



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Christa Mcauliffe Middle School

6500 LE CHALET BLVD

Boynton Beach, FL 33472

561-374-6600

www.edline.net/pages/christa_mcauliffe_middleschool

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 40%
Alternative/ESE Center No	Charter School No	Minority Rate 42%

School Grades History

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

Christa Mcauliffe Middle Schl

Principal

Jeff Silverman

School Advisory Council chair

Jennifer Hamilton

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

Name	Title
Stacy Fill	School Counselor/ SBT/RTI Leader
Alwynne Lamp	School Counselor
Chanda Kinlaw	Assistant Prinicipal
Jeff Silverman	Principal
Dionne Indihar	School Psychologist
Lisa Heys	Speech Language Pathologist
Julie Besecker	School Nurse
Anita Ferron	ESE Contact
Alexander Bellas	Reading Department Instructional Leader
Shawn Servos	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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) will support the mission and vision of the School District and School by providing input into the development, implementation, and monitoring phases of school improvement planning.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) will support the mission and vision of the School District and School by providing input into the development, implementation, and monitoring phases of school improvement planning. The SAC will build consensus on best decisions for the spending of school improvement funds. The SAC will also help to build relationships between the school and its surrounding community.

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

Future projections will be discussed in an on-going manner with the SAC.

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

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jeff Silverman

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

Degrees: B.A. Social Studies Education, M.S. Special Education
 Certifications: School Principal (All Levels), Educational Leadership (All Levels), Varying Exceptionalities (K-12), ESOL Endorsement

Performance Record

2012-2013: Principal
 Grade A Reading Mastery 67%, Math Mastery 72%, Writing Mastery 67%, Science Mastery 68%, Reading Gains 68%, Math Gains 74%, Low 25 Reading 61%, Low 25 Math 64%

2011-2012: District Administrator
 Grade: A

2010-2011: District
 Grade: A
 AYP: 64%

Interim Principal
 Grade: A, Reading Mastery 83%, Math Mastery 87%
 AYP: 92%, AYP in Reading was achieved. Hispanic, Economically Disadvantaged, and Students with Disabilities did not achieve AYP in Math.

2009-2010: District
 Grade: A
 AYP: 69%

2008-2009: District
 Grade: A
 AYP: 72%

2007-2008: District
 Grade: A
 AYP: 79%

Shawn Servos

Asst Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

Degrees: B.A. Biological Science, M.Ed Foundations of Education/Educational Psychology, Ed.D Child and Youth Studies
 Certifications: School Principal (All Levels), Educational Leadership (All levels), ESE (K-12), Biology (6-12)

Performance Record

2012-2013: Assistant Principal
 Grade A Reading Mastery 67%, Math Mastery 72%, Writing Mastery 67%, Science Mastery 68%, Reading Gains 68%, Math Gains 74%, Low 25 Reading 61%, Low 25 Math 64%

2011-2012: Assistant Principal
 Grade: A, Reading Mastery 68%, Math Mastery 71%, Writing Mastery 85%, Science Mastery 63%, Reading Gains 64%, Math Gains 73%, Low 25 Reading 56%, Low 25 Math 58%

District Office Administrator

2010-2011: District
 Grade: A
 AYP: 64%

2009-2010: District
 Grade: A
 AYP: 69%

2008-2009: District
 Grade: A
 AYP: 72%

2007-2008: District
 Grade: A
 AYP: 79%

Chanda Kinlaw

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

Degrees: B.S. Math Education, M.S. Math Education, Ed.S Educational Leadership
 Certifications: School Principal (All Levels), Educational Leadership (All Levels), Math (6-12), Guidance and Counseling (K-12)

Performance Record

2012-2013: Assistant Principal
 Grade A Reading Mastery 67%, Math Mastery 72%, Writing Mastery 67%, Science Mastery 68%, Reading Gains 68%, Math Gains 74%, Low 25 Reading 61%, Low 25 Math 64%

2011-2012: Assistant Principal
 Grade: A, Reading Mastery 68%, Math Mastery 71%, Writing Mastery 85%, Science Mastery 63%, Reading Gains 64%, Math Gains 73%, Low 25 Reading 56%, Low 25 Math 58%

2010-2011: Assistant Principal
 Grade: A, Reading Mastery 83%, Math Mastery 87%
 AYP: 92%, AYP in Reading was achieved. Hispanic, Economically Disadvantaged, and Students with Disabilities did not achieve AYP in Math.

2009-2010: Assistant Principal
 Grade: A, Reading Mastery: 76%, Math Mastery: 80%,
 AYP: 90%, SWD and FRPL did not make proficiency in Reading and Math; Hispanic students did not make proficiency in Math.

2008-2009: Assistant Principal
 Grade: A, Reading Mastery: 79%, Math Mastery: 80%,
 AYP: 92%, SWD did not make AYP in Reading, FRPL and SWD did not make AYP in Math

2007-2008: Assistant Principal
 Christa McAuliffe Middle School
 Grade: A, Reading Mastery: 77%, Math Mastery: 79%,
 AYP: 90%, Blacks, FRPL, and SWD did not make AYP in Reading, SWD did not make AYP in Math

Classroom Teachers

of classroom teachers

73

receiving effective rating or higher

72, 99%

Highly Qualified Teachers

100%

certified in-field

65, 89%

ESOL endorsed

21, 29%

reading endorsed

6, 8%

with advanced degrees

28, 38%

National Board Certified

3, 4%

first-year teachers

1, 1%

with 1-5 years of experience

10, 14%

with 6-14 years of experience

32, 44%

with 15 or more years of experience

29, 40%

Education Paraprofessionals

of paraprofessionals

10

Highly Qualified

0, 0%

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

1. Educator Support Program-Shawn Servos
2. School-Wide Response to Intervention-Stacy FIII
3. Administrative Support/intervention for teachers needing additional help with classroom management (i.e. PBIS, CHAMPS)-Assistant Principals
4. Professional Development/ Learning Team Meetings-Krista Dyson and Assistant Principals

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

In our teacher mentoring program first year teachers are paired with another teacher that has expertise in the subject area that the first year teacher has been assigned. The mentoring program provides first year teachers with guidance on completing a Professional Growth Plan as well as assist with Marzano Framework and informal and formal iObservations.

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

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 Rtl Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based Rtl Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, Rtl/Inclusion Facilitator, guidance counselor) 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:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- 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.

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

The school-based Rtl Leadership Team is comprised of the following members: Principal, Assistant Principals, ESE Contact, ESOL Coordinator, School Psychologist, Classroom Teachers, Reading Coach, Rtl/Inclusion Facilitator, Learning Team Facilitator (LTF), and Guidance Counselor.

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 School Based Team (SBT) is implementing Rtl processes
- assessment of Rtl skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support Rtl implementation is provided
- effective communication with parents regarding school-based Rtl plans and activities occurs

Assistant Principals support data-based decision making, ensure implementation of intervention support and documentation, and coordinate professional development to support Rtl implementation.

The ESE Contact coordinates efforts of ESE teachers regarding student data collection, supports the integration of core instructional activities/materials in ESE classes, and serves as a resource to General Education and ESE teachers regarding educational interventions to support ESE student learning.

The ESOL Coordinator participates in student data collection, integrates core instructional activities/materials into general education classes, and serves as a resource to general education teachers regarding educational interventions to support ESOL student learning.

The School Psychologist participates in collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, and facilitates data-based decision-making activities.

Guidance Counselors provide services and expertise on issues ranging from program design to assessment and intervention with individual students, and support students' academic, emotional, behavioral, and social success.

The Reading Department Instructional Leader develops, leads, and evaluates the Reading program, identifies research based reading intervention approaches, identifies patterns of student need, collaborates with District personnel to identify appropriate evidence-based intervention strategies, assists with whole-school screening process to provide interventions to "at-risk" students, assists in the design and implementation of progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

The SBT Leader will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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

Members of the school-based Rtl Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY14 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP and subgroups
- Strengths and weaknesses of Intensive Programs
- Mentoring, tutoring, and other services

The SBT Leader will provide professional development for the SAC members on the Rtl process.

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
- K-3 Literacy Assessment System

- 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)
- K-3 Literacy Assessment System

End-of-Year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes

Frequency of required Data Analysis and Action Planning Days:

Once within a cycle of instruction (refer to appropriate focus calendar)

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

The School-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. This information is shared regularly with the principal, leadership, and the school advisory council. Regular updates and effectiveness conversations regarding Tier 1, 2, and 3 interventions occur throughout the year. Modifications and midstream decisions occur as progress is monitored.

The SBT Team will offer assistance on the following topics to other personnel on staff, who may need the training:

- Problem Solving Model
- Consensus Building
- Positive Behavioral Intervention and Support (PBIS)
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

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: 18,720

Every student has the opportunity to attend our Before or After School Program which offers assistance with homework, learning skills activities, mentoring for our 6th grade students by our our honor students in 8th grade to assist them with building organizational skills, and tutorial services in all the core subject areas. In addition, students have the opportunity to participate in enrichment activities programs like SECME, Academic Games, Science Fair, Robotics, etc.

Strategy Purpose(s)

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

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

To determine the effectiveness of the strategy data is collected from the student's Fall and Winter Diagnostics, SRI (Scholastic Reading Inventory) and mini Core K-12 assessments.

Who is responsible for monitoring implementation of this strategy?

Principal and Assistant Principals.

Literacy Leadership Team (LLT)

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

Name	Title
Jeff Silverman	Principal
Chanda Kinlaw	Assistant Principal
Shawn Servos	Assistant Principal
Beth Trueman	Language Arts Instructional Leader
Alexander Bellas	Reading Instructional Leader

How the school-based LLT functions

The Learning Literacy Team meets twice monthly during the Reading departments Learning Team Meetings.

Major initiatives of the LLT

The Learning Literacy Team will increase student scores on the 2013-2014 Math, Reading, Writing, and Science FCATs by:

1. "Unpacking" necessary FCAT 2.0 Next Generation Sunshine State Standards.
2. Monitoring student data via Diagnostic scores (Fall and Winter).
3. Providing professional development opportunities for instructional staff on increasing literacy.
4. Providing educational workshops for parents on increasing literacy across the curriculum.
5. Providing tutoring programs for various targeted student groups.

Every Teacher Contributes to Reading Instruction

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

During 2013-2014, every teacher will incorporate reading and writing into their lesson plans. Professional Development staff and contacts at the school will offer in-service and professional development opportunities to ensure that teachers are aware of what is required and expected to integrate reading strategies into the classroom.

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

This year is the start of our Information Communications Technology Academy. The academy is designed to provide qualified students interested in IT Communications with a motivating, skills based curriculum that teaches job specific technical skills and facilitates student awareness of Computer, Communications, and IT professions. The Academy also prepares students for entry into high school technology programs or related courses of study. The courses that are offered are: Business Keyboarding, Computer Applications 1&2, and Computing for College and Careers.

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

At the end of the year articulation meetings occur with our feeder elementary schools and our school counselors present our curriculum to all our 5th grade incoming students. In addition, all 6th and 7th grade students are automatically enrolled in the pre-requisite technology courses in preparation of application to our 8th grade course for those wishing to earn high school credit and industry certification. After the completion of the pre-requisite technology courses students will receive information from their school counselor to apply to the Industry Certification course Computing for College and Careers.

Strategies for improving student readiness for the public postsecondary level

All our 8th grade students and their parents are invited to attend our "Highway to High School" program. This is a program where our students and their parents receive information on the academic programs, curriculum, high school graduation requirements, and college requirements to help our 8th grade students with their transition to high school.

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	76%	67%	No	78%
American Indian				
Asian	85%	72%	No	87%
Black/African American	53%	44%	No	57%
Hispanic	71%	61%	No	74%
White	81%	74%	No	83%
English language learners	43%	33%	No	49%
Students with disabilities	47%	32%	No	52%
Economically disadvantaged	64%	53%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	360	29%	40%
Students scoring at or above Achievement Level 4	462	38%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	836	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	184	61%	64%

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)	13	100%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		70%

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	274	67%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	72%	No	83%
American Indian				
Asian	88%	81%	No	89%
Black/African American	58%	46%	No	63%
Hispanic	75%	67%	No	78%
White	85%	78%	No	87%
English language learners	44%	38%	No	50%
Students with disabilities	48%	34%	No	53%
Economically disadvantaged	66%	56%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	351	29%	40%
Students scoring at or above Achievement Level 4	513	43%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		40%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	910	74%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	191	64%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	179	50%	75%
Middle school performance on high school EOC and industry certifications	179	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	13%	10%
Students scoring at or above Achievement Level 4	110	87%	95%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		1%
Students scoring at or above Achievement Level 4	50	94%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	24%	35%
Students scoring at or above Achievement Level 4	178	44%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

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)	5		8
Participation in STEM-related experiences provided for students	150	13%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	512	40%	60%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	100%
Passing rate (%) for students who take CTE industry certification exams		0%	80%
CTE program concentrators	0	0%	7%
CTE teachers holding appropriate industry certifications	2	100%	100%

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	3	0%	0%
Students who fail a mathematics course	16	1%	0%
Students who fail an English Language Arts course	3	0%	0%
Students who fail two or more courses in any subject	19	1%	1%
Students who receive two or more behavior referrals	129	10%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	48	3%	2%

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

During 2013-2014, parent involvement will be encouraged through Edline communication, parent workshop opportunities, and parent volunteer opportunities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Throughout the school year, we will increase involvement from 20% of our community to 40%.	283	25%	45%

Area 10: Additional Targets

Additional targets for the school

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

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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
6th-8th grade	1136	100%	100%

Goals Summary

- G1.**
- G2.** On the 2014 Writing FCAT 2.0, 75% of all students will score at Achievement Level 3.5 and higher.
- G3.** On the 2014 Science FCAT 2.0, 50% of students will score at or above Achievement Level 4.
- G4.** On the 2014 Science FCAT, 35% of students will score at Achievement Level 3.
- G5.** On the 2014 Math FCAT 2.0, 70% of students in the lowest 25% will make learning gains.
- G6.** On the 2014 Math FCAT 2.0, 80% of students will make learning gains.
- G7.** On the 2014 Math FCAT 2.0, 55% of students will score at or above Achievement Level 4.
- G8.** On the 2014 Reading FCAT 2.0, 40% of students will score at Achievement Level 3.
- G9.** On the 2014 Reading FCAT 2.0, 50% of students will demonstrate above Achievement Level 4.
- G10.** On the 2014 Reading FCAT 2.0, 71% of students will make learning gains.
- G11.** On the 2014 Reading FCAT 2.0, 64% of students in the lowest 25% will make learning gains.
- G12.** On the 2014 Math FCAT 2.0, 40% of students will score at Achievement level 3.

Goals Detail

G1.

Targets Supported

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. On the 2014 Writing FCAT 2.0, 75% of all students will score at Achievement Level 3.5 and higher.

Targets Supported

- Writing

Resources Available to Support the Goal

- Palm Beach Writes practice test, district website, and personnel.

Targeted Barriers to Achieving the Goal

- Consistent implementation of differentiated instruction.
- Motivating parents and students on their punctuality and consistent attendance in the after-school Writer's/Author's Workshop.

Plan to Monitor Progress Toward the Goal

Monitor implementation through classroom walkthroughs, informal observations, and Palm Beach Writes test.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule:

Weekly walkthroughs and monthly informal observations.

Evidence of Completion:

iObservation reports.

G3. On the 2014 Science FCAT 2.0, 50% of students will score at or above Achievement Level 4.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Higher-order questions will be incorporated into each activity, assignment, and assessment.

Targeted Barriers to Achieving the Goal

- Consistent implementation of differentiation and enrichment based on student need.

Plan to Monitor Progress Toward the Goal

Monitor implementation through classroom walkthroughs, informal observations, and Fall and Spring Diagnostics.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule:

Weekly walkthroughs and monthly informal observations.

Evidence of Completion:

iObservation reports.

G4. On the 2014 Science FCAT, 35% of students will score at Achievement Level 3.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- implement differentiated instruction as detailed in lesson plans.

Targeted Barriers to Achieving the Goal

- Consistency in the implementation of differentiated instruction.

Plan to Monitor Progress Toward the Goal

Monitor implementation through classroom walkthroughs, informal observations, and Fall and Spring Diagnostic analysis.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule:

Weekly walkthroughs and monthly informal observations.

Evidence of Completion:

iObservation reports.

G5. On the 2014 Math FCAT 2.0, 70% of students in the lowest 25% will make learning gains.

Targets Supported

Resources Available to Support the Goal

- After-School Tutorial, FCAT Explorer, Khan's Academy, and Riverdeep.

Targeted Barriers to Achieving the Goal

- Scaffolding and reteaching necessary prerequisite and foundational skills.
- Motivating parents and students on their punctuality and consistent attendance in the After-school Tutorial.
- Motivating parents and students on their punctuality and consistent attendance in the Enrichment Program.

Plan to Monitor Progress Toward the Goal

Monitor implementation through classroom walkthroughs, informal observations, and Fall and Spring Diagnostics.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule:

Weekly walkthroughs and monthly informal observations.

Evidence of Completion:

iObservation reports.

G6. On the 2014 Math FCAT 2.0, 80% of students will make learning gains.

Targets Supported

Resources Available to Support the Goal

- Everglades Math Workbook and Riverdeep software.

Targeted Barriers to Achieving the Goal

- Impacting increased reading comprehension in Math.

Plan to Monitor Progress Toward the Goal

Monitor implementation through classroom walkthroughs, informal observations, and Fall and Spring Diagnostics.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule:

Weekly walkthroughs and monthly informal observations.

Evidence of Completion:

iObservation reports.

G7. On the 2014 Math FCAT 2.0, 55% of students will score at or above Achievement Level 4.

Targets Supported

Resources Available to Support the Goal

- Higher-order questions will be incorporated into each activity, assignment, and assessment.

Targeted Barriers to Achieving the Goal

- Consistent implementation of differentiation and enrichment based on student need.

Plan to Monitor Progress Toward the Goal

Monitor implementation through classroom walkthroughs, informal observations, and Fall and Spring Diagnostics.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule:

Weekly walkthroughs and monthly informal observations.

Evidence of Completion:

iObservation reports.

G8. On the 2014 Reading FCAT 2.0, 40% of students will score at Achievement Level 3.

Targets Supported

Resources Available to Support the Goal

- Implement differentiated instruction as detailed in lesson plans of Read 180 program and utilizing the rotation model with fidelity.

Targeted Barriers to Achieving the Goal

- Consistency in the implementation of differentiated instruction and the rotation model.

Plan to Monitor Progress Toward the Goal

Monitor implementation through classroom walkthroughs, informal observations, and Fall and Spring Diagnostic analysis.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule:

Weekly walkthroughs and monthly informal observations.

Evidence of Completion:

iObservation Reports

G9. On the 2014 Reading FCAT 2.0, 50% of students will demonstrate above Achievement Level 4.

Targets Supported

Resources Available to Support the Goal

- Higher-order questions will be incorporated into each activity, assignment, and assessment.

Targeted Barriers to Achieving the Goal

- Consistent implementation of differentiation and enrichment based on student need.

Plan to Monitor Progress Toward the Goal

Monitor implementation through classroom walkthroughs, informal observations, and Fall and Spring Diagnostics.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule:

Weekly walkthroughs and monthly informal observations.

Evidence of Completion:

iObservation reports.

G10. On the 2014 Reading FCAT 2.0, 71% of students will make learning gains.

Targets Supported

Resources Available to Support the Goal

- Read 180 Program and Star Reading Software.

Targeted Barriers to Achieving the Goal

- Reaching the at-risk readers.

Plan to Monitor Progress Toward the Goal

Data chats will be conducted with students and their parents on their progress.

Person or Persons Responsible

Reading Teacher, Principal, and Assistant Principals.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Documentation from teacher will be reviewed and monitored by the Principal and Assistant Principals.

G11. On the 2014 Reading FCAT 2.0, 64% of students in the lowest 25% will make learning gains.

Targets Supported

Resources Available to Support the Goal

- Fluency probes assessments, Reading tutorial, and FCAT Explorer program.

Targeted Barriers to Achieving the Goal

- Improving at-risk student fluency.
- Motivating parents and students to be consistent in their punctuality and attendance to tutorial sessions and after school enrichment program.

Plan to Monitor Progress Toward the Goal

Conduct regular fluency probes to improve fluency. Monitor attendance for tutorial and enrichment program.

Person or Persons Responsible

Principal, Assistant Principals, and Reading Teacher.

Target Dates or Schedule:

Various times throughout the school year.

Evidence of Completion:

Fluency probe assessments, alternative assessments, online assessments, and Fall and Spring Diagnostics.

G12. On the 2014 Math FCAT 2.0, 40% of students will score at Achievement level 3.

Targets Supported

Resources Available to Support the Goal

- Implement differentiated instruction as detailed in lesson plans.

Targeted Barriers to Achieving the Goal

- Consistency in the implementation of differentiated instruction.

Plan to Monitor Progress Toward the Goal

Monitor implementation through classroom walkthroughs, informal observations, and Fall and Spring Diagnostic analysis.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule:

Weekly walkthroughs and monthly informal observations.

Evidence of Completion:

iObservation Reports.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G2. On the 2014 Writing FCAT 2.0, 75% of all students will score at Achievement Level 3.5 and higher.

G2.B1 Consistent implementation of differentiated instruction.

G2.B1.S1 Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.

Action Step 1

Implement differentiated instruction as detailed in lesson plans.

Person or Persons Responsible

All teachers.

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Classroom assessments, alternative assessments, and Fall and Spring Diagnostic scores.

Facilitator:

Professional Development Team and District Resource Teacher.

Participants:

All teachers.

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

Administrative walkthroughs and informal observations.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly walkthroughs and monthly informal observations.

Evidence of Completion

iObservation reports.

Plan to Monitor Effectiveness of G2.B1.S1

Data will be collected from Palm Beach Writes practice test.

Person or Persons Responsible

Principal, Assistant Principals, and Teachers.

Target Dates or Schedule

Various times throughout the year.

Evidence of Completion

Educational Data Warehouse reports.

G2.B2 Motivating parents and students on their punctuality and consistent attendance in the after-school Writer's/Author's Workshop.

G2.B2.S1 Weekly call outs will be conducted using Parent Link system to remind parents and students of the Writer's Workshop. In addition incentives will be given to students that attend the Writer's Workshop regularly and are on time.

Action Step 1

Reminder messages will be scheduled to send out to parents and students through Parent Link system. Students will be notified of incentives they can earn if they attend the after-school Writer's Workshop on a regular basis.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly Parent Link messages.

Evidence of Completion

Parent Link reports.

Action Step 2

Reminder messages will be scheduled to send out to parents and students through Parent Link system. Students will be notified of incentives they can earn if they attend the after-school Writer's Workshop on a regular basis.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly Parent Link messages.

Evidence of Completion

Parent Link reports.

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

Attendance will be taken to monitor student's attendance for the Writer's Workshop.

Person or Persons Responsible

Teacher, Principal and Assistant Principals.

Target Dates or Schedule

Daily

Evidence of Completion

Copy of attendance for Writer's Workshop.

Plan to Monitor Effectiveness of G2.B2.S1

Attendance from Writer's Workshop.

Person or Persons Responsible

Teacher, Principal and Assistant Principals.

Target Dates or Schedule

Daily

Evidence of Completion

Attendance reports.

G3. On the 2014 Science FCAT 2.0, 50% of students will score at or above Achievement Level 4.

G3.B1 Consistent implementation of differentiation and enrichment based on student need.

G3.B1.S1 Implement alternative classroom assignments/assessments that incorporate Rigor and Relevance Framework and Bloom's Taxonomy based on student's needs.

Action Step 1

Monitoring through classroom walkthroughs and informal observations, to ensure that instruction incorporates higher order questions into activities, assignments, and assessments.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly walkthroughs, monthly informal observations.

Evidence of Completion

Classroom assessments, alternative assessments, and Fall and Spring Diagnostic scores.

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

Monitoring through classroom walkthroughs and informal observations, to ensure that instruction incorporates higher order questions into activities, assignments, and assessments.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly walktrhoughs and monthly informal observations.

Evidence of Completion

iObservation reports.

Plan to Monitor Effectiveness of G3.B1.S1

Data will be collected from Fall and Spring Diagnostics.

Person or Persons Responsible

Principal, Assistant Principals, and Teacher.

Target Dates or Schedule

After Fall and Spring Diagnostics are administered and data from other assessments will be collected and reviewed throughout the year.

Evidence of Completion

Diagnostic and alternative assessments reports.

G4. On the 2014 Science FCAT, 35% of students will score at Achievement Level 3.

G4.B1 Consistency in the implementation of differentiated instruction.

G4.B1.S1 Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.

Action Step 1

Implement differentiated instruction as detailed in lesson plans.

Person or Persons Responsible

Science Teacher.

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Classroom assessments, alternative assessments, and Fall and Spring Diagnostics scores.

Facilitator:

Professional Development Team

Participants:

All teachers.

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

Administrative walkthroughs and informal observations.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly walkthroughs and monthly informal observations.

Evidence of Completion

iObservation reports.

Plan to Monitor Effectiveness of G4.B1.S1

Data will be collected from Fall and Spring Diagnostics.

Person or Persons Responsible

Principal, Assistant Principals, and Teachers.

Target Dates or Schedule

After Fall and Spring Diagnostics are administered and data from other assessments will be collected and reviewed throughout the year.

Evidence of Completion

Diagnostic and alternative assessments reports.

G5. On the 2014 Math FCAT 2.0, 70% of students in the lowest 25% will make learning gains.

G5.B1 Scaffolding and reteaching necessary prerequisite and foundational skills.

G5.B1.S1 Have additional activities available for students that need to reinforce prerequisite skills.

Action Step 1

Students will be given daily "Do Nows" that reinforce prerequisite skills. In addition students will work on problems in the Everglades math workbooks to supplement instruction.

Person or Persons Responsible

Math teacher.

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, classroom assessments, and Diagnostic scores.

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

Monitoring through classroom walkthroughs and informal observations to ensure that instruction incorporates activities that reinforce prerequisite skills.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly walkthroughs and monthly informal observations.

Evidence of Completion

iObservation reports.

Plan to Monitor Effectiveness of G5.B1.S1

Data will be collected from Fall and Spring Diagnostics.

Person or Persons Responsible

Principal, Assistant Principals, and Teacher.

Target Dates or Schedule

After Fall and Spring Diagnostics are administered and data from other assessments will be collected and reviewed throughout the year.

Evidence of Completion

Diagnostic and alternative reports.

G5.B2 Motivating parents and students on their punctuality and consistent attendance in the After-school Tutorial.

G5.B2.S1 Weekly call outs will be conducted using Parent Link system to remind parents and students of tutorials. In addition incentives will be given to students that attend after-school tutorial regularly and are on time.

Action Step 1

Reminder messages will be scheduled to send out to parents and students through Parent Link system. Students will be notified of incentives they can earn if they attend the after-school tutorial on a regular basis.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly Parent Link messages.

Evidence of Completion

Parent Link reports.

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

Attendance will be taken to monitor student's attendance for after-school tutorial.

Person or Persons Responsible

Teacher, Principal and Assistant Principals.

Target Dates or Schedule

Daily

Evidence of Completion

Copy of attendance for after-school tutorial.

Plan to Monitor Effectiveness of G5.B2.S1

Attendance from tutorial and enrichment program.

Person or Persons Responsible

Teacher, Principal and Assistant Principals.

Target Dates or Schedule

Daily

Evidence of Completion

Attendance reports.

G5.B3 Motivating parents and students on their punctuality and consistent attendance in the Enrichment Program.

G5.B3.S1 Weekly call outs will be conducted using Parent Link system to remind parents and students of tutorials. In addition incentives will be given to students that attend the enrichment program regularly and are on time.

Action Step 1

Reminder messages will be scheduled to send out to parents and students through Parent Link system. Students will be notified of incentives they can earn if they attend the enrichment club on a regular basis.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly

Evidence of Completion

Parent Link reports.

Action Step 2

Reminder messages will be scheduled to send out to parents and students through Parent Link system. Students will be notified of incentives they can earn if they attend the enrichment club on a regular basis.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly

Evidence of Completion

Parent Link reports.

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Attendance will be taken to monitor student's attendance for the enrichment program.

Person or Persons Responsible

Teacher, Principal and Assistant Principals.

Target Dates or Schedule

Daily

Evidence of Completion

Copy of attendance for enrichment program.

Plan to Monitor Effectiveness of G5.B3.S1

Attendance from enrichment program.

Person or Persons Responsible

Teacher, Principal and Assistant Principals.

Target Dates or Schedule

Daily

Evidence of Completion

Attendance reports.

G6. On the 2014 Math FCAT 2.0, 80% of students will make learning gains.

G6.B1 Impacting increased reading comprehension in Math.

G6.B1.S1 Develop lessons that focus on word problems to increase student comprehension.

Action Step 1

Check for reading comprehension and understanding of word problems.

Person or Persons Responsible

Math Teacher.

Target Dates or Schedule

Daily

Evidence of Completion

Classroom assessments, alternative assessments, Diagnostic scores.

Facilitator:

District facilitators.

Participants:

All Math teachers.

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

Lesson plans will be reviewed by administrators.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Monthly

Evidence of Completion

IObservation reports.

Plan to Monitor Effectiveness of G6.B1.S1

Data will be collected from alternative assessments and Fall and Spring Diagnostics.

Person or Persons Responsible

Principal, Assistant Principals and Teacher.

Target Dates or Schedule

After Fall and Spring

Evidence of Completion

Diagnostic and alternative assessments reports.

G7. On the 2014 Math FCAT 2.0, 55% of students will score at or above Achievement Level 4.

G7.B1 Consistent implementation of differentiation and enrichment based on student need.

G7.B1.S1 Implement alternative classroom assignments/assessments that incorporate Rigor and Relevance Framework and Bloom's Taxonomy based on student needs.

Action Step 1

Monitoring through classroom walkthroughs and informal observations, to ensure that instruction incorporates higher order questions into activities, assignments, and assessments.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly walkthroughs, monthly informal observations.

Evidence of Completion

Classroom assessments, alternative assessments, and Fall and Spring Diagnostic scores.

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

Monitoring through classroom walkthroughs and informal observations, to ensure that instruction incorporates higher order questions into activities, assignments, and assessments.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly walkthroughs and monthly informal observations.

Evidence of Completion

iObservation reports.

Plan to Monitor Effectiveness of G7.B1.S1

Data will be collected from Fall and Spring Diagnostics.

Person or Persons Responsible

Principal, Assistant Principals, and Teacher.

Target Dates or Schedule

After Fall and Spring Diagnostics are administered and data from other assessments will be collected and reviewed throughout the year.

Evidence of Completion

Diagnostic and alternative assessments reports.

G8. On the 2014 Reading FCAT 2.0, 40% of students will score at Achievement Level 3.

G8.B1 Consistency in the implementation of differentiated instruction and the rotation model.

G8.B1.S1 Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.

Action Step 1

Implement differentiated instruction as detailed in lesson plans.

Person or Persons Responsible

All teachers.

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Classroom assessments, alternative assessments, and Fall and Spring Diagnostic scores.

Facilitator:

Professional Development Team

Participants:

All teachers

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

Administrative walkthroughs and informal observations.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly walkthroughs and monthly informal observations.

Evidence of Completion

iObservation reports.

Plan to Monitor Effectiveness of G8.B1.S1

Data will be collected from Fall and Spring Diagnostics.

Person or Persons Responsible

Principal, Assistant Principals, and Teachers

Target Dates or Schedule

After Fall and Spring Diagnostics are administered and data from other assessments will be collected and reviewed throughout the year.

Evidence of Completion

Diagnostic and alternative assessments reports.

G9. On the 2014 Reading FCAT 2.0, 50% of students will demonstrate above Achievement Level 4.

G9.B1 Consistent implementation of differentiation and enrichment based on student need.

G9.B1.S1 Implement alternative classroom assignments/assessments that incorporate Rigor and Relevance Framework and Bloom's Taxonomy based on student needs.

Action Step 1

Monitoring through classroom walkthroughs and informal observations, to ensure that instruction incorporates higher order questions into activities, assignments, and assessments.

Person or Persons Responsible

Principal and Assistant principals.

Target Dates or Schedule

Weekly walkthroughs, monthly Informal observations.

Evidence of Completion

Classroom assessments, alternative assessments, and Fall and Spring Diagnostic scores.

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Monitoring through classroom walkthroughs and informal observations, to ensure that instruction incorporates higher order questions into activities, assignments, and assessments.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly walkthroughs and monthly informal observations.

Evidence of Completion

iObservation reports.

Plan to Monitor Effectiveness of G9.B1.S1

Data will be collected from Fall and Spring Diagnostics.

Person or Persons Responsible

Principal, Assistant Principals, and Teacher.

Target Dates or Schedule

After Fall and Spring Diagnostics are administered and data from other assessments will be collected and reviewed throughout the year.

Evidence of Completion

Diagnostic and alternative assessments reports.

G10. On the 2014 Reading FCAT 2.0, 71% of students will make learning gains.

G10.B1 Reaching the at-risk readers.

G10.B1.S1 Utilize Read 180 program to improve reading fluency and comprehension.

Action Step 1

The Read 180 program will be implemented with fidelity and student's progress will be monitored. Student's deficiencies will be remediated through small group instruction with the teacher.

Person or Persons Responsible

ReadingTeacher

Target Dates or Schedule

Daily throughout the school year.

Evidence of Completion

Read 180 reports, Core K-12 Assessments, and Fall and Spring Diagnostics.

Facilitator:

District Curriculum Department

Participants:

All Reading teachers.

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Walkthroughs and Informal Observations will be conducted to ensure that the Read 180 program is being implemented with fidelity.

Person or Persons Responsible

Principal, Assistant Principals, and the Department Instructional Leader.

Target Dates or Schedule

Daily walkthroughs and monthly Informal observations.

Evidence of Completion

iObservation.

Plan to Monitor Effectiveness of G10.B1.S1

Read 180 reports, classroom assessments, Core K-12 assessments, and Fall and Spring diagnostics.

Person or Persons Responsible

Principal, Assistant Principals, and Reading teacher.

Target Dates or Schedule

Various times throughout the school year.

Evidence of Completion

Data binders will be reviewed monthly.

G11. On the 2014 Reading FCAT 2.0, 64% of students in the lowest 25% will make learning gains.

G11.B1 Improving at-risk student fluency.

G11.B1.S1 Conduct regular fluency probes and work on student's deficiencies.

Action Step 1

Fluency probe test will be conducted.

Person or Persons Responsible

Reading Teacher, Principal, and Assistant Principals.

Target Dates or Schedule

Monthly

Evidence of Completion

Data from fluency test.

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Fluency probe assessments will be reviewed for progress.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Monthly

Evidence of Completion

Students data reports of Fluency Probes.

Plan to Monitor Effectiveness of G11.B1.S1

Fluency Probe assessments.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Monthly

Evidence of Completion

Data from assessments.

G11.B2 Motivating parents and students to be consistent in their punctuality and attendance to tutorial sessions and after school enrichment program.

G11.B2.S1 Weekly call outs will be conducted using our Parent Link system to remind parents and students of tutorials. In addition incentives will be given to students that attend tutorial and/ or enrichment club regularly and are on time.

Action Step 1

Reminder messages will be scheduled to send out to parents and students through Parent Link system. Students will be notified of incentives they can earn if they attend the after-school tutorial on a regular basis or the enrichment program.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly Parent Link messages.

Evidence of Completion

Parent Link reports.

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Attendance will be taken to monitor student's attendance for tutorial and enrichment program.

Person or Persons Responsible

Teacher, Principal and Assistant Principals.

Target Dates or Schedule

Daily

Evidence of Completion

Copy of attendance for tutorial and enrichment program.

Plan to Monitor Effectiveness of G11.B2.S1

Attendance from tutorial and enrichment program.

Person or Persons Responsible

Teacher, Principal and Assistant Principals.

Target Dates or Schedule

Daily

Evidence of Completion

Attendance reports.

G12. On the 2014 Math FCAT 2.0, 40% of students will score at Achievement level 3.

G12.B1 Consistency in the implementation of differentiated instruction.

G12.B1.S1 Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.

Action Step 1

Implement differentiated instruction as detailed in lesson plans.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Classroom assessments, alternative assessments, and Fall and Spring Diagnostic scores.

Facilitator:

Professional Development Team

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Administrative walkthroughs and informal observations.

Person or Persons Responsible

Principal and Assistant Principals.

Target Dates or Schedule

Weekly walkthroughs and monthly informal observations.

Evidence of Completion

iObservation reports.

Plan to Monitor Effectiveness of G12.B1.S1

Data will be collected from Fall and Spring Diagnostics.

Person or Persons Responsible

Principal, Assistant Principals, and Teachers.

Target Dates or Schedule

After Fall and Spring Diagnostics are administered and data from other assessments will be collected and reviewed throughout the year.

Evidence of Completion

Diagnostic and alternative assessment 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

Christa McAuliffe Middle School integrates Single School Culture by sharing universal guidelines for success, following our behavior matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS (School-Wide Positive Behavior Support). We update our action plans during Learning Team Meetings. In addition, we instill appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS.

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.

G2. On the 2014 Writing FCAT 2.0, 75% of all students will score at Achievement Level 3.5 and higher.

G2.B1 Consistent implementation of differentiated instruction.

G2.B1.S1 Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.

PD Opportunity 1

Implement differentiated instruction as detailed in lesson plans.

Facilitator

Professional Development Team and District Resource Teacher.

Participants

All teachers.

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Classroom assessments, alternative assessments, and Fall and Spring Diagnostic scores.

G4. On the 2014 Science FCAT, 35% of students will score at Achievement Level 3.

G4.B1 Consistency in the implementation of differentiated instruction.

G4.B1.S1 Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.

PD Opportunity 1

Implement differentiated instruction as detailed in lesson plans.

Facilitator

Professional Development Team

Participants

All teachers.

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Classroom assessments, alternative assessments, and Fall and Spring Diagnostics scores.

G6. On the 2014 Math FCAT 2.0, 80% of students will make learning gains.

G6.B1 Impacting increased reading comprehension in Math.

G6.B1.S1 Develop lessons that focus on word problems to increase student comprehension.

PD Opportunity 1

Check for reading comprehension and understanding of word problems.

Facilitator

District facilitators.

Participants

All Math teachers.

Target Dates or Schedule

Daily

Evidence of Completion

Classroom assessments, alternative assessments, Diagnostic scores.

G8. On the 2014 Reading FCAT 2.0, 40% of students will score at Achievement Level 3.

G8.B1 Consistency in the implementation of differentiated instruction and the rotation model.

G8.B1.S1 Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.

PD Opportunity 1

Implement differentiated instruction as detailed in lesson plans.

Facilitator

Professional Development Team

Participants

All teachers

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Classroom assessments, alternative assessments, and Fall and Spring Diagnostic scores.

G10. On the 2014 Reading FCAT 2.0, 71% of students will make learning gains.

G10.B1 Reaching the at-risk readers.

G10.B1.S1 Utilize Read 180 program to improve reading fluency and comprehension.

PD Opportunity 1

The Read 180 program will be implemented with fidelity and student's progress will be monitored. Student's deficiencies will be remediated through small group instruction with the teacher.

Facilitator

District Curriculum Department

Participants

All Reading teachers.

Target Dates or Schedule

Daily throughout the school year.

Evidence of Completion

Read 180 reports, Core K-12 Assessments, and Fall and Spring Diagnostics.

G12. On the 2014 Math FCAT 2.0, 40% of students will score at Achievement level 3.

G12.B1 Consistency in the implementation of differentiated instruction.

G12.B1.S1 Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.

PD Opportunity 1

Implement differentiated instruction as detailed in lesson plans.

Facilitator

Professional Development Team

Participants

All teachers

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Classroom assessments, alternative assessments, and Fall and Spring Diagnostic scores.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	On the 2014 Math FCAT 2.0, 70% of students in the lowest 25% will make learning gains.	\$550
G11.	On the 2014 Reading FCAT 2.0, 64% of students in the lowest 25% will make learning gains.	\$550
Total		\$1,100

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
School Improvement Funds	\$1,100	\$1,100
Total	\$1,100	\$1,100

Budget Details

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

G5. On the 2014 Math FCAT 2.0, 70% of students in the lowest 25% will make learning gains.

G5.B2 Motivating parents and students on their punctuality and consistent attendance in the After-school Tutorial.

G5.B2.S1 Weekly call outs will be conducted using Parent Link system to remind parents and students of tutorials. In addition incentives will be given to students that attend after-school tutorial regularly and are on time.

Action Step 1

Reminder messages will be scheduled to send out to parents and students through Parent Link system. Students will be notified of incentives they can earn if they attend the after-school tutorial on a regular basis.

Resource Type

Evidence-Based Materials

Resource

After-School Tutorial Incentives

Funding Source

School Improvement Funds

Amount Needed

\$550

G11. On the 2014 Reading FCAT 2.0, 64% of students in the lowest 25% will make learning gains.

G11.B2 Motivating parents and students to be consistent in their punctuality and attendance to tutorial sessions and after school enrichment program.

G11.B2.S1 Weekly call outs will be conducted using our Parent Link system to remind parents and students of tutorials. In addition incentives will be given to students that attend tutorial and/ or enrichment club regularly and are on time.

Action Step 1

Reminder messages will be scheduled to send out to parents and students through Parent Link system. Students will be notified of incentives they can earn if they attend the after-school tutorial on a regular basis or the enrichment program.

Resource Type

Evidence-Based Materials

Resource

Incentives for After-School Tutorial

Funding Source

School Improvement Funds

Amount Needed

\$550