, DeeAnne	9/1/2014	Administrative Walkthroughs, Lesson Plan Development, Minutes from Collegial Planning and LTM'	5/29/2015 quarterly
G1.B4.S1.A1	Implement the usage of Interactive Journals during Social Studies Instruction	Thompson, Kareem	8/25/2014	Sampling of Student's journal	5/29/2015 weekly
G1.B5.S1.A1	PD on Cornell Note taking and Development of consistent format for the department	Thompson, Kareem	9/30/2014	Student Samples	5/29/2015 monthly
G1.B5.S2.A1	[no content entered]			one-time	
G1.B6.S1.A1	Using a thematic approach, the InD/ASd Teachers will support reading and writing across their curriculum	Thompson, Kareem	9/30/2014	Student Sampling; Photo's when appropriate	5/29/2015 weekly
G2.B1.S1.A1	Math teachers will utilize the Close Reading, Question /Relevant/Solution and 5 step Problem-Solving Strategy	O'Connor, Denise	9/22/2014	Student Samples	6/5/2015 monthly
G2.B2.S1.A1	During whole group, teachers will use the "I do, We do, and you do explicit instruction method to introduce and practice new material while using grade appropriate, complex text.	Feulner, DeeAnne	9/15/2014	Lesson plans; Minutes from LTM and Collegial Planning Meetings; Administrative Observations and Peer observations	5/29/2015 quarterly
G2.B2.S2.A1	Social Studies teachers will utilize 1. Field trips and/or Guest Speakers 2. Elaboration & Discussion for relevance 3. Small groups for targeted instruction 4. Reciprocal Teaching 5. Jigsaw Strategy	Thompson, Kareem	9/30/2014	iObservation Results; Teacher Data Chats; Student feedback	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Teachers will adapt a focus elemnts in Design Question 3 & 4 for their Professional growth Plan	Thompson, Kareem	9/30/2014	Teacher PGPs	5/29/2015 one-time
G2.B4.S1.A1	Through Collaboration among teachers and paraprofessionals students will be provided learning opportunities to increase rigor and relevance	Thompson, Kareem	9/30/2014	Meeting notes; lesson plans; observations	5/29/2015 weekly
G1.B2.S1.A2	Use of Interactive Notebooks and Science Probes	Glinton, Christopher	9/29/2014		5/29/2015 monthly
G1.B5.S2.A2	[no content entered]			one-time	
G1.MA1	Classroom walkthroughs, lesson plan checks, Informal/formal observations, and assessment data	O'Connor, Denise	9/30/2014	iObservation reports, EDW reports, and LTM agenda	6/30/2015 quarterly
G1.B1.S1.MA1	Unit, Diagnostic and FSA Assessments	O'Connor, Denise	9/30/2014	Item Analysis, EDW Report, FSA Reports	6/30/2015 quarterly
G1.B1.S1.MA1	Lesson plan checks, Teacher Observation and Data Chats	O'Connor, Denise	9/30/2014	Iobservation Logs, Teacher Data Chat Logs, Collegial Planning and LTM Notes	6/5/2015 monthly
G1.B2.S1.MA1	The interactive notebooks will contain descriptive feedback from teacher and student reflections	Glinton, Christopher	9/29/2014	25% of the student's interactive notebooks will be reviewed and samples collected as evidence that teachers are providing descriptive feedback and students are writing reflective notes on their learning.	5/29/2015 one-time
G1.B2.S1.MA4	The graphic organizers will organize the students thoughts helping them to gain understanding through complex text.	Grice, Shannon	9/29/2014	Student results in Diagnostics and end of year FSA exams (ELA Writing and Language Arts).	5/29/2015 quarterly
G1.B2.S1.MA1	Use of student Interactive Notebooks and Science Probes	Glinton, Christopher	9/29/2014	Samples of students interactive notebooks and Science probes will be collected from teachers as evidence	5/29/2015 quarterly
G1.B2.S1.MA3	Use graphic organizers for planning of writing	Grice, Shannon	9/29/2014	Gains in Performance Assessments (FSA and Diagnostics). Ratings in Teacher Observations	5/29/2015 quarterly
G1.B4.S1.MA1	Ongoing Monitor through observation and Data review and chats	Thompson, Kareem	8/18/2014	Journal Sampling; Student Test data	5/29/2015 quarterly
G1.B4.S1.MA1	Conduct Teacher Observations Data Chats with Teachers Data Collection Lesson Plans	Thompson, Kareem	8/18/2014	Teacher Observations Assessments Data Student Tracking w/evidence	5/29/2015 monthly
G1.B5.S1.MA1	Data Chats	Thompson, Kareem	9/30/2014	Data Chat Meetings with Teachers and Students	5/29/2015 every-2-months
G1.B5.S1.MA1	Classroom Walkthroughs; Observations; Data chats	Thompson, Kareem	9/30/2014	iObservations information; Data Chat forms; Student Samples	5/29/2015 every-2-months
G1.B6.S1.MA1	Teacher Observations Assessments Data Student Tracking w/evidence	Thompson, Kareem	9/30/2014	Student Evidence; Assessment Results	5/29/2015 one-time
G1.B6.S1.MA1	Conduct Teacher Observations Data Chats with Teachers Data Collection Lesson Plans	Thompson, Kareem	9/30/2014	Lesson Plans; Student Samples: Data Chat Sheets	5/29/2015 monthly
G1.B2.S2.MA1	Language Arts teachers will give daily opportunities and exposure to responding to text with short and extended response which will assist with allowing them to comprehend complex text.	Grice, Shannon	9/29/2014	Gains in PBPA, FSA and Diagnostics (Language Arts and Writing)	5/29/2015 quarterly
G1.B2.S2.MA1	Language Arts teachers will give daily opportunities and exposure to responding to text with short and extended response which will assist	Grice, Shannon	9/29/2014	Gains in PBPA, FSA and Diagnostics (Language Arts and Writing)	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	with allowing them to comprehend complex text.				
G1.B2.S2.MA1	Classroom Walkthroughs and Administration of District Palm Beach Performance Assessment	Grice, Shannon	9/3/2014	Ratings in Teacher Observations; Assessment Data gains (PBPA; FSA; and Diagnostics);	4/30/2015 every-6-weeks
G2.MA1	Classroom walkthroughs, lesson plan checks, Informal/formal observations, and assessment	O'Connor, Denise	8/25/2014	iObservation reports, EDW reports, and LTM agenda	6/5/2015 one-time
G2.B1.S1.MA1	Unit, Diagnostic and FSA Assessments	O'Connor, Denise	9/22/2014	Item Analysis, EDW Report, FSA Reports	6/30/2015 one-time
G2.B1.S1.MA1	Lesson plan checks, Teacher Observation and Data Chats	O'Connor, Denise	9/22/2014	Iobservation Logs, Teacher Data Chat Logs, Collegial Planning and LTM Notes	6/5/2015 monthly
G2.B2.S1.MA1	Administrator will conduct classroom walkthroughs.	Grice, Shannon	9/15/2014	Ratings on elements for iobservation; increase in FAIR data; SRI data; Diagnostics; and Palm Beach Perf. Assessments.	5/29/2015 monthly
G2.B2.S1.MA1	Administration will support by attending collegial planning meetings, Learning Team Meetings, and conduct walkthroughs.	Grice, Shannon	9/15/2014	Administrative walkthrougs; Lesson Plan Collection; Increase in scores on Diagnostics and Classroom Assessments.	5/29/2015 quarterly
G2.B3.S1.MA1	Administrator with conduct Post Observation meetings to discuss findings and also provide support	Thompson, Kareem	9/30/2014	Post Meeting Notes; Data chat notes; iObservation Results	5/29/2015 every-2-months
G2.B3.S1.MA1	Administrator in Charge will conduct observations and focus on target elements	Thompson, Kareem	9/30/2014	iObservation Data; PGP Data; Data Chats	5/29/2015 every-2-months
G2.B4.S1.MA1	Ongoing Classroom Observations; Collegial Planning;	Thompson, Kareem	9/30/2014	Teacher Observations Assessments Data Student Tracking w/evidence	5/29/2015 biweekly
G2.B4.S1.MA1	Conduct Teacher Observations Data Chats with Teachers Data Collection Lesson Plans	Thompson, Kareem	9/30/2014	lesson plans; iObservation results; agenda; data chats	5/29/2015 every-2-months
G2.B2.S2.MA1	Classroom Observation & data chats will be conducted	Thompson, Kareem	9/30/2014	Data; feedback; iObservation data	5/29/2015 every-2-months
G2.B2.S2.MA1	Conduct Teacher Observations Data Chats with Teachers Data Collection Lesson Plans	Thompson, Kareem	9/30/2014	Lesson Plans; iObservation results; Data Chat	5/29/2015 every-2-months

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 Opportuntities

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

G1. Increase Reading and Writing across all content areas

G1.B1 Student not applying reading strategies to analyze word problems, justify and/or explain responses to include math terminology in written form.

G1.B1.S1 As a Math Department , teachers will implement a math journal during instruction to include the following components; 1. To incorporate warm up word problem of the day 2. Daily Benchmark 3. Vocabulary 3. Cornell Notes containing written notes, pictorial representations, tables, graphs, and steps and rules. 4. Daily word problem: read the problem, analyze key words, identify operation to perform, and justify by responding orally or written. 5. Exit Card/Reflection

PD Opportunity 1

Implement Math Journals during instruction throughout all math classes

Facilitator

Teachers, Youance-Math Coach, O'Connor-Principal and Area 2 Secondary Math Specialist

Participants

Math Arts Teachers

Schedule

Daily, from 9/30/2014 to 6/5/2015

G1.B2 Not enough exposure for students with high complexity text.

G1.B2.S2 Language Arts Teachers will give daily opportunities in writing with short and extended response while using the writing support materials from Harcourt. Science Teachers will use Science probe within each unit to build the writing capacity of students.

PD Opportunity 1

Using journals and response to 10 min. independent reading and other materials from curriculum, teachers will have students write daily (short or extended and various genres).

Facilitator

Area 2 Resource Specialist; Curriculum Writing Resource Teacher

Participants

Language Arts Teachers

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

G1.B4 SS Test

G1.B4.S1 As a Social Studies team we are going to have students keep an interactive notebook that includes the following reading and writing items: 1. Analysis of Common Primary & Secondary Sources 2. CNN News Journal 3. Deeper Reading Strategies 4. Quick Writes 5. Other Graphic Organizers

PD Opportunity 1

Implement the usage of Interactive Journals during Social Studies Instruction

Facilitator

LTF, Reading Coach, District Support

Participants

Social Studies Teacher

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G1.B5 Choice Test

G1.B5.S1 As A Choice Department, teachers will implement Cornell Note taking into their instructional model to include procedures, research components, and project development and information.

PD Opportunity 1

PD on Cornell Note taking and Development of consistent format for the department

Facilitator

LTF, Assistant Principal, Reading Coach

Participants

Choice Teachers; Choice Students

Schedule

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

G1.B6 ESE (ASD/InD) Test

G1.B6.S1 The ESE (InD/ASD) Team will implement the following: Journal Writing (scaffolding) Written Responses Reading component across all content areas(thematic/passages) Support school wide reading counts program (classroom library/learning centers)

PD Opportunity 1

Using a thematic approach, the InD/ASd Teachers will support reading and writing across their curriculum

Facilitator

LTF; Teachers; District Support; ESE Contact; Paraprofessionals

Participants

Teachers and Paraprofessionals

Schedule

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

G2. Increase rigor across all content areas

G2.B1 Student have poor efficacy as it relates to tackling complex and multi-step math problems and applying them to real world situations

G2.B1.S1 All Teachers will implement the Gradual Release Model for Instruction.

PD Opportunity 1

Math teachers will utilize the Close Reading, Question /Relevant/Solution and 5 step Problem-Solving Strategy

Facilitator

AnnMarie Evans-Area 2 Math Specialist

Participants

All Math Teachers

Schedule

Monthly, from 9/22/2014 to 6/5/2015

G2.B2 Students have difficulty analyzing high complexity texts and comparing multiple modes of literature.

G2.B2.S1 Reading and Language Arts teachers will use grade level complex text for fluency passages and modeling while using explicit instruction when presenting a new skill.

PD Opportunity 1

During whole group, teachers will use the "I do, We do, and you do explicit instruction method to introduce and practice new material while using grade appropriate, complex text.

Facilitator

DeeAnne Feulner (LTF)

Participants

Language Arts and Intensive Reading Teachers

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

G2.B2.S2 Social Studies teachers will implement the Gradual Release Model for Instruction.

PD Opportunity 1

Social Studies teachers will utilize 1. Field trips and/or Guest Speakers 2. Elaboration & Discussion for relevance 3. Small groups for targeted instruction 4. Reciprocal Teaching 5. Jigsaw Strategy

Facilitator

LTF; Reading Coach; District Support

Participants

Social Studies Teachers

Schedule

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

G2.B3 Students have difficulty explaining what they've learned, processes and procedures needed for project development

G2.B3.S1 Choice teachers will use technology to increase depth of knowledge; organize students into groups for peer input; Have students examine content & revise errors through discussion in small group and teacher instruction

PD Opportunity 1

Teachers will adapt a focus elemnts in Design Question 3 & 4 for their Professional growth Plan

Facilitator

Administration

Participants

Choice Teachers

Schedule

On 5/29/2015

G2.B4 InD/ASD Students lack independent & elaboration skills

G2.B4.S1 InD/ASD Teacher will: 1. Ensure Independent skills taught to students in all content areas 2. Implement a new teaching model to include appropriate gradual release model components 3. Help students elaborate

PD Opportunity 1

Through Collaboration among teachers and paraprofessionals students will be provided learning opportunities to increase rigor and relevance

Facilitator

Assistant Principal; LTF; District Support

Participants

Teachers; Paraprofessionals

Schedule

Weekly, from 9/30/2014 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**
Goal 1: Increase Reading and Writing across all content areas	169,407
Goal 2: Increase rigor across all content areas	75,939
Grand Total	**245,346**

Goal 1: Increase Reading and Writing across all content areas		
Description	**Source**	**Total**
B1.S1.A1 - Composition Books	Title I Part A	500
B1.S1.A1 - Summer Training, Curriculum Planning and Mapping	Title I Part A	2,500
B1.S1.A1 - Academic field trips	Title I Part A	1,000
B1.S1.A1 - IXL Program	Title I Part A	2,000
B1.S1.A1 - Hands on manipulatives, ink, & copy paper,	Title I Part A	1,000
B1.S1.A1 - Transportation for academic field trips	Title I Part A	1,500
B1.S1.A1 - Transportation for Saturday Tutorial	Title I Part A	1,500
B2.S1.A1 - Purchased a Reading Coach	Title I Part A	65,879
B2.S1.A1 - Classroom Libraries & FSA Materials	Title I Part A	5,000
B2.S2.A1 - Purchased a Learning Team Facilitator	Title I Part A	65,879
B2.S2.A1 - Composition Books, copy paper, Ink, Chart paper, and various classroom supplies.	Title I Part A	16,649
B6.S1.A1 - Student Agenda Books	Title I Part A	4,000
B6.S1.A1 - Cougar University parent workshop supplies, materials	Title I Part A	1,549
B6.S1.A1 - Part-time in-system and benefits for staff to conduct parent trainings	Title I Part A	451
Total Goal 1		**169,407**

Goal 2: Increase rigor across all content areas		
Description	**Source**	**Total**
B1.S1.A1 - .5 Math Coach	Title I Part A	32,939
B1.S1.A1 - Summer Collegial Planning for Teachers	Title I Part A	13,000

Goal 2: Increase rigor across all content areas		
Description	**Source**	**Total**
B2.S1.A1 - Saturday and Afterschool Tutorial	Title I Part A	25,000
B2.S1.A1 - Summer Tutorial	Title I Part A	5,000
Total Goal 2		**75,939**