2013-2014 SCHOOL IMPROVEMENT PLAN

Congress Community Middle School

101 S CONGRESS AVE

Boynton Beach, FL 33426

561-374-5600

www.edline.net/pages/congressmiddleschool

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	85%

Alternative/ESE Center	Charter School	Minority Rate
No	No	89%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	C	B	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Congress Community Middle Schl

Principal
Denise O'Connor

School Advisory Council chair
Sandra Gonzalez

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

Name	Title
Christopher Glinton	Assistant Principal
Dr. Shannon Grice	Assistant Principal
Kareem Thompson	Assistant Principal

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

Denise O'Connor - Principal
Sandra Gonzalez - SAC Chair
Aisha Johnson - Teacher
Shayla Johnson - Teacher
Karyna Alvarez - Non-instructional Staff
Kendall Esquerre - Parent
Wilmide Delicat - Parent
Wilner Alixe - Parent
Victoria Gonzalez - Student Representative
Michael Szrejter - Business Partner

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

* Revise/Update School Compact
* Edit;/Approve SIP
* Review/Approve PIP
* Approve SAC funds expenditures for school programs such as AVID tutors, Band Fees, ID Badges, etc.

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

Funds allocation for this year will be:
PAWS posters - $4,700
BIA/Extra Period Supplements - $10,000
AVID tutors - $4,000
ID Badges - $3,500
Band Annual Fees - $250.00
Team Banners - $230.00

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

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

N/A

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

Administrators

of administrators
4

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Denise O'Connor		
Principal	Years as Administrator: 12	Years at Current School: 1

Credentials	Bachelor of Science in Special Education ESOL Endorsed Masters of Education in Educational Leadership K-12
Performance Record	Principal Congress Middle School January 2013-June 2013 School Grade C. Reading Mastery: 47%, Math Mastery: 44% : Writing 52% : Science Mastery: 37% Learning Gains: 63% Reading; 60% Math Adequate Progress of Lowest 25%: 64% Reading : 61% Math. Accelerated Participation Points: 32 Accelerated Performance Points 48. Principal of Palm Springs Elementary School in 2011-2012: School Grade B. Reading Mastery: 47%, Math Mastery: 42% : Writing 79% : Science Mastery: 48% Learning Gains: 75% Reading; 64% Math Adequate Progress of Lowest 25%: 81% Reading : 58% Math Principal of Palm Springs Elementary School in 2010-2011: Grade A Reading Mastery: 69%, Math Mastery: 66% : Writing 45% : Science Mastery: 45%, AYP: 79%, Black, Hispanic, ELL, FRL and SWD did not make AYP in reading. ELL and SWD did not make AYP in math. Principal of Palm Springs Elementary School in 2009-2010: Grade B Reading Mastery: 67%, Math Mastery: 67%, Science Mastery: 41%, AYP: 69%, Black, Hispanic, ELL, FRL and SWD did not make AYP in reading and math. Principal of Palm Springs Elementary School in 2008-2009: Grade A Reading Mastery: 68%, Math Mastery: 70%, Science Mastery: 50%, AYP: 95%, ELL and SWD did not make AYP in math. 2007-2008: Grade A, Reading Mastery 65%, Math Mastery: 65%, Science Mastery: 47%, AYP: 67%, ELL and SWD did not make AYP in math and reading. Principal of Palm Springs Elementary School in 2006-2007: Grade A: Reading Mastery: 64%, Math Mastery: 64%, Science Mastery: 24%, AYP: 95%, Economically Disadvantaged, ELL and SWD made AYP in Math. ELL and SWD did not make AYP in reading. Economically

Disadvantaged made AYP in Reading.
Principal of Palm Springs Elementary
School in 2005-2006:
Grade C: Reading Mastery: 61%, Math
Mastery: 53%, AYP: 77%, Economically
Disadvantaged did make AYP in reading.
ELL and SWD did not make AYP in reading
and math.

Kareem Thompson		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Bachelor of Science in Exceptional Student Education (K-12) Master of Science in Management and Administration of Educational Programs Current Doctorate of Education in Instructional Leadership, Minor in Special Education Certifications Exceptional Student Education (K-12) Educational Leadership (All Levels)

Performance Record

Shannon Grice		
Asst Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	B.A. Elementary Education M.S. Reading Ed.D Educational Leadership ESOL Endorsed
Performance Record	Assistant Principal Congress Middle School January 2013-June 2013 School Grade C. Reading Mastery: 47%, Math Mastery: 44% : Writing 52% : Science Mastery: 37% Learning Gains: 63% Reading; 60% Math Adequate Progress of Lowest 25%: 64% Reading : 61% Math. Accelerated Participation Points: 32 Accelerated Performance Points 48. Assistant Principal John F. Kennedy Middle School July 2011 - June 2012 Grade 'C'; 28% high standards in reading; 32% high standards in math; 82% meet criteria in writing; 20% high standards in science; 56% of students made reading gains; 64% of students made math gains; 69% of lowest 25% made gains in reading; 75% of lowest 25% made gains in math. Assistant Principal John F. Kennedy Middle School July 2010 - June 2011 School Grade C. Reading Mastery: 39%, Math Mastery: 37%; Writing 79% : Science Mastery: 29% Learning Gains: 62%; Reading; 56% Math Adequate Progress of Lowest 25%: 72% Reading; 64% Math. Points towards school grade: 438 Assistant Principal John F. Kennedy Middle School July 2009 - June 2010 School Grade C. Reading Mastery: 39%, Math Mastery: 41%; Writing 93%; Science Mastery: 25% Learning Gains: 55% Reading; 63% Math Adequate Progress of Lowest 25%: 66% Reading; 67% Math. Points towards school grade: 449

Christopher Glinton		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	B.A. Communications B.S. Business Administration M.S. Organizational Leadership Ed.S. Educational Leadership
Performance Record	Assistant Principal Congress Middle School September 2012-June 2013 School Grade C. Reading Mastery: 47%, Math Mastery: 44% : Writing 52% : Science Mastery: 37% Learning Gains: 63% Reading; 60% Math Adequate Progress of Lowest 25%: 64% Reading : 61% Math. Accelerated Participation Points: 32 Accelerated Performance Points 48.

Instructional Coaches

# of instructional coaches
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Kawona Burrell		
Full-time / School-based	Years as Coach: 3	Years at Current School: 10
Areas	Reading/Literacy	

Credentials	Ed.S. in Teacher Leadership from Walden University - Graduated February of 2011 Certified in Social Science 5-9 and Reading Endorsed K-12
Performance Record	Mrs. Burrell is currently the Chair for the Reading Department and the Reading Coach for Congress Middle School. In FY 13, 47% of the students were proficient on the Reading portion of the FCAT 2.0. In addition, 63% of the students made gains in Reading and 64% of the Lowest 25% made gains on the Reading portion of the FCAT 2.0. In FY 2012, 48% of the students were proficient on the Reading portion of the FCAT. In addition, 67% of the students made learning gains and 75% of the Lowest 25% made learning gains on the Reading portion of the FCAT 2.0. In FY 2011, 64% of the students were proficient on the Reading portion of the FCAT. In addition, 64% of the students made learning gains and 73% of the Lowest 25% made learning gains on the Reading portion of the FCAT 2.0

Althea Williams		
Part-time / School-based	Years as Coach: 2	Years at Current School: 7

Areas	Other
Credentials	Bachelors of Science in Community Health Education from York College City University of New York.
Performance Record	Mrs. Williams is currently the Chair for the English Department and the Writing Resource Teacher for Congress Middle. In FY 13 52% of writing scores were proficient school-wide. in FY 12 her Reading High Standards increased from 52% to 63% in proficiency. She has also played a key role in increasing the lowest 25%.

Marie Youance		
Full-time / School-based	Years as Coach: 3	Years at Current School: 7

Areas	Mathematics
Credentials	Bachelor of Science in Biology from St. Francis College Doctor in Medicine from Universidad del Noreste Certified in Integrated Curriculum 5-9, Science 5-9 and Mathematics 5-9
Performance Record	Math & Science Coach Congress Middle School August 2012-June 2013 Math Mastery:44% Science Mastery: 37% Learning Gains: 60% Math Adequate Progress of Lowest 25%: 61% Math. Accelerated Participation Points: 32 Accelerated Performance Points 48.

Classroom Teachers

# of classroom teachers
74

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
674, 911%

 # ESOL endorsed
12, 16%

 # reading endorsed
15, 20%

 # with advanced degrees
20, 27%

 # National Board Certified
0, 0%

 # first-year teachers
7, 9%

 # with 1-5 years of experience
21, 28%

 # with 6-14 years of experience
32, 43%

 # with 15 or more years of experience
14, 19%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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

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,

Teacher Mentoring Program/Plan

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

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

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.

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

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

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

The school-based MTSS Leadership Team 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.

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

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, participates
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 co-teaching.

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.

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

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.

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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.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences
Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

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

Professional development will be offered by district staff.
The school-based leader and administration will provide in-service to staff and parents on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
Problem Solving Model
Consensus building
Positive Behavioral Intervention and Support (PBIS)
Data-based decision-making to drive instruction
Progress monitoring

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 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 and Wednesdays of each week.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data s 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.

Who is responsible for monitoring implementation of this strategy?

Christopher Glinton
Tonya Johnson

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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Who is responsible for monitoring implementation of this strategy?

Christopher Glinton
Tonya Johnson

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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Who is responsible for monitoring implementation of this strategy?

Christopher Glinton
Tonya Johnson

Literacy Leadership Team (LLT)

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

Name	Title
Kawona Burrell	Reading Coach and LLT Chair
Denise O'Connor	Principal
Dr. Shannon Grice	Asst. Principal
Marie Youance	Math Coach
Janis Rosencrans	ELA Gifted Teacher
Marie Alcindor	Reading Teacher
Clifford Saslow	Science Teacher
Shrmeeka White	Social Science Teacher
Tykisha Grant	Media Specialist
Isabel Pace	ELL/ELA Teacher
Deborah Jackman	Speech Therapist
Nazareth Montoya	Reading Teacher
Kareem Thompson	Asst. Principal

How the school-based LLT functions

The LLT meets on a monthly basis on the second Tuesday at 8:00 am in the Media Center. Each member represents a department to insure that teachers are aware of the school-wide initiatives to improve reading achievement. The LLT agenda topics include the discussion of the team's initiatives, as

well as identification of new strategies and activities to implement during the FY 2013-14 school year. All members are encouraged to share their data driven ideas to help support the needs of our teachers and most importantly our students.

Major initiatives of the LLT

The LLT will support four initiatives during the 2013-2014 school year:
1. Battle of the Books (District-wide competition)
2. Common Core Staff Development Sessions and Follow-up Activities
3. Instructional Best Practices
4. Reading Counts Challenge
5. Motivational Incentives for level 1's and 2's
6. School-wide Spelling Bee
7. Poetry Challenge

Every Teacher Contributes to Reading Instruction

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

Reading improvement is extremely important at Congress Community Middle School. The Reading/ Literacy Coach will assist teachers with supporting reading achievement using the coaching model. In addition, Content/Technical Area teachers will receive training on the Common Core State Standards during PDDs and LTMs. Teachers will also be trained on the AVID Critical Reading Strategies during PDDs and LTMs. The focus will be on rereading the text (close reading), marking the text (graphic organizers for all content areas), analyzing evidence, and summarizing the text.

College and Career Readiness

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

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

* 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

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

* 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

Strategies for improving student readiness for the public postsecondary level

- 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

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	47%	No	60%
American Indian	47%		No	52%
Asian	79%	79%	Yes	81%
Black/African American	48%	39%	No	53%
Hispanic	60%	50%	No	64%
White	79%	76%	No	81%
English language learners	34%	22%	No	41%
Students with disabilities	34%	23%	No	41%
Economically disadvantaged	52%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	197	23%	28%
Students scoring at or above Achievement Level 4	196	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	14	47%	52%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	554	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	130	64%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	49	42%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	21%	26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	16%	21%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	145	50%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		91%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	44%	No	60%
American Indian	39%		No	45%
Asian	79%	93%	Yes	81%
Black/African American	49%	33%	No	54%
Hispanic	63%	52%	No	67%
White	72%	72%	Yes	75%
English language learners	37%	19%	No	43%
Students with disabilities	39%	29%	No	45%
Economically disadvantaged	53%	39%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	210	25%	30%
Students scoring at or above Achievement Level 4	155	18%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		32%
Students scoring at or above Level 7	12	40%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	528	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	124	61%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	76	60%	65%
Middle school performance on high school EOC and industry certifications	73	96%	100%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	44%	No	60%
American Indian	39%		No	45%
Asian	79%	93%	Yes	81%
Black/African American	49%	33%	No	54%
Hispanic	63%	52%	No	67%
White	72%	72%	Yes	75%
English language learners	37%	19%	No	43%
Students with disabilities	39%	29%	No	45%
Economically disadvantaged	53%	39%	No	57%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	528	60%	65%
Students in lowest 25% making learning gains (EOC)			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	51%	56%
Students scoring at or above Achievement Level 4	24	45%	50%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		9%
Students scoring at or above Achievement Level 4	23	92%	97%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	17%	22%
Students scoring at or above Achievement Level 4	54	19%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		38%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		72%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		486
Participation in STEM-related experiences provided for students	0	0%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	463	48%	58%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	463	48%	58%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	3%
Passing rate (%) for students who take CTE industry certification exams		0%	3%
CTE program concentrators	56	17%	17%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	44	5%	1%
Students who fail an English Language Arts course	49	5%	1%
Students who fail two or more courses in any subject	55	6%	2%
Students who receive two or more behavior referrals	167	19%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	184	20%	15%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents will be provided with extensive training workshops that build their capacity to impact student achievement in FY 2013-2014.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To establish an active Parent, Teacher, Student Association (PTSA).	0	0%	10%
To increase teacher-parent communication via purchase student agendas	969	100%	100%
To increase school-parent communication via Pawprint Newletter	969	40%	75%
To increase school-parent communication via Parent Link System	969	55%	75%
To increase the number of parents particpating in quarterly Parent University series that includes trainings, meetings, and activities to assist parents in supporting their child's academic success	19	2%	15%
To facilitate and provide bilingual communication to parents (school/teacher written correspondences, flyers, call-outs,etc.)	969	20%	80%

Area 10: Additional Targets

Additional targets for the school

Congress MIddle School will infuse the content required by Florida Statute 1000.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
* History of the Holocaust
* History of Africans and African Americans
* Hispanic Contributions
* Women's Contributions
* Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All students at Congress Middle will be instructed in, but not limited to content that addresses the following topics: * History of the Holocaust * History of Africans and African Americans * Hispanic Contributions * Women's Contributions * Sacrifices of Veterans			100%

Goals Summary

G1. By the end of FY14, 65% of the 8th grade students at Congress Middle School will earn a level 3.5 or higher as measured by the FCAT Writes. 91% of the 8th grade students at Congress Middle School will earn a level as measured by the FAA.

G2. By the end of FY 2014, 42% of the students at Congress Middle School will earn a level 3 or higher as measured by the Science FCAT 2.0.

G3. By the end of FY 2014, 73% of the students at Congress Middle School will make learning gains as measured by the Reading FCAT 2.0 Assessment System and FAA.

G4. By the end of FY 2014, 74% of the lowest 25% students at Congress Middle School will make learning gains Reading FCAT 2.0 Assessment System and FAA.

G5. By the end of FY 2014,95 % of the students at Congress Middle School will passed the Algebra and Geometry End of Course exams.

G6. By the end of FY 2014, 71% of the lowest 25% students at Congress Middle School will make learning gains Mathematics FCAT 2.0 and FAA.

G7. By the end of FY 2014, 73% of the students at Congress Middle School will make learning gains as measured by the Mathematics FCAT 2.0 and FAA.

G8. By the end of FY 2014, 54% of the students at Congress Middle School will earn a level 3 or higher as measured by the Reading FCAT 2.0 Assessment System and FAA.

G9. By the end of FY 2014, 60% of the students at Congress Middle School will earn a level 3 or higher as measured by the Mathematics FCAT 2.0.

Goals Detail

G1. By the end of FY14, 65% of the 8th grade students at Congress Middle School will earn a level 3.5 or higher as measured by the FCAT Writes. 91% of the 8th grade students at Congress Middle School will earn a level as measured by the FAA.

Targets Supported

- Writing

- Parental Involvement

Resources Available to Support the Goal

- 0.5 writing coach

- Area 2 writing specialist

- Palm Beach Writes Assessments

- Springboard Program and District Support Personnel

Targeted Barriers to Achieving the Goal

- Students with different levels of writing skills within a grade level (or class).

- Lack of resources and instructional materials to enhance learning for below level writers/readers and enrichment for above level writers/readers (e.g. full-time writing coach; collegial planning, etc.)

- Lack of parental support

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Local Administration, Area Support, Instructional Coach, and Teachers

Target Dates or Schedule:

Ongoing throughout the school year

Evidence of Completion:

iObservation reports, EDW reports, and LTM agenda

G2. By the end of FY 2014, 42% of the students at Congress Middle School will earn a level 3 or higher as measured by the Science FCAT 2.0.

Targets Supported

- Science
- Science - Middle School
- Parental Involvement

Resources Available to Support the Goal

- Science Coach supported through the District office
- Science Lab
- Gizmo
- Brain Pop
- Discovery Streaming
- FCAT Explorer
- Pearson Success Net

Targeted Barriers to Achieving the Goal

- The lack of onsite Science Coach
- Relevent Lab materials
- Late Text Books

Plan to Monitor Progress Toward the Goal

FCIM, Common Assessments, Data at LTM,

Person or Persons Responsible
All Science Teachers Mr. Glinton LTF Mr. Brown

Target Dates or Schedule:
Ongoing through FY 2014

Evidence of Completion:
LTF Meeting Agendas

G3. By the end of FY 2014, 73% of the students at Congress Middle School will make learning gains as measured by the Reading FCAT 2.0 Assessment System and FAA.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Reading Coach - Kawona Burrell District Support - Literacy Specialists (2)

- Classroom Libraries

- Classroom Resources - Various Reading Program materials

Targeted Barriers to Achieving the Goal

- Lack of Reading Endorsed teachers

- Lack of technology for digital media reading.

- Lack of variety of genres and diversity in classroom libraries

Plan to Monitor Progress Toward the Goal

Administer FCAT 2.0 reading in April 2014

Person or Persons Responsible

Administration - All Reading Coach - Kawona Burrell

Target Dates or Schedule:

On-going until May 2014

Evidence of Completion:

FCAT Reading 2.0 learning gain data

G4. By the end of FY 2014, 74% of the lowest 25% students at Congress Middle School will make learning gains Reading FCAT 2.0 Assessment System and FAA.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Reading Coach - Kawona Burrell 2 Area Literacy Specialists Intensive Reading Teachers

- Various onsite programs: Read 180; Destination Learning; FCAT Explorer

Targeted Barriers to Achieving the Goal

- Lack of background knowledge of readers which hinder connections made during reading.

- Lack of foundational skills in reading (fluency; decoding).

- Lack of home support needed for additional reading practice at home.

Plan to Monitor Progress Toward the Goal

Administer FCAT reading 2.0

Person or Persons Responsible
Administration - Dr. Grice

Target Dates or Schedule:
April 2014

Evidence of Completion:
FCAT 2.0 Reading data

G5. By the end of FY 2014,95 % of the students at Congress Middle School will passed the Algebra and Geometry End of Course exams.

Targets Supported
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Tutoring: Peer to Peer and Small group differentiated instruction conducted by the teachers and Math Coach
- Before, After School and Saturday Tutorial

Targeted Barriers to Achieving the Goal
- Lack of prior knowledge
- Poor critical thinking skills to include conceptual understanding and comprehension of word problems

Plan to Monitor Progress Toward the Goal

Observations, teacher/student and Admin/teacher data chats, lesson plans, LTM agendas, iobservations

Person or Persons Responsible
Denise O'Connor (Principal), Marie Youance (Math Coach), DeeAnne Fuelner (Learning Team Facilitator) and Teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
Lesson plans, LTM agendas, iobservations, Diagnostic and FCAT results

G6. By the end of FY 2014, 71% of the lowest 25% students at Congress Middle School will make learning gains Mathematics FCAT 2.0 and FAA.

Targets Supported

Resources Available to Support the Goal
- Afterschool, Saturday and Summer Tutorial Programs
- Math Coach
- Before and After School Care
- Area 2 Support Staff
- District Support Staff

Targeted Barriers to Achieving the Goal
- High number of non-proficient students

Plan to Monitor Progress Toward the Goal

observations, teacher/student and Admin/teacher data chats, lesson plans, LTM agendas, iobservations

Person or Persons Responsible
Denise O'Connor (Principal) and Marie Youance (Math Coach)

Target Dates or Schedule:
June 2014

Evidence of Completion:
Diagnostic and FCAT results

G7. By the end of FY 2014, 73% of the students at Congress Middle School will make learning gains as measured by the Mathematics FCAT 2.0 and FAA.

Targets Supported

Resources Available to Support the Goal
- Math Coach
- Magnet Teachers
- Elective Teachers
- Learning Team Facilitator

Targeted Barriers to Achieving the Goal
- Lack of connection of math to real world problem solving
- .5 Math Coach during the 2013 school year

Plan to Monitor Progress Toward the Goal

lesson plans, observations, walkthroughs, diagnostic reports

Person or Persons Responsible

Denise O'Connor (Principal), Kareem Thompson (Asst. Principal), Christopher Glinton (Asst. Principal) , DeeAnne Fuelner (Learning team Faciltator), Shanda Holman (Magnet Coordinator), Marie Youance (Math Coach, Elective and Elective teachers.

Target Dates or Schedule:

ongoing

Evidence of Completion:

Diagnostic, FAA and FCAT results

G8. By the end of FY 2014, 54% of the students at Congress Middle School will earn a level 3 or higher as measured by the Reading FCAT 2.0 Assessment System and FAA.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Books - Content specific and variety available in media center

- Technology - Computer Labs - 5 available; laptop cart available for checkout

- Reading Coach Learning Team Facilitator

Targeted Barriers to Achieving the Goal

- Limited books - class sets of novels; different genres and content (science; career; social study based); quantity

- Lack of student motivation to read

Plan to Monitor Progress Toward the Goal

Administer FCAT 2.0 Reading assessment in April 2014

Person or Persons Responsible

Administration: Denise O'Connor, Shannon Grice, AP Reading Reading Coach: Kawona Burrell

Target Dates or Schedule:

April 2014

Evidence of Completion:

FCAT 2014- reading 2.0 data

G9. By the end of FY 2014, 60% of the students at Congress Middle School will earn a level 3 or higher as measured by the Mathematics FCAT 2.0.

Targets Supported

Resources Available to Support the Goal
- * Math Coach
- Learning Team Facilitator
- Community/ Business Partnership
- Computer Labs

Targeted Barriers to Achieving the Goal
- * Lack of hands-on manipulatives
- Poor foundation skills to include recall of basic facts, basic computation skills, vocabulary and background knowledge
- Lack of parental involvement
- Poor critical thinking skills
- Poor retention of concepts and skills

Plan to Monitor Progress Toward the Goal

Analyze assessment data to include Fall, Winter and FCAT results for ongoing progress monitoring

Person or Persons Responsible
Principal, LTF, Math Coach, and teachers

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Agendas for LTM,Leadership, Department meetings agendas Diagnostic, FCAT and FAA results

Action Plan for Improvement

Problem Solving Key

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

G1. By the end of FY14, 65% of the 8th grade students at Congress Middle School will earn a level 3.5 or higher as measured by the FCAT Writes. 91% of the 8th grade students at Congress Middle School will earn a level as measured by the FAA.

G1.B1 Students with different levels of writing skills within a grade level (or class).

G1.B1.S1 Teachers and writing coach will analyze data, determine weaknesses and implement differentiated small group instruction, reteaching unmastered benchmarks and concepts.

Action Step 1

Implement differentiated small groups based on students needs during the "You Do" section of the writing block.

Person or Persons Responsible

Classroom Writing Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Learning Team Meeting Agendas

Facilitator:

Writing Coach - A. Williams Area 2 Literacy Specialist - K. Hill District Resource Specialist LTF - D. Fuelner

Participants:

Language Arts Teachers

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

Classroom Observations Learning Team Collaborative Meetings

Person or Persons Responsible

Administration - S. Grice Writing Coach - A. Williams LTF - D. Fuelner

Target Dates or Schedule

On-going

Evidence of Completion

iObservation Reports Learning Team Agendas Coach Log

Plan to Monitor Effectiveness of G1.B1.S1

Palm Beach Writes Assessments

Person or Persons Responsible

Administration - S. Grice Writing Coach - A. Williams LTF - D. Fuelner Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Data from PB Writes

G1.B2 Lack of resources and instructional materials to enhance learning for below level writers/readers and enrichment for above level writers/readers (e.g. full-time writing coach; collegial planning, etc.)

G1.B2.S1 Implement student writing seminars based on the results of team, collegial planning.

Action Step 1

Purchase materials and resources needed for strategic writing mini-lessons.

Person or Persons Responsible

Writing Coach - A. Williams Administration - S. Grice; D. O'Connor

Target Dates or Schedule

On-going

Evidence of Completion

Purchase Orders Invoices Inventory lists

Facilitator:

A. Williams; writing coach K. Hill; Area 2 Literacy Specialist District Specialist

Participants:

Language Arts Writing Teachers

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

Lesson Plans and observations, Student writing samples

Person or Persons Responsible

Administration - S. Grice Writing Coach - A. Williams LTF - D. Fuelner Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Palm Beach Writes Data Unit Assessment Data

Plan to Monitor Effectiveness of G1.B2.S1

Walkthroughs, Observations, LTM agendas

Person or Persons Responsible

Administration - S. Grice Writing Coach - A. Williams LTF - D. Fuelner Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach logs, LTM agendas, Lesson Plans, iObservation Reports

G1.B2.S2 Purchase a 0.5 writing coach

Action Step 1

Purchase a .5 writing coach

Person or Persons Responsible

Principal-D. O'Connor

Target Dates or Schedule

August 19, 2013

Evidence of Completion

Position Detail Report

Facilitator:

Principal D. O'Connor Assistant Principal K. Thompson

Participants:

Administrators

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

Administration Meetings and District training

Person or Persons Responsible

Principal D. O'Connor

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas

Plan to Monitor Effectiveness of G1.B2.S2

Administration Meetings and District trainings

Person or Persons Responsible

Principal D. O'Connor

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches log

G1.B3 Lack of parental support

G1.B3.S1 Cougar University (Parental opportunities for education and exposure to curriculum expectations and strategies)

Action Step 1

Plan writing activities and lessons to implement during Cougar University

Person or Persons Responsible

Administration - S. Grice Writing Coach - A. Williams Language Arts Teachers

Target Dates or Schedule

Winter and Spring 2014

Evidence of Completion

Activates, Cougar University Agenda and Sign-in sheet

Facilitator:

A. Williams - writing coach & language arts teachers

Participants:

Parents, teachers and students

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

Brochures, parent call out, agendas, sign-in sheets

Person or Persons Responsible

S. Grice (Assistant Principal) and A. Williams (Writing Coach)

Target Dates or Schedule

Winter & Spring 2014

Evidence of Completion

Agendas, sign-in sheets

Plan to Monitor Effectiveness of G1.B3.S1

Brochure/agendas, parent call outs, sign-in sheets

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Winter & Spring 2014

Evidence of Completion

Sign-in sheets, parent surveys

G1.B3.S2 Encourage parents to volunteer within the school

Action Step 1

Recruit parents via parent link, website, paw print newsletter and V.I.P.S.

Person or Persons Responsible

Administration & VIPS Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

VIPS report, sign-in sheets

Facilitator:

VIPS Coordinator & Administration

Participants:

Parents

Plan to Monitor Fidelity of Implementation of G1.B3.S2

District Trainings

Person or Persons Responsible

Administration & VIPS Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, VIPS reports

Plan to Monitor Effectiveness of G1.B3.S2

Parent Surveys & VIPS reports

Person or Persons Responsible

VIPS Coordinator & Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Survey results and VIPS report

G1.B3.S3 Varied methods of parental communication such bi-weekly progress reports, parent conferences, and data chats.

Action Step 1

Uitlize PAWS Print Newsletters, Student Agendas, Edline, Website, & Parent Link

Person or Persons Responsible

Administration, Teachers, Students & Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent & Teacher Surveys

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Administration and Leadership Meetings

Person or Persons Responsible

Administration & Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas & Sign-in sheets

Plan to Monitor Effectiveness of G1.B3.S3

Leadership & Administration Meetings

Person or Persons Responsible

Administration & Leadership Meetings

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda & Sign-in sheets

G2. By the end of FY 2014, 42% of the students at Congress Middle School will earn a level 3 or higher as measured by the Science FCAT 2.0.

G2.B1 The lack of onsite Science Coach

G2.B1.S1 Implement a hands-on lab per each Science unit

Action Step 1

Pre Planning, order supplies, content training (District)

Person or Persons Responsible

6th Grade: Ms. Walker 7th Grade: Ms. Mack-Sullivan 8th Grade: Mr. Saslow Mr. Brown - Support

Target Dates or Schedule

One lab after each unit (Ongoing through FY 2014)

Evidence of Completion

Check-in/Check-out Logs

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

Google Doc for inventory and location for labs; walkthroughs

Person or Persons Responsible

Mr. Brown, Science Chair Mr. Glinton, AP

Target Dates or Schedule

Ongoing through FY 2014

Evidence of Completion

Teacher pre/post conferences

Plan to Monitor Effectiveness of G2.B1.S1

Mini assessments, Pearson Benchmark Test

Person or Persons Responsible

Mrs. Feulner, LTF Mr. Glinton, AP Mr. Brown, Chair All Science Teachers

Target Dates or Schedule

Assessment results shared through LTM Meeting

Evidence of Completion

Excel spreadsheet with tested benchmarks for comparison, QuickKey App

G2.B1.S2 Model and teach the Nature of Science with an emphasis on the Scientific Process all units of study

Action Step 1

Science Fair Project, Labs in each unit

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Fair Project Submission

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

Mini Assessments, Nature of Science embedded assesments

Person or Persons Responsible

Department Chair Grade Level Chair LTF Mr. Glinton Mr. Brown

Target Dates or Schedule

Grade level meetings

Evidence of Completion

LTM Agenda; walkthroughs

Plan to Monitor Effectiveness of G2.B1.S2

Students will design an experiment

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

End of the School Year; FCAT for 8th grade

Evidence of Completion

Summative Assessments, performance tasks

G2.B1.S3 Science will own and teach "text" features and "writing" benchmarks

Action Step 1

PowerPoint within direct instruction; foldables, Pearson integrated reading

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

Used with each chapter

Evidence of Completion

Cornell Notes

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Textbook, My Planet Diary

Person or Persons Responsible

Mr. Brown Mr. Glinton LTF

Target Dates or Schedule

Ongoing throughout FY 2014

Evidence of Completion

Walkthroughs, Descriptive feedback

Plan to Monitor Effectiveness of G2.B1.S3

Mini assessments, end of the semester reports, interactive books

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Ongoing through FY 2014

Evidence of Completion

Notebook check, feedback, rubrics

G2.B1.S4 Integrating Reading Strategies into Science Content Classes

Action Step 1

Using complex text within each chapter; Science News for Kids

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

Ongoing throughout FY 2014

Evidence of Completion

Cornell notes (summaries)

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Rubric, Rubistar, interactive notebooks

Person or Persons Responsible

Mr. Brown Mr. Glinton

Target Dates or Schedule

Ongoing through FY 2014

Evidence of Completion

Walk-throughs

Plan to Monitor Effectiveness of G2.B1.S4

Research project, Science Fair project

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

Each quarter

Evidence of Completion

Summative Assessments, LTM Meeting agendas

G2.B2 Relevent Lab materials

G2.B2.S1 Planning, Time management, financial support

Action Step 1

Identify and purchase appropriate instructional lab materials for science resource room

Person or Persons Responsible

C. Brown - Science Department Instructional Leader C. Glinton - Assistant Principal J. Davis - District Science Instructional Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Invoices, Purchase Orders, Inventory, Check-in/Check-out logs

Facilitator:

C. Brown - Science Department Instructional Leader C. Glinton - Assistant Principal J. Davis - District Science Instructional Specialist

Participants:

Science Teachers

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

Classroom observations, LTMs & Collegial planning sessions

Person or Persons Responsible

C. Brown - Science Department Instructional Leader C. Glinton - Assistant Principal J. Davis - District Science Instructional Specialist D. Fuelner - LTF D. O'Connor - Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Sign-in sheets, iObservation reports

Plan to Monitor Effectiveness of G2.B2.S1

LTMs & Classroom Observations

Person or Persons Responsible

C. Brown - Science Department Instructional Leader C. Glinton - Assistant Principal J. Davis - District Science Instructional Specialist D. Fuelner - LTF D. O'Connor - Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, iObservation reports

G3. By the end of FY 2014, 73% of the students at Congress Middle School will make learning gains as measured by the Reading FCAT 2.0 Assessment System and FAA.

G3.B1 Lack of Reading Endorsed teachers

G3.B1.S1 Provide opportunities for students to participate in additional reading instruction outside the designated school hours (enrichment and remediation tutorial).

Action Step 1

Provide after school, before school, Saturday school tutorial for enrichment and remediation in reading instruction.

Person or Persons Responsible

Administration - all Reading Coach - Ms. Burrell

Target Dates or Schedule

On-going

Evidence of Completion

Tutorial Sign in sheets. Lesson Plan checks

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

Classroom observation of tutorial program. Lesson Plan development that supports reading benchmarks

Person or Persons Responsible

Assistant Principal - C. Glinton (afterschool AP); S. Grice (Reading AP) Reading Coach - K. Burrell Afterschool Tutorial Leader - T. Johnson AVID Coordinator - S. Gonzalez

Target Dates or Schedule

On-going

Evidence of Completion

Observation anecdotal Notes Lesson Plan check

Plan to Monitor Effectiveness of G3.B1.S1

Implement Common Assessments in Reading

Person or Persons Responsible

Administrator - S. Grice Reading Coach - K. Burrell

Target Dates or Schedule

On-going

Evidence of Completion

Common Assessment data

G3.B2 Lack of technology for digital media reading.

G3.B2.S1 Integrate digital media into classroom instruction using technology.

Action Step 1

Integrate digital media texts which include but are not limited to: multicultural texts; primary source texts; leadership texts for students; etc.

Person or Persons Responsible

Reading Coach - Kawona Burrell ESOL Coordinator - Sandra Gonzalez Media Specialist - Ms. Nalepa-Grant

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Reading Logs Classroom Walkthroughs Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Classroom walkthroughs Lesson plans

Person or Persons Responsible

Administration - All Reading Coach - Kawona burell

Target Dates or Schedule

On going until May 2014

Evidence of Completion

I observation reports Lesson Plans checks

Plan to Monitor Effectiveness of G3.B2.S1

Implement MBA assessments

Person or Persons Responsible

Administration - all Learning Team Facilitator - Ms. Fuelner Reading Coach - Ms. Burrell

Target Dates or Schedule

May 2014

Evidence of Completion

MBA data Winter diagnostic data

G3.B3 Lack of variety of genres and diversity in classroom libraries

G3.B3.S1 Create Reading Resource Room

Action Step 1

Create Reading Resource Room

Person or Persons Responsible

Reading Coach - Kawona Burrell Administration - Principal O'Connor, Assistant Principals Media Specialist - Ms. Nalepa-Grant

Target Dates or Schedule

On-going until May 2014

Evidence of Completion

Invoices of materials ordered Check in and out logs

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Reading Resource room (RRR) inventory list RRR- check in/out log

Person or Persons Responsible

Administration Reading Coach - Kawona Burrell

Target Dates or Schedule

On-going until May 2014

Evidence of Completion

Check out and in resource lists

Plan to Monitor Effectiveness of G3.B3.S1

Administer Mini Benchmark Assessment (MBA)

Person or Persons Responsible

Administration - All Reading Coach - Kawona Burrell Learning Team Facilitator - Ms. Fuelner

Target Dates or Schedule

On-going until May 2014

Evidence of Completion

MBA data LTM agendas

G4. By the end of FY 2014, 74% of the lowest 25% students at Congress Middle School will make learning gains Reading FCAT 2.0 Assessment System and FAA.

G4.B1 Lack of background knowledge of readers which hinder connections made during reading.

G4.B1.S1 Implement authentic learning experiences that supports the standards.

Action Step 1

Implement authentic learning experiences that supports the standards using field trips; project based learning; and technology to build background knowledge.

Person or Persons Responsible

Administration: all Reading Coach - Kawona Burrell Media Specialist - Ms. Nalepa-Grant Department Chairs Learning Team Facilitator - Ms. Fuelner

Target Dates or Schedule

On-going until May 2014

Evidence of Completion

Classroom Walkthroughs Lesson Plans - Collegial Planning Forms Learning Team Meeting Agendas Agendas from PD

Facilitator:

Reading Coach or Literacy Specialists

Participants:

All content Area Teachers

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

Classroom observations Lesson plan checks Collegial lesson planning meetings

Person or Persons Responsible

Administration Learning Team Facilitator

Target Dates or Schedule

On-going through May 2014

Evidence of Completion

I observation reports Lesson Plans LTM Agendas

Plan to Monitor Effectiveness of G4.B1.S1

Administer MBA and Common Assessments

Person or Persons Responsible

Administration- S. Grice Learning Team Facilitator- D. Fuelner Reading coach- Kawona Burrell

Target Dates or Schedule

On-going through May 2014

Evidence of Completion

bi-weekly reading common assessment data Common Planning plans

G4.B2 Lack of foundational skills in reading (fluency; decoding).

G4.B2.S1 Implement a Reading A class for explicit instruction of skills and a Reading B class for foundational skills (small group instruction).

Action Step 1

Implement a Reading A class for explicit instruction of skills and a Reading B class for foundational skills (small group instruction).

Person or Persons Responsible

Administration Reading Coach Intensive Reading Teachers

Target Dates or Schedule

On going until May 2014

Evidence of Completion

Lesson Plans (collegial) Classroom Walkthroughs Learning Team Agendas

Facilitator:

Reading Coach and District literacy specialists

Participants:

Intensive Reading Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Classroom observations Learning team and collegial planning Lesson plans

Person or Persons Responsible

Administration - Dr. Grice Reading Coach - Ms. Burrell

Target Dates or Schedule

On-going until May 2014

Evidence of Completion

I Observation reports Lesson plan checks LTM agendas

Plan to Monitor Effectiveness of G4.B2.S1

administer Reading Running Records and FAIR assessment

Person or Persons Responsible

Administration - Ms. O'Connor and Dr. Grice Reading Coach - Ms. Burrell LTF - Ms. Fuelner

Target Dates or Schedule

On-going - until May 2014

Evidence of Completion

Reading Running Record Data FAIR data

G4.B2.S2 Purchase a full-time Reading Coach

Action Step 1

Purchase a full time reading coach who will assist teachers in implementing reading instruction in all content areas as well as monitor and support the reading initiatives at the school

Person or Persons Responsible

Principal - D. O'Connor

Target Dates or Schedule

August 2013

Evidence of Completion

Hiring a full-time reading coach

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Reading coach will work on professionally developing teachers in the area of reading

Person or Persons Responsible

Administration - All

Target Dates or Schedule

On-going

Evidence of Completion

Coaching Logs

Plan to Monitor Effectiveness of G4.B2.S2

Implement FAIR assessments 3 times a year

Person or Persons Responsible

Reading Coach Reading Teachers

Target Dates or Schedule

September 2013; January 2014; May 2014

Evidence of Completion

FAIR data results

G4.B2.S3 Purchase a full-time Reading Teacher

Action Step 1

Recruit and hire a full time reading teacher

Person or Persons Responsible

Principal - Ms. O'Connor

Target Dates or Schedule

August 2013

Evidence of Completion

Hire a full time reading teacher

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Conduct Classroom walkthroughs

Person or Persons Responsible

Administration - S. Grice

Target Dates or Schedule

On-going

Evidence of Completion

iobservation reports

Plan to Monitor Effectiveness of G4.B2.S3

Conduct FAIR assessment

Person or Persons Responsible

Reading Coach Reading Teachers

Target Dates or Schedule

September 2013 January 2014 May 2014

Evidence of Completion

FAIR data

G4.B3 Lack of home support needed for additional reading practice at home.

G4.B3.S1 Teach parents and community members the Big 7 reading strategies and how to use the strategies while reading.

Action Step 1

Teach parents and community members the Big 7 reading strategies and how to use the strategies while reading using Cougar University as the venue.

Person or Persons Responsible

Administration Reading Coach - Ms. Burrell

Target Dates or Schedule

November - March 2014

Evidence of Completion

Sign in sheets of parent attendance Cougar University Agendas

Facilitator:

Ms. Burrell - Reading Coach

Participants:

Parents and Community Members

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Parent survey questionnaires Sign in sheets

Person or Persons Responsible

Administration - All Reading Coach - Ms. Burrell Intensive Reading Teachers

Target Dates or Schedule

On-going through March 2014

Evidence of Completion

Agenda and sign in from Cougar University. Follow up parent survey

Plan to Monitor Effectiveness of G4.B3.S1

Administer Common assessments

Person or Persons Responsible

Administration- Dr. Grice Reading Coach - Ms. Burrell LTF - Ms. Fuelner

Target Dates or Schedule

On-going through May 2014

Evidence of Completion

Common assessment data

G5. By the end of FY 2014,95 % of the students at Congress Middle School will passed the Algebra and Geometry End of Course exams.

G5.B1 Lack of prior knowledge

G5.B1.S1 Teachers and Math coach will analyze data, determine weaknesses and implement differentiated small group instruction reteaching unmastered benchmarks and concepts.

Action Step 1

Implement differentiated small group during the "You Do" section of the Algebra and Geometry sections of the math block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, Learning Team Meeting agendas

Facilitator:

Administration, Learning Team Facilitator and Math Coach

Participants:

Math Teachers

Action Step 2

Utilize hands-on manipulatives and technology to reinforce concepts to include Hands-on Equations, Algebra Nation, and Discovery Geometry.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Lesson plans, Learning Team Meeting agendas

Evidence of Completion

Lesson plans, Learning Team Meeting agendas

Facilitator:

Administration, Learning Team Facilitator and Math Coach

Participants:

Math Teachers

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

Classroom walkthroughs, LTM agendas

Person or Persons Responsible

Administration, Learning Team Facilitator and Math Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Small groups analysis sheets, iobservation reports, LTM agendas, Lesson Plan

Plan to Monitor Effectiveness of G5.B1.S1

Classroom observations,

Person or Persons Responsible

Administration, Math Coach and Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

EOC results

G5.B2 Poor critical thinking skills to include conceptual understanding and comprehension of word problems

G5.B2.S1 Teachers will model analyzing words problems by utilizing the think aloud method to highlight questions, keys terms and multi-step process in order to solve the problem in all unit of study.

Action Step 1

Analyzing and dissecting mutli-step word problems utilizing the think aloud, highlighting and underlining strategy

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans and observations

Facilitator:

Learning Team, Department Chair, Math Coach and Teachers

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Unit assessments, lesson plans and observation

Person or Persons Responsible

Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

ongoing

Evidence of Completion

Unit and Diagnostics Assessments

Plan to Monitor Effectiveness of G5.B2.S1

Unit assessments, lesson plans and observation

Person or Persons Responsible

Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

ongoing

Evidence of Completion

Diagnostic and EOC Results

G5.B2.S2 Implement Common Core 8 Mathematical Practices within the unit of study.

Action Step 1

Classroom Observations and Learning Team Meeting Agendas

Person or Persons Responsible

Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, Coach Log and iobservation reports

Facilitator:

District Personnel, Math Coach (Marie Youance) and Administration

Participants:

Math, Elective and Magnet Teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Lesson plans, Classroom observation, LTM agendas, Teacher/Admin. Data Chats

Person or Persons Responsible

Math Teachers, Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

ongoing

Evidence of Completion

Unit assessments, Diagnostic and EOC results

Plan to Monitor Effectiveness of G5.B2.S2

Lesson plans, classroom observations, LTM meeting agendas

Person or Persons Responsible

Teachers, Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

ongoing

Evidence of Completion

Unit assessment, Diagnostic and EOC

G5.B2.S3 Utilization technology re reinforce concepts to include, Algebra Nation, Hands-on Equations, Discovery Geometry, and iPads

Action Step 1

Purchase technology and software programs to include IPads and Hands-on Equations

Person or Persons Responsible

M. Youance - Math Coach D. O'Connor - Principal Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Invoices, Purchase orders, Check-in/out lists

Facilitator:

M. Youance District Personnel

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S3

Lesson plans, walkthroughs, LTM meetings

Person or Persons Responsible

M. Youance - Math Coach D. O'Connor, Principal D. Fuelner, LTF

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach logs, LTM Agendas, IObservation reports

Plan to Monitor Effectiveness of G5.B2.S3

Lesson plans, walkthroughs, LTM meetings, collegial planning meetings

Person or Persons Responsible

M. Youance - Math Coach D. O'Connor, Principal D. Fuelner, LTF

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach logs, LTM agends, IObervation reports

G6. By the end of FY 2014, 71% of the lowest 25% students at Congress Middle School will make learning gains Mathematics FCAT 2.0 and FAA.

G6.B1 High number of non-proficient students

G6.B1.S1 Implement an Afterschool and Saturday Tutorial Program

Action Step 1

Utilizing FCAT and Diagnostic Data to identify students who earned a level 1 or 2 will be offered After School and Saturday tutorial.

Person or Persons Responsible

Administration and Tonya Johnson (Tutorial Director)

Target Dates or Schedule

October 5th, 2013 and April 2014

Evidence of Completion

Registration forms, flyers, and student attendance

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

Tutorial Instructional Focus Calendar and lesson plans with documented walkthroughs, Administrative and Leaderships

Person or Persons Responsible

Denise O'Connor (Principal), Marie Youance (Math Coach), Chrisptoher Glinton (Asst. Principal) and Tonya Johnson (Tutorial Director)

Target Dates or Schedule

October 2013-April 2014

Evidence of Completion

Administrative and Leadership Meetings

Plan to Monitor Effectiveness of G6.B1.S1

Walkthroughs, Adminstrative and Leadership Meetings

Person or Persons Responsible

Denise O'Connor (Principal), Marie Youance (Math Coach), Chrisptoher Glinton (Asst. Principal) and Tonya Johnson (Tutorial Director)

Target Dates or Schedule

October 2013-April 2014

Evidence of Completion

Student attendance, Diagnostic and FCAT results

G6.B1.S2 Incorporate Math based activities within the Before and After School Prgrams

Action Step 1

Planing session between Administration and Morning/ After School Director

Person or Persons Responsible

Denise O'Connor (Principal), Kareem Thompson (Asst. Principal) and Isabel Pace (Morning/ After School Director)

Target Dates or Schedule

Monthly

Evidence of Completion

Mtg Agendas

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Walkthroughs and Administrate Meetings

Person or Persons Responsible

Denise O'Connor (Principal), Kareem Thompson (Asst. Principal) and Isabel Pace (Morning/ After School Director)

Target Dates or Schedule

monthly

Evidence of Completion

Feedback sheet and meeting agendas

Plan to Monitor Effectiveness of G6.B1.S2

Walkthroughs and Administrative Meetings

Person or Persons Responsible

Denise O'Connor (Principal), Kareem Thompson (Asst. Principal) and Isabel Pace (Morning/ After School Director)

Target Dates or Schedule

monthly

Evidence of Completion

Diagnostic, FCAT and EOC results

G6.B1.S3 Implement a summer transition program for incoming 6th grade students

Action Step 1

Implement a summer transition program for incoming 6th grade students to Congress Middle School.

Person or Persons Responsible

Denise O'Connor (Principal), Marie Youance (Math Coach), Chrisptoher Glinton (Asst. Principal) and Tonya Johnson (Tutorial Director)

Target Dates or Schedule

June 2014

Evidence of Completion

Brochers/flyer, registration forms and student attendance

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Tutorial Instructional Focus Calendar and lesson plans with documented walkthroughs, Administrative and Leaderships

Person or Persons Responsible

Denise O'Connor (Principal), Marie Youance (Math Coach), Chrisptoher Glinton (Asst. Principal) and Tonya Johnson (Tutorial Director)

Target Dates or Schedule

June 2014

Evidence of Completion

Student Attendance

Plan to Monitor Effectiveness of G6.B1.S3

Registration, Students attendance, Parent and student feedback

Person or Persons Responsible

Denise O'Connor (Principal), Marie Youance (Math Coach), Chrisptoher Glinton (Asst. Principal) and Tonya Johnson (Tutorial Director)

Target Dates or Schedule

June 2014

Evidence of Completion

Student attendance, parent and student survey

G7. By the end of FY 2014, 73% of the students at Congress Middle School will make learning gains as measured by the Mathematics FCAT 2.0 and FAA.

G7.B1 Lack of connection of math to real world problem solving

G7.B1.S1 Elective and Magnet teachers will reinforce and teach math concepts as their secondary benchmarks based on assessment data.

Action Step 1

Use daily practice within the curriculum to reinforce the secondary benchmark (Bellringers, Exit tickets).

Person or Persons Responsible

Principal, LTF, Math Coach, Magnet and Elective teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Mini Assessments, Diagnostic, and FCAT results

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

lesson plans, observations, walkthroughs

Person or Persons Responsible

Denise O'Connor (Principal), Kareem Thompson (Asst. Principal), Christopher Glinton (Asst. Principal) , DeeAnne Fuelner (Learning team Faciltator), Shanda Holman (Magnet Coordinator), Marie Youance (Math Coach,

Target Dates or Schedule

on going

Evidence of Completion

lesson plans, iobservation reports

Plan to Monitor Effectiveness of G7.B1.S1

lesson plans, observations, walkthroughs, learning team meetings

Person or Persons Responsible

Denise O'Connor (Principal), Kareem Thompson (Asst. Principal), Christopher Glinton (Asst. Principal) , DeeAnne Fuelner (Learning team Faciltator), Shanda Holman (Magnet Coordinator), Marie Youance (Math Coach, Elective and Elective teachers.

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, LTM agendas, iobservation reports

G7.B1.S2 Collaborate with Math teachers to develop bell ringers for once a week concept reinforcement. Develop specific elective projects that reinforce Math concepts.

Action Step 1

In LTM's weak areas are identified and Math materials and answer keys are provided to address weak areas.

Person or Persons Responsible

LTF, Math Coach, Shanda Holman, Magnet and Elective teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini assessments, Lesson Plans, Walkthroughs

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Use daily practice within the curriculum to reinforce the secondary benchmark (Bellringers, Exit tickets)

Person or Persons Responsible

Math Coach, Magnet and Electives Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Mini assessments, Lesson Plans, Diagnostic Test

Plan to Monitor Effectiveness of G7.B1.S2

Magnet and Elective teachers will use weakness from different benchmarks and apply them in their own class to reinforce the concepts.

Person or Persons Responsible

Magnet teachers, Electives teachers, Math Coach, Shanda Holman

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini assessments, Diagnostic and FCAT results

G7.B1.S3 Teachers will in addition link Math terms with academic vocabulary to cross curricular practice.

Action Step 1

Lesson Plans,Vocabulary log, Word Walls, Frayer Model, Walkthroughs

Person or Persons Responsible

Shanda Holman, Math Coach, Magnet teachers, Elective teachers, LTF

Target Dates or Schedule

On going

Evidence of Completion

Mini Assessments, Diagnostic tests

Plan to Monitor Fidelity of Implementation of G7.B1.S3

Projects based on vocabulary related to both the benchmarks and the Magnet or Elective class

Person or Persons Responsible

Magnet teachers, Elective teachers, Shanda Holman, Math Coach

Target Dates or Schedule

On going

Evidence of Completion

Item analysis, Vocab Test, MIni assessment.

Plan to Monitor Effectiveness of G7.B1.S3

Best Practices for Math

Person or Persons Responsible

Principal Denise O'Connor, LTF, Shanda Holman, Magnet and Electives teachers, Math Coach

Target Dates or Schedule

On going

Evidence of Completion

Data analysis, FCAT Results, Diagnostic test

G7.B2 .5 Math Coach during the 2013 school year

G7.B2.S1 Purchase a full time Math Coach

Action Step 1

Purchase a full time Math Coach to provide support for teachers, implement professional development , and implement small group differentiation instruction lessons

Person or Persons Responsible

Denise O'Connor -Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Position Detail Report

Facilitator:

District Personnel

Participants:

Marie Youance

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Administration Meetings and District training

Person or Persons Responsible

Denise O'Connor

Target Dates or Schedule

monthly

Evidence of Completion

Agendas and sign-in sheet

Plan to Monitor Effectiveness of G7.B2.S1

Administrative And Leadership Meetings

Person or Persons Responsible

Denise O'Connor

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and sign-in sheets

G8. By the end of FY 2014, 54% of the students at Congress Middle School will earn a level 3 or higher as measured by the Reading FCAT 2.0 Assessment System and FAA.

G8.B1 Limited books - class sets of novels; different genres and content (science; career; social study based); quantity

G8.B1.S1 Integrate reading strategies into all Social Studies curriculum with a specific focus on using text features to increase comprehension.

Action Step 1

Social Studies teachers will learn the Big 7 reading strategies and how to have students use these strategies while using content specific texts. In addition, Social Studies teachers will focus on using text features to support understanding of text in multiple genres.

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

On-going until May 2014

Evidence of Completion

* Social Studies formative and summative assessments - student gains * Lesson plans * Classroom Walkthroughs

Facilitator:

Kawona Burrell- reading coach Karen Hill- area 2 literacy specialist

Participants:

Social Studies teachers

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

Classroom observations Learning team and collegial planning times Lesson plans

Person or Persons Responsible

Administration Designee (monitor): Kareem Thompson(Assistant Principal of Social Studies) & Kawona Burrell (Reading Coach) Professional Development: Kawona Burrell (Reading Coach) & Deann Fuelner (Learning Team Facilitator); District Literacy SupportTeam

Target Dates or Schedule

on-going until May 2014

Evidence of Completion

I Observation reports Lesson Plan check Learning Team Agendas Professional Development (department meeting) agendas

Plan to Monitor Effectiveness of G8.B1.S1

Implement Common Assessments

Person or Persons Responsible

Administration Designee (monitor): Kareem Thompson(Assistant Principal of Social Studies) & Kawona Burrell (Reading Coach) Social Studies Teachers, Learning Team Facilitator - Deann Fuelner

Target Dates or Schedule

On-going until May 2014

Evidence of Completion

Formative & Summative Social Studies data results (learning team meeting disaggregating) bi-weekly reading common assessment data

G8.B3 Lack of student motivation to read

G8.B3.S1 Implementation of Battle of the Books for students in advanced and gifted Language Arts classes.

Action Step 1

Implementation of Battle of the Books for students in advanced and gifted Language Arts classes. Identify books to be used in the competition, set requirements for battle, ensure teachers advertise/ promote competition.

Person or Persons Responsible

Kawona Burrell (Reading Coach) Ms. Nalepa-Grant (Media Specialist) Adv. and gifted Language Arts Teachers

Target Dates or Schedule

On-going until December 2013

Evidence of Completion

Student summary logs Team lists (December)

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Students keep summary logs of book(s) read from Battle of the Books log Teams created in December based on participation from Sep. - Dec.

Person or Persons Responsible

Advanced and Gifted Language Arts Teachers Reading Coach - Kawona Burrell Administrator - Shannon Grice Media Specialist - Ms. Nalepa-Grant

Target Dates or Schedule

On-going until Feb. 2013 LA teachers - weekly Reading Coach/Administration/Media Specialist - monthly

Evidence of Completion

Media Circulation Report Student Summary Log Checks

Plan to Monitor Effectiveness of G8.B3.S1

Administer reading Common Assessments

Person or Persons Responsible

Administration: Ms. O'Connor, Principal; Dr. Grice, AP Reading Reading Coach: Mrs. Burrell

Target Dates or Schedule

On going

Evidence of Completion

Common assessment and winter diagnostic data

G9. By the end of FY 2014, 60% of the students at Congress Middle School will earn a level 3 or higher as measured by the Mathematics FCAT 2.0.

G9.B1 * Lack of hands-on manipulatives

G9.B1.S2 Utilize manipulatives to teach mathematical concepts.

Action Step 1

Develop a Math Resource room for teachers to check out manipulatives and math instructional materials.

Person or Persons Responsible

Math Coach - Marie Youance and Principal - Denise O'Connor

Target Dates or Schedule

Ongoing development expected completion May 2014

Evidence of Completion

Invoices of materials ordered, check in/check out logs,

Facilitator:

Marie Youance and district support staff

Participants:

All Math, Elective, and Magnet Teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S2

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

Person or Persons Responsible

Principal Denise O'Connor and Math Coach Marie Youance

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

iObservation reports, EDW reports, and LTM agendas

Plan to Monitor Effectiveness of G9.B1.S2

Data chats with teachers

Person or Persons Responsible

Principal Denise O'Connor and Learning Team Facilitator DeeAnne Feulner

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Pre and post conference notes

G9.B2 Poor foundation skills to include recall of basic facts, basic computation skills, vocabulary and background knowledge

G9.B2.S1 All math teachers wiil utilize Cornell Notes strategy to include vocabulary terms, pictorial representation and an critical steps for mathematical computation and application

Action Step 1

During grade level collaborative Planning and Learning Team Meetings, All math teachers will identify vocabulary terms and determine pictorial representation and an critical steps for mathematical computation and application to be include on the Cornell Note Sheet

Person or Persons Responsible

Teachers, Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

Grade Level Collaborative Planning Meetings, Learning Team Meetings

Evidence of Completion

Meetings agendas and sign-in sheets

Facilitator:

Avid Site Team, Math Coach, District Personnel

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G9.B2.S1

leeson plans, walkthroughs, observations

Person or Persons Responsible

Teachers, Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, Coach Log, LTM and Team meetings agendas/sign-in sheets, iobservation reports

Plan to Monitor Effectiveness of G9.B2.S1

lesson plans, walkthroughs and observations

Person or Persons Responsible

Teachers, Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

on going

Evidence of Completion

lesson plans, coach log and iobservation reports

G9.B2.S2 Utilization technology re reinforce concepts to include, iExcel, Gizmos, iPads, Edmodo, FCAT Explorer

Action Step 1

Teachers will have student work on technology problems during the "you Do" section of the math block as well as schedule time for computer based lesson in the computers to utilize technology programs to reinforce concepts to include, iExcel, Gizmos, iPads, Edmodo, FCAT Explorer

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Facilitator:

Math Coach, District Personnel

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G9.B2.S2

lesson plans, walkthroughs and observation

Person or Persons Responsible

Denise O'Connor (Principal) and Marie Youance (Math Coach)

Target Dates or Schedule

onging

Evidence of Completion

lesson plans, coach log and iobservation reports

Plan to Monitor Effectiveness of G9.B2.S2

lesson plans, walkthroughs and observations

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, coach log and iobservation reports

G9.B3 Lack of parental involvement

G9.B3.S1 Implement a Math Night within Cougar University

Action Step 1

Plan Math activities and impement hands-on lesson and activities to implement during Cougar Universty

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

Winter and Springs 2014

Evidence of Completion

Activities, Cougar University Agenda and Sign-in Sheet

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Brochures/Parent call Out, Agendas, Sign in sheets

Person or Persons Responsible

Denise O'Connor (Principal) and Marie Youance (Math Coach)

Target Dates or Schedule

Winter and Spring 2014

Evidence of Completion

Agendas and sign-in sheets

Plan to Monitor Effectiveness of G9.B3.S1

Brochure/Agendas, Parent Call outs, Sign -in Sheets

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quartlerly

Evidence of Completion

Sign -in Sheets, Parent Surveys

G9.B4 Poor critical thinking skills

G9.B4.S1 Teachers will model analyzing words problems by utilizing the think aloud method to highlight questions, keys terms and multi-step process in order to solve the problem in all unit of study.

Action Step 1

Analyzing and dissecting mutli-step word problems utilizing the think aloud, highlighting and underlining strategy during unit of study

Person or Persons Responsible

Teachers, Denise O'Connor (Principal), DeeAnne Fuelner (Learning Team Facilitator) and Marie Youance (Math Coach)

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, walkthroughs and observations

Facilitator:

District Personnel, Math Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G9.B4.S1

leeson plans, walkthroughs, observations

Person or Persons Responsible

Teachers, Denise O'Connor (Principal), DeeAnne Fuelner (Learning Team Facilitator) and Marie Youance (Math Coach)

Target Dates or Schedule

ongoing

Evidence of Completion

Coach log and iobservation reports

Plan to Monitor Effectiveness of G9.B4.S1

Lesson plans, unit assessments, walkthroughs, observations

Person or Persons Responsible

Teachers, Denise O'Connor (Principal), DeeAnne Fuelner (Learning Team Facilitator) and Marie Youance (Math Coach)

Target Dates or Schedule

ongoing

Evidence of Completion

Unit assessment, coach log, unit and diagnostic data

G9.B4.S2 Implement Common Core 8 Mathematical Practices within the unit of study.

Action Step 1

Incorporate Common Core 8 Mathematical Practices within lessons and unit assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and unit assessments

Facilitator:

District Personnel, and Math Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G9.B4.S2

walkthroughs, observations, lesson plans, unit assessments

Person or Persons Responsible

Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Evidence of Completion

Lesson Plan and Unit Assessments

Plan to Monitor Effectiveness of G9.B4.S2

walkthroughs, observations, lesson plans, unit assessments

Person or Persons Responsible

Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, unit assessments, coach log and unita assessments, ltm/pdd/leadership agendas

G9.B5 Poor retention of concepts and skills

G9.B5.S1 Implement differentiation small group instruction during " You Do" section of the math block to reteach concepts based on assessment data.

Action Step 1

Teachers and Math coach will analyze data, determine weaknesses and implement differentiated small group instruction reteaching unmastered benchmarks and concepts.

Person or Persons Responsible

Teachers, Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

ongoing

Evidence of Completion

LTM Agendas, Item Analysis Sheets, Lesson plans, Coach Log, iobservation reports

Facilitator:

DeeAnne Fulener and Math Coach

Participants:

Math, Electives and Magnet Teachers

Plan to Monitor Fidelity of Implementation of G9.B5.S1

lesson plans, walkthroughs and observations

Person or Persons Responsible

Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, LTM agendas, coach log, iobservation reports

Plan to Monitor Effectiveness of G9.B5.S1

lesson plans, walkthroughs and observations

Person or Persons Responsible

Teachers, Denise O'Connor (Principal), Marie Youance (Math Coach) and DeeAnne Fuelner (Learning Team Facilitator)

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, LTM agendas, coach log, iobservation reports

Coordination and Integration

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

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

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. By the end of FY14, 65% of the 8th grade students at Congress Middle School will earn a level 3.5 or higher as measured by the FCAT Writes. 91% of the 8th grade students at Congress Middle School will earn a level as measured by the FAA.

G1.B1 Students with different levels of writing skills within a grade level (or class).

G1.B1.S1 Teachers and writing coach will analyze data, determine weaknesses and implement differentiated small group instruction, reteaching unmastered benchmarks and concepts.

PD Opportunity 1

Implement differentiated small groups based on students needs during the "You Do" section of the writing block.

Facilitator

Writing Coach - A. Williams Area 2 Literacy Specialist - K. Hill District Resource Specialist LTF - D. Fuelner

Participants

Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Learning Team Meeting Agendas

G1.B2 Lack of resources and instructional materials to enhance learning for below level writers/readers and enrichment for above level writers/readers (e.g. full-time writing coach; collegial planning, etc.)

G1.B2.S1 Implement student writing seminars based on the results of team, collegial planning.

PD Opportunity 1

Purchase materials and resources needed for strategic writing mini-lessons.

Facilitator

A. Williams; writing coach K. Hill; Area 2 Literacy Specialist District Specialist

Participants

Language Arts Writing Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Purchase Orders Invoices Inventory lists

G1.B2.S2 Purchase a 0.5 writing coach

PD Opportunity 1

Purchase a .5 writing coach

Facilitator

Principal D. O'Connor Assistant Principal K. Thompson

Participants

Administrators

Target Dates or Schedule

August 19, 2013

Evidence of Completion

Position Detail Report

G1.B3 Lack of parental support

G1.B3.S1 Cougar University (Parental opportunities for education and exposure to curriculum expectations and strategies)

PD Opportunity 1

Plan writing activities and lessons to implement during Cougar University

Facilitator

A. Williams - writing coach & language arts teachers

Participants

Parents, teachers and students

Target Dates or Schedule

Winter and Spring 2014

Evidence of Completion

Activates, Cougar University Agenda and Sign-in sheet

G1.B3.S2 Encourage parents to volunteer within the school

PD Opportunity 1

Recruit parents via parent link, website, paw print newsletter and V.I.P.S.

Facilitator

VIPS Coordinator & Administration

Participants

Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

VIPS report, sign-in sheets

G2. By the end of FY 2014, 42% of the students at Congress Middle School will earn a level 3 or higher as measured by the Science FCAT 2.0.

G2.B2 Relevent Lab materials

G2.B2.S1 Planning, Time management, financial support

PD Opportunity 1

Identify and purchase appropriate instructional lab materials for science resource room

Facilitator

C. Brown - Science Department Instructional Leader C. Glinton - Assistant Principal J. Davis - District Science Instructional Specialist

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Invoices, Purchase Orders, Inventory, Check-in/Check-out logs

G4. By the end of FY 2014, 74% of the lowest 25% students at Congress Middle School will make learning gains Reading FCAT 2.0 Assessment System and FAA.

G4.B1 Lack of background knowledge of readers which hinder connections made during reading.

G4.B1.S1 Implement authentic learning experiences that supports the standards.

PD Opportunity 1

Implement authentic learning experiences that supports the standards using field trips; project based learning; and technology to build background knowledge.

Facilitator

Reading Coach or Literacy Specialists

Participants

All content Area Teachers

Target Dates or Schedule

On-going until May 2014

Evidence of Completion

Classroom Walkthroughs Lesson Plans - Collegial Planning Forms Learning Team Meeting Agendas Agendas from PD

G4.B2 Lack of foundational skills in reading (fluency; decoding).

G4.B2.S1 Implement a Reading A class for explicit instruction of skills and a Reading B class for foundational skills (small group instruction).

PD Opportunity 1

Implement a Reading A class for explicit instruction of skills and a Reading B class for foundational skills (small group instruction).

Facilitator

Reading Coach and District literacy specialists

Participants

Intensive Reading Teachers

Target Dates or Schedule

On going until May 2014

Evidence of Completion

Lesson Plans (collegial) Classroom Walkthroughs Learning Team Agendas

G4.B3 Lack of home support needed for additional reading practice at home.

G4.B3.S1 Teach parents and community members the Big 7 reading strategies and how to use the strategies while reading.

PD Opportunity 1

Teach parents and community members the Big 7 reading strategies and how to use the strategies while reading using Cougar University as the venue.

Facilitator

Ms. Burrell - Reading Coach

Participants

Parents and Community Members

Target Dates or Schedule

November - March 2014

Evidence of Completion

Sign in sheets of parent attendance Cougar University Agendas

G5. By the end of FY 2014,95 % of the students at Congress Middle School will passed the Algebra and Geometry End of Course exams.

G5.B1 Lack of prior knowledge

G5.B1.S1 Teachers and Math coach will analyze data, determine weaknesses and implement differentiated small group instruction reteaching unmastered benchmarks and concepts.

PD Opportunity 1

Implement differentiated small group during the "You Do" section of the Algebra and Geometry sections of the math block.

Facilitator

Administration, Learning Team Facilitator and Math Coach

Participants

Math Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, Learning Team Meeting agendas

PD Opportunity 2

Utilize hands-on manipulatives and technology to reinforce concepts to include Hands-on Equations, Algebra Nation, and Discovery Geometry.

Facilitator

Administration, Learning Team Facilitator and Math Coach

Participants

Math Teachers

Target Dates or Schedule

Lesson plans, Learning Team Meeting agendas

Evidence of Completion

Lesson plans, Learning Team Meeting agendas

G5.B2 Poor critical thinking skills to include conceptual understanding and comprehension of word problems

G5.B2.S1 Teachers will model analyzing words problems by utilizing the think aloud method to highlight questions, keys terms and multi-step process in order to solve the problem in all unit of study.

PD Opportunity 1

Analyzing and dissecting mutli-step word problems utilizing the think aloud, highlighting and underlining strategy

Facilitator

Learning Team, Department Chair, Math Coach and Teachers

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans and observations

G5.B2.S2 Implement Common Core 8 Mathematical Practices within the unit of study.

PD Opportunity 1

Classroom Observations and Learning Team Meeting Agendas

Facilitator

District Personnel, Math Coach (Marie Youance) and Administration

Participants

Math, Elective and Magnet Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, Coach Log and iobservation reports

G5.B2.S3 Utilization technology re reinforce concepts to include, Algebra Nation, Hands-on Equations, Discovery Geometry, and iPads

PD Opportunity 1

Purchase technology and software programs to include IPads and Hands-on Equations

Facilitator

M. Youance District Personnel

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Invoices, Purchase orders, Check-in/out lists

G7. By the end of FY 2014, 73% of the students at Congress Middle School will make learning gains as measured by the Mathematics FCAT 2.0 and FAA.

G7.B2 .5 Math Coach during the 2013 school year

G7.B2.S1 Purchase a full time Math Coach

PD Opportunity 1

Purchase a full time Math Coach to provide support for teachers, implement professional development , and implement small group differentiation instruction lessons

Facilitator

District Personnel

Participants

Marie Youance

Target Dates or Schedule

August 2013

Evidence of Completion

Position Detail Report

G8. By the end of FY 2014, 54% of the students at Congress Middle School will earn a level 3 or higher as measured by the Reading FCAT 2.0 Assessment System and FAA.

G8.B1 Limited books - class sets of novels; different genres and content (science; career; social study based); quantity

G8.B1.S1 Integrate reading strategies into all Social Studies curriculum with a specific focus on using text features to increase comprehension.

PD Opportunity 1

Social Studies teachers will learn the Big 7 reading strategies and how to have students use these strategies while using content specific texts. In addition, Social Studies teachers will focus on using text features to support understanding of text in multiple genres.

Facilitator

Kawona Burrell- reading coach Karen Hill- area 2 literacy specialist

Participants

Social Studies teachers

Target Dates or Schedule

On-going until May 2014

Evidence of Completion

* Social Studies formative and summative assessments - student gains * Lesson plans * Classroom Walkthroughs

G9. By the end of FY 2014, 60% of the students at Congress Middle School will earn a level 3 or higher as measured by the Mathematics FCAT 2.0.

G9.B1 * Lack of hands-on manipulatives

G9.B1.S2 Utilize manipulatives to teach mathematical concepts.

PD Opportunity 1

Develop a Math Resource room for teachers to check out manipulatives and math instructional materials.

Facilitator

Marie Youance and district support staff

Participants

All Math, Elective, and Magnet Teachers

Target Dates or Schedule

Ongoing development expected completion May 2014

Evidence of Completion

Invoices of materials ordered, check in/check out logs,

G9.B2 Poor foundation skills to include recall of basic facts, basic computation skills, vocabulary and background knowledge

G9.B2.S1 All math teachers wiil utilize Cornell Notes strategy to include vocabulary terms, pictorial representation and an critical steps for mathematical computation and application

PD Opportunity 1

During grade level collaborative Planning and Learning Team Meetings, All math teachers will identify vocabulary terms and determine pictorial representation and an critical steps for mathematical computation and application to be include on the Cornell Note Sheet

Facilitator

Avid Site Team, Math Coach, District Personnel

Participants

Math Teachers

Target Dates or Schedule

Grade Level Collaborative Planning Meetings, Learning Team Meetings

Evidence of Completion

Meetings agendas and sign-in sheets

G9.B2.S2 Utilization technology re reinforce concepts to include, iExcel, Gizmos, iPads, Edmodo, FCAT Explorer

PD Opportunity 1

Teachers will have student work on technology problems during the "you Do" section of the math block as well as schedule time for computer based lesson in the computers to utilize technology programs to reinforce concepts to include, iExcel, Gizmos, iPads, Edmodo, FCAT Explorer

Facilitator

Math Coach, District Personnel

Participants

Math Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

G9.B4 Poor critical thinking skills

G9.B4.S1 Teachers will model analyzing words problems by utilizing the think aloud method to highlight questions, keys terms and multi-step process in order to solve the problem in all unit of study.

PD Opportunity 1

Analyzing and dissecting mutli-step word problems utilizing the think aloud, highlighting and underlining strategy during unit of study

Facilitator

District Personnel, Math Coach

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, walkthroughs and observations

G9.B4.S2 Implement Common Core 8 Mathematical Practices within the unit of study.

PD Opportunity 1

Incorporate Common Core 8 Mathematical Practices within lessons and unit assessments

Facilitator

District Personnel, and Math Coach

Participants

Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and unit assessments

G9.B5 Poor retention of concepts and skills

G9.B5.S1 Implement differentiation small group instruction during " You Do" section of the math block to reteach concepts based on assessment data.

PD Opportunity 1

Teachers and Math coach will analyze data, determine weaknesses and implement differentiated small group instruction reteaching unmastered benchmarks and concepts.

Facilitator

DeeAnne Fulener and Math Coach

Participants

Math, Electives and Magnet Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

LTM Agendas, Item Analysis Sheets, Lesson plans, Coach Log, iobservation reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By the end of FY14, 65% of the 8th grade students at Congress Middle School will earn a level 3.5 or higher as measured by the FCAT Writes. 91% of the 8th grade students at Congress Middle School will earn a level as measured by the FAA.	$92,500
G2.	By the end of FY 2014, 42% of the students at Congress Middle School will earn a level 3 or higher as measured by the Science FCAT 2.0.	$16,000
G3.	By the end of FY 2014, 73% of the students at Congress Middle School will make learning gains as measured by the Reading FCAT 2.0 Assessment System and FAA.	$13,500
G4.	By the end of FY 2014, 74% of the lowest 25% students at Congress Middle School will make learning gains Reading FCAT 2.0 Assessment System and FAA.	$147,500
G5.	By the end of FY 2014,95 % of the students at Congress Middle School will passed the Algebra and Geometry End of Course exams.	$18,000
G6.	By the end of FY 2014, 71% of the lowest 25% students at Congress Middle School will make learning gains Mathematics FCAT 2.0 and FAA.	$30,000
G7.	By the end of FY 2014, 73% of the students at Congress Middle School will make learning gains as measured by the Mathematics FCAT 2.0 and FAA.	$70,000
G8.	By the end of FY 2014, 54% of the students at Congress Middle School will earn a level 3 or higher as measured by the Reading FCAT 2.0 Assessment System and FAA.	$5,500
G9.	By the end of FY 2014, 60% of the students at Congress Middle School will earn a level 3 or higher as measured by the Mathematics FCAT 2.0.	$24,000
	Total	$417,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Professional Development	Technology	Evidence-Based Program	Personnel	Total
Title I, SAC, General budget	$2,000	$0	$0	$0	$0	$0	$2,000
Title I, SAC, and General Budget	$0	$3,000	$0	$0	$0	$0	$3,000
Title I and SAC	$2,000	$2,500	$92,000	$3,500	$4,000	$0	$104,000
Title I and General	$4,000	$0	$0	$0	$0	$0	$4,000
Title I, SAC and General	$0	$0	$2,000	$0	$0	$0	$2,000
Title I, SAC	$0	$0	$3,000	$0	$0	$0	$3,000
Title I and Wells Fargo Grants	$0	$0	$5,000	$0	$0	$0	$5,000
Title I and SAC	$5,000	$0	$0	$0	$0	$0	$5,000
Title I , General and SAC	$0	$2,000	$0	$0	$0	$0	$2,000
Title I	$1,500	$1,500	$5,000	$10,000	$39,000	$140,000	$197,000
Title, SAC	$0	$0	$5,000	$0	$0	$0	$5,000
Title I, General budget	$0	$0	$2,000	$0	$0	$0	$2,000
Title I, General	$2,000	$0	$0	$0	$2,000	$0	$4,000
Title I and District funds	$4,000	$0	$0	$0	$0	$0	$4,000
Title	$0	$0	$70,000	$0	$0	$0	$70,000
SAC and Title I	$0	$0	$0	$0	$0	$5,000	$5,000
Total	$20,500	$9,000	$184,000	$13,500	$45,000	$145,000	$417,000

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

G1. By the end of FY14, 65% of the 8th grade students at Congress Middle School will earn a level 3.5 or higher as measured by the FCAT Writes. 91% of the 8th grade students at Congress Middle School will earn a level as measured by the FAA.

G1.B1 Students with different levels of writing skills within a grade level (or class).

G1.B1.S1 Teachers and writing coach will analyze data, determine weaknesses and implement differentiated small group instruction, reteaching unmastered benchmarks and concepts.

Action Step 1

Implement differentiated small groups based on students needs during the "You Do" section of the writing block.

Resource Type

Evidence-Based Materials

Resource

Chart paper, copy paper, Spring Board materials

Funding Source

Title I

Amount Needed

$1,500

G1.B2 Lack of resources and instructional materials to enhance learning for below level writers/readers and enrichment for above level writers/readers (e.g. full-time writing coach; collegial planning, etc.)

G1.B2.S1 Implement student writing seminars based on the results of team, collegial planning.

Action Step 1

Purchase materials and resources needed for strategic writing mini-lessons.

Resource Type

Professional Development

Resource

Teacher Resource books and collegial planning substitutes and stipends

Funding Source

Title I, General budget

Amount Needed

$2,000

G1.B2.S2 Purchase a 0.5 writing coach

Action Step 1

Purchase a .5 writing coach

Resource Type

Professional Development

Resource

.5 Writing Coach, .5 Language Arts Resource Teacher Extra period supplements

Funding Source

Title I and SAC

Amount Needed

$80,000

G1.B3 Lack of parental support

G1.B3.S1 Cougar University (Parental opportunities for education and exposure to curriculum expectations and strategies)

Action Step 1

Plan writing activities and lessons to implement during Cougar University

Resource Type

Evidence-Based Program

Resource

Purchase food for parent workshop; parent resource material (homework resource kit to include paper, pencil, book bags, etc.); Brochures and pamphlets

Funding Source

Title I, General

Amount Needed

$2,000

G1.B3.S2 Encourage parents to volunteer within the school

Action Step 1

Recruit parents via parent link, website, paw print newsletter and V.I.P.S.

Resource Type

Evidence-Based Materials

Resource

Purchase ink, copy paper

Funding Source

Title I, General

Amount Needed

$2,000

G1.B3.S3 Varied methods of parental communication such bi-weekly progress reports, parent conferences, and data chats.

Action Step 1

Uitlize PAWS Print Newsletters, Student Agendas, Edline, Website, & Parent Link

Resource Type

Evidence-Based Program

Resource

Agenda books

Funding Source

Title I

Amount Needed

$5,000

G2. By the end of FY 2014, 42% of the students at Congress Middle School will earn a level 3 or higher as measured by the Science FCAT 2.0.

G2.B1 The lack of onsite Science Coach

G2.B1.S1 Implement a hands-on lab per each Science unit

Action Step 1

Pre Planning, order supplies, content training (District)

Resource Type

Professional Development

Resource

Substitutes and stipends BIA for classroom support

Funding Source

Title I and SAC

Amount Needed

$12,000

G2.B2 Relevent Lab materials

G2.B2.S1 Planning, Time management, financial support

Action Step 1

Identify and purchase appropriate instructional lab materials for science resource room

Resource Type

Evidence-Based Materials

Resource

Hand on lab materials, copy paper, ink, chart paper

Funding Source

Title I and District funds

Amount Needed

$4,000

G3. By the end of FY 2014, 73% of the students at Congress Middle School will make learning gains as measured by the Reading FCAT 2.0 Assessment System and FAA.

G3.B1 Lack of Reading Endorsed teachers

G3.B1.S1 Provide opportunities for students to participate in additional reading instruction outside the designated school hours (enrichment and remediation tutorial).

Action Step 1

Provide after school, before school, Saturday school tutorial for enrichment and remediation in reading instruction.

Resource Type

Personnel

Resource

AVID Tutors;

Funding Source

SAC and Title I

Amount Needed

$5,000

G3.B2 Lack of technology for digital media reading.

G3.B2.S1 Integrate digital media into classroom instruction using technology.

Action Step 1

Integrate digital media texts which include but are not limited to: multicultural texts; primary source texts; leadership texts for students; etc.

Resource Type

Technology

Resource

E- reader technology- class set- e-books, Reading Plus

Funding Source

Title I and SAC

Amount Needed

$3,500

G3.B3 Lack of variety of genres and diversity in classroom libraries

G3.B3.S1 Create Reading Resource Room

Action Step 1

Create Reading Resource Room

Resource Type

Evidence-Based Materials

Resource

Fountas & Pinnell Leveled readers for guided reading Professional development books on reading instruction

Funding Source

Title I and SAC

Amount Needed

$5,000

G4. By the end of FY 2014, 74% of the lowest 25% students at Congress Middle School will make learning gains Reading FCAT 2.0 Assessment System and FAA.

G4.B1 Lack of background knowledge of readers which hinder connections made during reading.

G4.B1.S1 Implement authentic learning experiences that supports the standards.

Action Step 1

Implement authentic learning experiences that supports the standards using field trips; project based learning; and technology to build background knowledge.

Resource Type

Other

Resource

Field trips; maps and globes; materials for project-based learning (construction paper; colored ink for printers; laminating film; copy paper; etc)

Funding Source

Title I , General and SAC

Amount Needed

$2,000

G4.B2 Lack of foundational skills in reading (fluency; decoding).

G4.B2.S1 Implement a Reading A class for explicit instruction of skills and a Reading B class for foundational skills (small group instruction).

Action Step 1

Implement a Reading A class for explicit instruction of skills and a Reading B class for foundational skills (small group instruction).

Resource Type

Evidence-Based Program

Resource

6 minute fluency probes & reading A to Z program

Funding Source

Title I and SAC

Amount Needed

$4,000

G4.B2.S2 Purchase a full-time Reading Coach

Action Step 1

Purchase a full time reading coach who will assist teachers in implementing reading instruction in all content areas as well as monitor and support the reading initiatives at the school

Resource Type

Personnel

Resource

Full time Reading Coach

Funding Source

Title I

Amount Needed

$70,000

G4.B2.S3 Purchase a full-time Reading Teacher

Action Step 1

Recruit and hire a full time reading teacher

Resource Type

Personnel

Resource

Full-Time Reading Teacher

Funding Source

Title I

Amount Needed

$70,000

G4.B3 Lack of home support needed for additional reading practice at home.

G4.B3.S1 Teach parents and community members the Big 7 reading strategies and how to use the strategies while reading.

Action Step 1

Teach parents and community members the Big 7 reading strategies and how to use the strategies while reading using Cougar University as the venue.

Resource Type

Other

Resource

Take home novels for participants; composition books; copy paper; poster paper (for advertisements); chart paper; toner for printers

Funding Source

Title I

Amount Needed

$1,500

G5. By the end of FY 2014,95 % of the students at Congress Middle School will passed the Algebra and Geometry End of Course exams.

G5.B1 Lack of prior knowledge

G5.B1.S1 Teachers and Math coach will analyze data, determine weaknesses and implement differentiated small group instruction reteaching unmastered benchmarks and concepts.

Action Step 1

Implement differentiated small group during the "You Do" section of the Algebra and Geometry sections of the math block.

Resource Type

Evidence-Based Materials

Resource

Manipulatives, ink, chart paper, copy paper, dry erase makers and boards

Funding Source

Title I and General

Amount Needed

$4,000

Action Step 2

Utilize hands-on manipulatives and technology to reinforce concepts to include Hands-on Equations, Algebra Nation, and Discovery Geometry.

Resource Type

Evidence-Based Program

Resource

Site licenses, Hands Equations program

Funding Source

Title I

Amount Needed

$4,000

G5.B2 Poor critical thinking skills to include conceptual understanding and comprehension of word problems

G5.B2.S2 Implement Common Core 8 Mathematical Practices within the unit of study.

Action Step 1

Classroom Observations and Learning Team Meeting Agendas

Resource Type

Professional Development

Resource

Common Core books and resources and workshops or conferences for teachers and administration

Funding Source

Title I

Amount Needed

$5,000

G5.B2.S3 Utilization technology re reinforce concepts to include, Algebra Nation, Hands-on Equations, Discovery Geometry, and iPads

Action Step 1

Purchase technology and software programs to include IPads and Hands-on Equations

Resource Type

Technology

Resource

Purchase IPads

Funding Source

Title I

Amount Needed

$5,000

G6. By the end of FY 2014, 71% of the lowest 25% students at Congress Middle School will make learning gains Mathematics FCAT 2.0 and FAA.

G6.B1 High number of non-proficient students

G6.B1.S1 Implement an Afterschool and Saturday Tutorial Program

Action Step 1

Utilizing FCAT and Diagnostic Data to identify students who earned a level 1 or 2 will be offered After School and Saturday tutorial.

Resource Type

Evidence-Based Program

Resource

Purchase materials, After-school and tutorial teachers, transportation for tutorial buses

Funding Source

Title I

Amount Needed

$25,000

G6.B1.S3 Implement a summer transition program for incoming 6th grade students

Action Step 1

Implement a summer transition program for incoming 6th grade students to Congress Middle School.

Resource Type

Evidence-Based Program

Resource

Purchase materials and teachers

Funding Source

Title I

Amount Needed

$5,000

G7. By the end of FY 2014, 73% of the students at Congress Middle School will make learning gains as measured by the Mathematics FCAT 2.0 and FAA.

G7.B2 .5 Math Coach during the 2013 school year

G7.B2.S1 Purchase a full time Math Coach

Action Step 1

Purchase a full time Math Coach to provide support for teachers, implement professional development , and implement small group differentiation instruction lessons

Resource Type

Professional Development

Resource

Math Coach

Funding Source

Title

Amount Needed

$70,000

G8. By the end of FY 2014, 54% of the students at Congress Middle School will earn a level 3 or higher as measured by the Reading FCAT 2.0 Assessment System and FAA.

G8.B1 Limited books - class sets of novels; different genres and content (science; career; social study based); quantity

G8.B1.S1 Integrate reading strategies into all Social Studies curriculum with a specific focus on using text features to increase comprehension.

Action Step 1

Social Studies teachers will learn the Big 7 reading strategies and how to have students use these strategies while using content specific texts. In addition, Social Studies teachers will focus on using text features to support understanding of text in multiple genres.

Resource Type

Other

Resource

Classroom libraries with a focus on social studies content which includes (but not limited to): * History of the Holocaust * History of Africans and African Americans * Hispanic Contributions * Women's Contributions * Sacrifices of Veterans

Funding Source

Title I and SAC

Amount Needed

$2,500

G8.B3 Lack of student motivation to read

G8.B3.S1 Implementation of Battle of the Books for students in advanced and gifted Language Arts classes.

Action Step 1

Implementation of Battle of the Books for students in advanced and gifted Language Arts classes. Identify books to be used in the competition, set requirements for battle, ensure teachers advertise/ promote competition.

Resource Type

Other

Resource

Class sets of novels

Funding Source

Title I, SAC, and General Budget

Amount Needed

$3,000

G9. By the end of FY 2014, 60% of the students at Congress Middle School will earn a level 3 or higher as measured by the Mathematics FCAT 2.0.

G9.B1 * Lack of hands-on manipulatives

G9.B1.S2 Utilize manipulatives to teach mathematical concepts.

Action Step 1

Develop a Math Resource room for teachers to check out manipulatives and math instructional materials.

Resource Type

Evidence-Based Materials

Resource

manipulatives

Funding Source

Title I, SAC, General budget

Amount Needed

$2,000

G9.B2 Poor foundation skills to include recall of basic facts, basic computation skills, vocabulary and background knowledge

G9.B2.S1 All math teachers wiil utilize Cornell Notes strategy to include vocabulary terms, pictorial representation and an critical steps for mathematical computation and application

Action Step 1

During grade level collaborative Planning and Learning Team Meetings, All math teachers will identify vocabulary terms and determine pictorial representation and an critical steps for mathematical computation and application to be include on the Cornell Note Sheet

Resource Type

Professional Development

Resource

Training and worshops

Funding Source

Title I and Wells Fargo Grants

Amount Needed

$5,000

G9.B2.S2 Utilization technology re reinforce concepts to include, iExcel, Gizmos, iPads, Edmodo, FCAT Explorer

Action Step 1

Teachers will have student work on technology problems during the "you Do" section of the math block as well as schedule time for computer based lesson in the computers to utilize technology programs to reinforce concepts to include, iExcel, Gizmos, iPads, Edmodo, FCAT Explorer

Resource Type

Technology

Resource

Purchase software site license

Funding Source

Title I

Amount Needed

$5,000

G9.B3 Lack of parental involvement

G9.B3.S1 Implement a Math Night within Cougar University

Action Step 1

Plan Math activities and impement hands-on lesson and activities to implement during Cougar Universty

Resource Type

Evidence-Based Materials

Resource

Copy paper, chart paper, manipulatives, brochures, parent assistance materials, food

Funding Source

Title I and SAC

Amount Needed

$2,000

G9.B4 Poor critical thinking skills

G9.B4.S1 Teachers will model analyzing words problems by utilizing the think aloud method to highlight questions, keys terms and multi-step process in order to solve the problem in all unit of study.

Action Step 1

Analyzing and dissecting mutli-step word problems utilizing the think aloud, highlighting and underlining strategy during unit of study

Resource Type

Professional Development

Resource

workshops, highlighters, copy paper, chart paper, calculators, dry erase boards and makers

Funding Source

Title I, SAC and General

Amount Needed

$2,000

G9.B4.S2 Implement Common Core 8 Mathematical Practices within the unit of study.

Action Step 1

Incorporate Common Core 8 Mathematical Practices within lessons and unit assessments

Resource Type

Professional Development

Resource

Trainings, instructional resource materials, conferences (Differentiated Instructional, ASCD, Singapore Math)

Funding Source

Title, SAC

Amount Needed

$5,000

G9.B5 Poor retention of concepts and skills

G9.B5.S1 Implement differentiation small group instruction during " You Do" section of the math block to reteach concepts based on assessment data.

Action Step 1

Teachers and Math coach will analyze data, determine weaknesses and implement differentiated small group instruction reteaching unmastered benchmarks and concepts.

Resource Type

Professional Development

Resource

Substitute and stipend for collegial planning, Ink for EDW reports, copy paper, dry erase boards and markers, highlighters, manipulatives

Funding Source

Title I, SAC

Amount Needed

$3,000