



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Conniston Middle School

3630 PARKER AVE

West Palm Beach, FL 33405

561-802-5400

www.edline.net/pages/conniston_middle_school

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
85%

Alternative/ESE Center
No

Charter School
No

Minority Rate
84%

School Grades History

2013-14
C

2012-13
C

2011-12
B

2010-11
B

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

Conniston Middle School

Principal

Oscar Otero

School Advisory Council chair

Donna Melius

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

Name	Title
Michelle Lanza	SBT Leader/Guidance Counselor
Yvette Argain	ESE Coordinator
Elaine Cooper	Language Therapist
Magda Dominique	ELL Guidance Counselor
Derwin Gatlin	6th Grade Assistant Principal
Doris Younce	7th Grade Assistant Principal
Michael Vennett	8th Grade Assistant Principal
Jennifer Singer	Reading Coach

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 membership of the Conniston SAC is comprised of the principal, a balanced number of teachers, education support employees, representatives from Student Government, parents, and business partnerships. A racial, ethnic, and economic representation belongs to the SAC of Conniston Middle School. Also, there are members who are not employed by the school district of Palm Beach County.

Involvement of the SAC in the development of the SIP

The responsibility of the SAC at Conniston is to provide parents, citizens, faculty, staff, and students an opportunity to participate in the development of educational priorities, assessment of school needs and

locating resources available within the community. Members assist in the preparation and evaluation of the school improvement plan. SAC members assist in the preparation of educational goals for every Conniston student.

Activities of the SAC for the upcoming school year

It should be noted that SAC at Conniston is not a fundraising organization and will not participate in any fundraising activities. SAC will participate in making the new Conniston Middle School logo "Blue Marlins" actively known throughout the community. Also, members will review the impact of parents dropping students off and creating unsafe traffic situations. Participants will also take part in a "mid-year" community meeting along with PTO members for the purpose of supporting academic success for students at Conniston. Previously, the community "mid-year" meeting was held at Barnes & Noble in City Place which is located in West Palm Beach during the month of December. A new venue will be discussed for the December meeting. SAC members also provide input on curriculum issues as well as educational goals. SAC will follow operational procedures such as maintaining minutes for each monthly meeting, create an agenda, provide all members with an adequate notice of scheduled meetings, and voting for any open or vacant positions.

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

The projected use of school improvement funds will be decided by Conniston's school advisory council. It should be noted that the principal may not contradict the recommendations made by the school advisory council. Money allocated for school improvement will not be spent for site improvement. A+ money should be received by the school, a mutual decision must be made by Conniston's staff and SAC prior to February 1. Not reaching an agreement would mean the award would be divided equally among all classroom teachers currently teaching at Conniston. All money is held in the school improvement account located at Conniston. Auditors may review all expenditures.

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Oscar Otero		
Principal	Years as Administrator: 10	Years at Current School: 2
Credentials	M.Ed. B.A., NBCT,	
Performance Record	<p>2012-2013 Grade C: Percentage of students achieving satisfactory or higher: Reading 50%, Math 48%, Writing 54%, and Science 41%. Students in the Lowest 25% making gains: Reading 60% and Math 67%.</p> <p>2011-2012: Grade B: Percentage of students achieving satisfactory or higher: Reading 52%, Math 48%, Writing 79%, and Science 45%. Students in the Lowest 25% making gains: Reading 68% and Math 63%.</p> <p>Okeeheltee M.S.: 2006-07 B NAYP 2007-08 A NAYP 2008-09 A NAYP 2009-10 A NAYP 2010-11 A NAYP</p>	

Michael Vennett

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

-Bachelor (BS) in Physical Therapy, Northeastern University.
 -Masters in Educational Leadership, American College of Education.
 -Masters in Curriculum and Instruction, American College of Education.
 -Gifted Endorsed- All Levels

Performance Record

Emerald Cove Middle School
 11-12
 Grade A:(625)
 Reading Mastery 64%
 Math Mastery 70%
 Writing Mastery 91%
 Science Mastery 61%
 Emerald Cove Middle School.
 10-11.
 Grade: A (592)
 Reading Mastery 81%
 Math Mastery 83%
 Writing Mastery 96%
 Science Mastery 69%
 AYP 79%, Students with Disabilities (SWD) subgroup did not meet targets in reading or math;black student subgroup did not meet targets in reading; economically disadvantaged subgroup did not meet target in reading or math.

Doris J. Younce

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

-Bachelors in Hospitality Management from Florida International University;
 -Master's Degree in Varying Exceptionalities and Education
 -Specialist Degree (Ed.S.) in Educational Leadership from Nova Southeastern University.
 -ESOL and Reading Endorsed and degreed vocational coverage in Business Education.

Performance Record

2012-2013 Grade C: Percentage of students achieving satisfactory or higher: Reading 50%, Math 48%, Writing 54%, and Science 41%. Students in the Lowest 25% making gains: Reading 60% and Math 67%.

2011-2012:

Grade B: Percentage of students achieving satisfactory or higher: Reading 52%, Math 48%, Writing 79%, and Science 45%. Students in the Lowest 25% making gains: Reading 68% and Math 63%.

2010-2011: Grade B: Percentage of students meeting High Standards: Reading 64%, Math 61%, and Writing 86%. Reading and Math

Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 67% made Learning Gains in Math.

2009-2010: Grade A: Percentage of students meeting High Standards: Reading 62%, Math 62%, and Writing 89%.

Reading Proficiency was not met with all subgroups: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, English

Language Learners, and Students with Disabilities. Math Proficiency was not met for all subgroups except White. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 74% made Learning Gains in Math.

2008-2009: Grade: B, Reading Mastery: 59%, Math Mastery: 59%,

Science Mastery: 40%, Writing Mastery: 94%, AYP: 87% of criteria satisfied. Blacks did not make AYP in Reading; ELL and Hispanics did not make AYP in Math.

Derwin Gatlin

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

-Bachelor (BS) in Finance from Florida State University.
 -Master (MS) in Mathematics Education from Nova Southeastern University.
 -Specialist Degree (Ed.S.) in Educational Leadership from Nova Southeastern University.

Performance Record

2012-2013 Grade C: Percentage of students achieving satisfactory or higher: Reading 50%, Math 48%, Writing 54%, and Science 41%. Students in the Lowest 25% making gains: Reading 60% and Math 67%.

2011-2012: Grade B: Percentage of students achieving satisfactory or higher: Reading 52%, Math 48%, Writing 79%, and Science 45%. Students in the Lowest 25% making gains: Reading 68% and Math 63%.

2010-2011: Christa McAuliffe Middle School Grade: A, Reading Mastery: 83%, Math Mastery: 87%, Writing Mastery 90%. CMMS did not make AYP, but made adequate progress of the lowest 25% in both Reading (66%) and Math (72%). 2009-2010: Christa McAuliffe Middle School Grade: A, Reading Mastery: 76%, Math Mastery: 80%, AYP: 90%, SWD and FRL did not make proficiency in Reading and Math; Hispanic students did not make proficiency in Math.

2008-2009: Christa McAuliffe Middle School Grade: A, Reading Mastery: 79%, Math Mastery: 80%, AYP: 92%, SWD did not make AYP in Reading, FRL and SWD did not make AYP in Math

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jennifer Singer		
Full-time / School-based	Years as Coach: 7	Years at Current School: 16
Areas	Reading/Literacy	
Credentials	-BA-Journalism -BA-English -MA-English, from University of Florida and Florida Atlantic University. -Education Certified 6-12 Language Arts Reading K-12	
Performance Record	<p>2012-2013 Grade C: Percentage of students achieving satisfactory or higher: Reading 50%, Math 48%, Writing 54%, and Science 41%. Students in the Lowest 25% making gains: Reading 60% and Math 67%.</p> <p>2011-2012: Grade B: Percentage of students achieving satisfactory or higher: Reading 52%, Math 48%, Writing 79%, and Science 45%. Students in the Lowest 25% making gains: Reading 68% and Math 63%.</p> <p>2010-2011: Grade B: Percentage of students meeting High Standards: Reading 64%, Math 61%, and Writing 86%. Reading and Math Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 67% made Learning Gains in Math.</p> <p>2009-2010: Grade A: Percentage of students meeting High Standards: Reading 62%, Math 62%, and Writing 89%. Reading Proficiency was not met with all subgroups: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities. Math Proficiency was not met for all subgroups except White. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 74% made Learning Gains in Math.</p>	

Cindy Fellabom

Full-time / School-based

Years as Coach: 6

Years at Current School: 6

Areas

Other

Credentials

-BS-Elementary Ed. University of Pittsburgh;
 -Lockheed Martin; UCF Academy for Mathematics and Science Leaders
 -M Ed 1993

Performance Record

2012-2013 Grade C: Percentage of students achieving satisfactory or higher: Reading 50%, Math 48%, Writing 54%, and Science 41%. Students in the Lowest 25% making gains: Reading 60% and Math 67%.

2011-2012: Grade B: Percentage of students achieving satisfactory or higher: Reading 52%, Math 48%, Writing 79%, and Science 45%. Students in the Lowest 25% making gains: Reading 68% and Math 63%.

2010-2011: Grade B: Percentage of students meeting High Standards: Reading 64%, Math 61%, and Writing 86%. Reading and Math Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 67% made Learning Gains in Math.

2009-2010: Grade A: Percentage of students meeting High Standards: Reading 62%, Math 62%, and Writing 89%. Reading Proficiency was not met with all subgroups: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities. Math Proficiency was not met for all subgroups except White. From the lowest 25% of students tested, 65% made Learning

Classroom Teachers**# of classroom teachers**

65

receiving effective rating or higher

65, 100%

Highly Qualified Teachers

85%

certified in-field

55, 85%

ESOL endorsed

20, 31%

reading endorsed

4, 6%

with advanced degrees

19, 29%

National Board Certified

0, 0%

first-year teachers

4, 6%

with 1-5 years of experience

18, 28%

with 6-14 years of experience

24, 37%

with 15 or more years of experience

19, 29%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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

- Recruit- using People Soft - Principal/Administration, Faculty, and Staff.
- Retain- Professional Development Workshops - Coaches.
- Retain-Mentoring Activities - Teachers-Clinical Ed. Certified.
- Retain-ESP - Assistant Principals.
- LTM - LTM Facilitator.
- Department Meetings (Weekly) - Department Leaders.
- House Meetings (Monthly) - Assistant Principals.
- New Teacher Center (NTC) - -NTC Representatives 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

New Teachers and their Mentors will follow the 2013-14 School District of Palm Beach County's formal programs of support for newly hired educators, Educator Support Program (ESP) and New Teacher Center (NTC). Additionally, mentors, department leaders, and administration will use Curriculum Frameworks, Marzano Evaluation System, and other instructional tools to support the new teacher plan.

August -Pair New Teachers with Mentors -Share important information regarding fire drills, referrals, attendance procedures, instructional duties, inclusion and differentiating curriculum, unit planning, and policies and procedures.

September - -Review August list -Provide training in EDW and IB Unit Planning -Set collaborative goals with mentors and department leaders -Review Marzano Evaluation System -Explain RTI, voice-mail, Edline, Parent/Team conference protocol.

October -Review August and September activities -Preview professional development opportunities -Review New Teachers gradebook and record keeping systems. Revisit the Instructional Frameworks and pacing

guides -Go over EDW, SRI, and SAL-P reports for opportunities to scaffold instruction. Go over the end of the grading period procedures.

November -Review 1st quarter personal and professional growth goals. Discuss impact of holidays, athletic

schedules, school performances, etc. Review school initiatives and ADDITIONAL REQUIREMENTS.

Coordination and Integration Note: For Title I schools only Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition

programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable. -Review August-October activities.

January-June -Review August- November activities. Review blackout dates and DA initiatives.

Review all assessment data and plan implicit instruction. Go over the end of the grading period and EOY procedures.

Review textbook collection and obligation procedures.

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

* Problem Solving Model

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior improvement for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student 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 MTSS/RtI 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 schoolbased RtI Leadership Team for further evaluation.

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 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, Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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

Members of the school-based MTSS/RtI Leadership Team will meet with the School Advisory Council (SAC) to help develop the SY14 SIP by utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and through discussions with attention focused on deficient areas.

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

- *FCAT, Diagnostics, SRI scores and the lowest 25%

- *AYP and subgroups

- *Strengths and weaknesses of intensive programs

- *Mentoring, tutoring, and other services

The MTSS/RtI Facilitator will provide professional development for the SAC members on the RtI 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

FCIM Assessments:

- *Interim formative assessments

- *CORE K12

- *Diagnostic

- *Palm Beach Writes

- *Progress Monitoring and Reporting Network (PMRN)

- *Comprehensive English Language Learning Assessment (CELLA)

- *Florida Assessments for Instruction in Reading (FAIR)

- *Florida Alternative Assessment (FAA)

- *Gold Report

- Discipline Referrals

- Retention

-Absences

Midyear data:

*FCIM Assessments

End of year data:

*FCIM Assessments

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

Professional development will be offered to MTSS/RtI Facilitator and teachers by district staff through pre-service workshops. The school-based MTSS/RtI Facilitator will provide in-service to the faculty on designated Professional Development Days.

(PDD). These in-service opportunities will include, but are not limited to, the following:

*Problem Solving Model

*Consensus building

*Positive 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 deficiencies 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: 14,850

Tutorial and enrichment activities will be provided in English and Spanish during before/after school, Saturday

Tutorials, and teachers planning time.

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?

FCIM assessments

Who is responsible for monitoring implementation of this strategy?

Don Inscoe, After School Director.

Literacy Leadership Team (LLT)

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

Name	Title
Jennifer Singer	Reading Coach
Oscar Otero	Principal
Doris Younce	Assistant Principal
Derwin Gatlin	Assistant Principal
Michael Vennett	Assistant Principal
Cindy Fellabom	LTM Facilitator
Leslie Salas	IB Coordinator
Mayra Argain	ESE Coordinator
Magda Dominique	Esol Coordinator

How the school-based LLT functions

The function of the LLT is to implement a comprehensive reading program to address the needs of all students. The LLT meets several times a month to analyze data. Topics of discussion include, technology usage and issues, fluency rates, integration of literacy in all curricular activities, appropriate scheduling of students, grades, incentives, pull-outs, and data chats.

Literacy is always on the Agenda at all Leadership Meetings and is addressed at two levels: First, general information as it relates to reading and writing and students' academic success. In addition, specific items are addressed such as extracurricular literacy and programs to promote a school wide culture of literacy, assessment and planning to ensure differentiated instruction, and ongoing professional development to provide innovative instruction.

Major initiatives of the LLT

Instructional use of literacy skills are integrated into all core and elective classes. Core teachers focus upon literacy skills as identified by the school FCAT and diagnostic data, additionally elective teachers integrate use of non-fiction informational text, focusing strategies upon main idea, vocabulary development and use of contextual skills. Professional development training for all teachers in the area of literacy development have been ongoing and inclusive of pre and post summer professional development training in the following areas:

- Differentiated Instruction
- Use of arts integration in the classroom
- STEM
- AVID
- Common Core/PARCC
- Marzano's High Yield Strategies
- Teachers College Reading and Writing Program (Columbia University)
- Literacy Training of Social Studies Teachers
- Building upon the connection between reading and writing; social studies teachers incorporate writing

Every Teacher Contributes to Reading Instruction

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

Strategies:

- Reading Coach to provide resources, such as content area text with rigorous questions aligned to

Common Core Standards

- School wide Vocabulary & Word Part of the Week Program
- Use of interactive word walls in all classrooms
- Use of the “Books for Bling” Project to promote school wide reading culture
- Use of trade publications and informational texts in content area classes like Science and Social Studies
- Use of AVID strategies such as effective note taking and outlining to foster and aid in comprehension of text in all content areas
- Use of IB Unit plans to provide interdisciplinary instruction as it relates to literacy

Instructional use of literacy skills are integrated into all core and elective classes. Core teachers focus upon literacy skills as identified by the school FCAT and diagnostic data, additionally elective teachers integrate use of non-fiction informational text, focusing strategies upon main idea, vocabulary development and use of contextual skills. Professional development training for all teachers in the area of literacy development have been ongoing and inclusive of pre and post summer professional development training in the following areas:

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- AVID
- Common Core/PARCC
- Marzano’s High Yield Strategies
- Teachers College Reading and Writing Program (Columbia University)
- Literacy Training of Social Studies Teachers
- Building upon the connection between reading and writing; social studies teachers incorporate writing

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

Conniston Middle School is an IB school which incorporates the IB mission statement into all classes. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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

Strategies for improving student readiness for the public postsecondary level

N/A

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	58%	49%	No	62%
American Indian				
Asian	76%	83%	Yes	78%
Black/African American	49%	41%	No	54%
Hispanic	55%	45%	No	60%
White	75%	69%	No	78%
English language learners	37%	17%	No	43%
Students with disabilities	36%	20%	No	42%
Economically disadvantaged	53%	44%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	263	26%	30%
Students scoring at or above Achievement Level 4	240	23%	27%

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>		44%
Students scoring at or above Level 7	10	50%	54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	658	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	155	60%	65%

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)	60	45%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	33	25%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	32	24%	29%

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	182	53%	58%
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	57%	47%	No	61%
American Indian				
Asian	64%	100%	Yes	68%
Black/African American	51%	38%	No	56%
Hispanic	54%	44%	No	59%
White	69%	67%	No	72%
English language learners	36%	23%	No	42%
Students with disabilities	41%	26%	No	47%
Economically disadvantaged	53%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	287	28%	32%
Students scoring at or above Achievement Level 4	193	19%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	80%	90%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	658	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	176	67%	72%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	110	50%	58%
Middle school performance on high school EOC and industry certifications	110	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	26%	30%
Students scoring at or above Achievement Level 4	63	74%	79%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	25	100%	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	73	22%	27%
Students scoring at or above Achievement Level 4	62	19%	24%

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%

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)	10		15
Participation in STEM-related experiences provided for students	1138	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	653	61%	66%
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		29%	34%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications			

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	4	0%	0%
Students who fail a mathematics course	37	3%	2%
Students who fail an English Language Arts course	41	3%	2%
Students who fail two or more courses in any subject	60	5%	3%
Students who receive two or more behavior referrals	164	15%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	121	11%	8%

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

Parent attendance at Parent Training events, including Literacy Night, Science Night, and Math Night, will increase by 5% compared to last year, as evidenced by Sign-In sheets

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school**

Conniston Middle School will infuse 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 %
			100%

Goals Summary

- G1.** The number of students who write at proficiency in all subgroups by June 2014 will increase by 5% as measured by the February 2014 FCAT Writes.
- G2.** Based on Ambitious but Achievable Annual Measurable Objectives (AMO's), in 5 years our school will reduce the achievement gap by 50%.
- G3.** Parent attendance at Parent Training events, including Literacy Night, Science Night, and Math Night, will increase by 5% compared to last year, as evidenced by Sign-In sheets
- G4.** To improve students' academic performance across the curriculum to establish future college readiness.
- G5.** The number of students who are in the lowest 25% of reading (namely in Intensive Reading classes) who make learning gains in reading will increase by 5% to 65% in June 2014 as measured by the April 2014 FCAT 2.0.
- G6.** In 2014, 68% of the lowest 25% will make Learning Gains in mathematics or meet state provisions as measured by the FCAT 2.0 Mathematics Test.
- G7.** In 2014, 79% of students will achieve a level 4 measured by Algebra I EOC.
- G8.** in 2014, 100% of students will achieve proficiency in Geometry as measured by the Geometry EOC exam.
- G9.** In 2014, 46% of 8th grade students will achieve proficiency in science or meet state provisions as measured by the FCAT 2.0 Science Test.
- G10.** To provide Parents and Families STEM (Science, Technology, Engineering, and Math) Training at Math Night so they can help with our goal of increasing Math FCAT 2.0 scores by 5%.
- G11.** The number of students who read at proficiency by June 2014 will increase by 5% as measured by the April 2014 FCAT 2.0.

Goals Detail

G1. The number of students who write at proficiency in all subgroups by June 2014 will increase by 5% as measured by the February 2014 FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teacher's College Reading—Writing Project • Skills Pacing Calendar • Curriculum developed by Reading Coach • Visual Writing Organizers • Anchor Papers (CD ROM supplied by DOE) • Analysis of Palm Beach Writes, personnel, professional skills, and supplies.

Targeted Barriers to Achieving the Goal

- Inability to organize writing • Inability to use proper word choice • Inability to provide supporting detail • Inability to produce overall writing at a higher level School and state initiatives

Plan to Monitor Progress Toward the Goal

Using the Florida Continuous Improvement Model (FCIM), With the guidance of the Language Arts Chair, the Language Arts teachers will analyze each Palm Beach Writes and teach the needed target skills in order of decreasing importance.

Person or Persons Responsible

The Reading Coach and administration will monitor the implementation of instruction and assist in the periodic reading assessments.

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Ongoing assessment using Palm Beach Writes, informal teacher evaluation, and 2014 FCAT Writing.

G2. Based on Ambitious but Achievable Annual Measurable Objectives (AMO's), in 5 years our school will reduce the achievement gap by 50%.

Targets Supported

Resources Available to Support the Goal

- Salary for classroom/resource teacher. Provide opportunities for teachers to attend local, state, and national conferences and workshops. Purchase of ipads to utilize the software program Inspiration.

Targeted Barriers to Achieving the Goal

- Professional Development

Plan to Monitor Progress Toward the Goal

Lesson plans, classroom visits, walkthroughs, assessment results.

Person or Persons Responsible

Principal, Assistant Principal, and Reading Coach

Target Dates or Schedule:

Bi-Monthly.

Evidence of Completion:

FCIM assessments

G3. Parent attendance at Parent Training events, including Literacy Night, Science Night, and Math Night, will increase by 5% compared to last year, as evidenced by Sign-In sheets

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Project Based Learning, creating a scaled model of the neighborhood, using CLAY and related materials to complete a miniature city model.

Targeted Barriers to Achieving the Goal

- Working parents need flexible scheduling to participate in school activities. Families need to be motivated to participate in an event.

Plan to Monitor Progress Toward the Goal

The School, through Title I, will provide the materials for families to make the Scale Model Neighborhood.

Person or Persons Responsible

Art Teacher

Target Dates or Schedule:

November 2013

Evidence of Completion:

By having completed the project, families including parents and students have demonstrated understanding of the use of physical geographic representation of a community. The participants will have demonstrated awareness of geo-spatial scale model, and will get a hands-on practical experience with the purpose of map projections, the compass rose and cardinal directions, landmarks, and aerial views of geographic locations. New Generation Sunshine State Standards: NGSSS: Social Studies SS.6.G.1 Understand how to use maps and other geographic representations SS.6.G.1.4 Utilize tools geographers use to study the world\ State Board Approved examples: maps, globes, graphs, charts and geo-spatial tools such as GPS (global position satellite) imagery, aerial photography, online mapping resources. SS.6.G.1.2 Analyze the purposes of map projections (political, physical, special purpose) Standard: Understand how to use maps and other geographic representations

G4. To improve students' academic performance across the curriculum to establish future college readiness.

Targets Supported

Resources Available to Support the Goal

- AVID (Advancement Via Individual Determination) online subscription for teacher printable materials/on line use

Targeted Barriers to Achieving the Goal

- Students lack organizational, critical thinking, and communication skills.

Plan to Monitor Progress Toward the Goal

Teachers will utilize online resources and print materials, if needed, to enhance the curriculum and students' capacity using Writing, Inquiry, Collaboration, Organization and Reading activities, including note taking, independent study skills, test taking strategies, time management and team building.

Person or Persons Responsible

The AVID coordinator Ms. Dominique.

Target Dates or Schedule:

Through out the school year.

Evidence of Completion:

Students' improved report card grades will indicate effectiveness of the strategy.

G5. The number of students who are in the lowest 25% of reading (namely in Intensive Reading classes) who make learning gains in reading will increase by 5% to 65% in June 2014 as measured by the April 2014 FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- • Teacher's College Reading—Writing Project • Reading Plus • Leveled Classroom Libraries • Skills Pacing Calendar • Curriculum developed by Reading Coach

Targeted Barriers to Achieving the Goal

- Not all content-area teachers are reading endorsed.

Plan to Monitor Progress Toward the Goal

Using the Florida Continuous Improvement Model (FCIM), The Reading Coach will analyze the Fall Diagnostic data and develop a skills pacing calendar based on the skills needing the most remediation, develop curriculum for differentiation, and assist teachers in modeling best instructional practices (based on the Marzano Teacher Evaluation System).

Person or Persons Responsible

Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Ongoing assessment using SRI, Reading Plus, FAIR, and Winter Diagnostics, Spring 2014 FCAT 2.0 and analysis of data for growth

G6. In 2014, 68% of the lowest 25% will make Learning Gains in mathematics or meet state provisions as measured by the FCAT 2.0 Mathematics Test.

Targets Supported

Resources Available to Support the Goal

- Purchase of ipads to utilize the software program Inspiration. Salary for classroom/resource teacher. Provide opportunities for teachers to attend local, state, and national conferences and workshops.

Targeted Barriers to Achieving the Goal

- District and State Initiatives
- Scheduling
- All components may not be included.

Plan to Monitor Progress Toward the Goal

Lesson plans, classroom visits, walkthroughs, assessment results.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Weekly administrative lesson plan review, classroom walkthroughs.

G7. In 2014, 79% of students will achieve a level 4 measured by Algebra I EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Salary for classroom/resource teacher. Provide opportunities for teachers to attend local, state, and national conferences and workshops. Purchase of ipads to utilize the software program Inspiration.

Targeted Barriers to Achieving the Goal

- Differentiated Instruction.

Plan to Monitor Progress Toward the Goal

Review of students grades; results of formative, summative and diagnostic exams.

Person or Persons Responsible

Administration and Department Leader.

Target Dates or Schedule:

Bimonthly

Evidence of Completion:

FCIM assessments.

G8. in 2014, 100% of students will achieve proficiency in Geometry as measured by the Geometry EOC exam.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Purchase of ipads to utilize the software program Inspiration. Salary for classroom/resource teacher. Provide opportunities for teachers to attend local, state, and national conferences and workshops.

Targeted Barriers to Achieving the Goal

- Differentiated Instruction.

Plan to Monitor Progress Toward the Goal

Review of students grades; results of formative, summative and diagnostic exams.

Person or Persons Responsible

Administration and Department Leader.

Target Dates or Schedule:

Bimonthly.

Evidence of Completion:

FCIM assessments.

G9. In 2014, 46% of 8th grade students will achieve proficiency in science or meet state provisions as measured by the FCAT 2.0 Science Test.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Science Interactive notebooks, PBA lab modules, and Unit guided LTMS.

Targeted Barriers to Achieving the Goal

- School, District, and State initiatives.

Plan to Monitor Progress Toward the Goal

Review of FCIM assessments and teacher lesson plans.

Person or Persons Responsible

Administration.

Target Dates or Schedule:

Weekly.

Evidence of Completion:

FCIM Assessment.

G10. To provide Parents and Families STEM (Science, Technology, Engineering, and Math) Training at Math Night so they can help with our goal of increasing Math FCAT 2.0 scores by 5%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- South Florida Science Museum presenter and Hands-On Math activities and Presenter. \$200 for the Math Consultant \$300 for South Florida Science Museum presenter and Hands-On Math activities.

Targeted Barriers to Achieving the Goal

- Some parents are reluctant to handle math content and need academic support to better assist their children with homework help.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G11. The number of students who read at proficiency by June 2014 will increase by 5% as measured by the April 2014 FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Teacher's College Reading—Writing Project • Reading Plus • Leveled Classroom Libraries • Skills Pacing Calendar • Curriculum developed by Reading Coach
- Consultant from Reader/Writer Workshop from Columbia University, New York.

Targeted Barriers to Achieving the Goal

- Not all content-area teachers are reading endorsed.

Plan to Monitor Progress Toward the Goal

Using the Florida Continuous Improvement Model (FCIM), The Reading Coach will analyze the Fall Diagnostic data and develop a skills pacing calendar based on the skills needing the most remediation, develop curriculum for differentiation, and assist teachers in modeling best instructional practices (based on the Marzano Teacher Evaluation System).

Person or Persons Responsible

Reading Coach/Administration

Target Dates or Schedule:

Ongoing Assessments

Evidence of Completion:

SRI, Reading Plus, FAIR, and Winter Diagnostics, Spring 2014 FCAT 2.0 and analysis of data for growth

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The number of students who write at proficiency in all subgroups by June 2014 will increase by 5% as measured by the February 2014 FCAT Writes.

G1.B1 • Inability to organize writing • Inability to use proper word choice • Inability to provide supporting detail • Inability to produce overall writing at a higher level School and state initiatives

G1.B1.S1 • Strengthen writing development across the content areas by providing opportunities to write in all classes, ie: lab reports in science, journals in social studies, and explanation of solutions in math • Build teacher capacity through professional development • Use of Florida Continuous Improvement model (FCIM) through periodic writing assessments (PB Writes) that provides regular data on writing progress. • Use of written response to exam questions • Use of quick writes in all classes • School wide vocabulary program • Use of targeted skills and differentiation as needed • Use of small group pullouts during and after school • Scaffolding of writing starting with one paragraph and building to the essay • Increased use of media and digital literacy to target the Common Core State Standards • Use of Reading Coach's whole group intensive writing workshop for students targeted as nearing proficiency • Use of writing portfolios and tracking student progress through conferencing • Use of Teachers' College Reading-Writing Workshop Model

Action Step 1

Score using the Florida Continuous Improvement Model (FCIM), with the guidance of the Language Arts Chair, the Language Arts teachers will analyze each Palm Beach Writes and teach the needed target skills in order of decreasing importance writing samples will be used to determine progress.

Person or Persons Responsible

The Reading Coach and Language Arts teachers will monitor the implementation of instruction and assist in the periodic reading assessments.

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing assessment using Palm Beach Writes, informal teacher evaluation, and 2014 FCAT Writing.

Facilitator:

PD Facilitator: Jennifer Singer.

Participants:

All Faculty.

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

Using the Florida Continuous Improvement Model (FCIM), With the guidance of the Language Arts Chair, the Language Arts teachers will analyze each Palm Beach Writes and teach the needed target skills in order of decreasing importance.

Person or Persons Responsible

The Reading Coach will monitor the implementation of instruction and assist in the periodic reading assessments.

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing assessment using Palm Beach Writes, informal teacher evaluation, and 2014 FCAT Writing.

Plan to Monitor Effectiveness of G1.B1.S1

Using the Florida Continuous Improvement Model (FCIM), With the guidance of the Language Arts Chair, the Language Arts teachers will analyze each Palm Beach Writes and teach the needed target skills in order of decreasing importance.

Person or Persons Responsible

The Reading Coach will monitor the implementation of instruction and assist in the periodic reading assessments.

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing assessment using Palm Beach Writes, informal teacher evaluation, and 2014 FCAT Writing.

G2. Based on Ambitious but Achievable Annual Measurable Objectives (AMO's), in 5 years our school will reduce the achievement gap by 50%.

G2.B1 Professional Development

G2.B1.S1 Increase utilization of RIM (Rotational Instructional Model) Apply ESOL strategies during instruction.

Action Step 1

Lesson plans, classroom visits, walkthroughs, assessment results.

Person or Persons Responsible

Principal, Assistant Principal, and Reading Coach.

Target Dates or Schedule

Bi-Monthly.

Evidence of Completion

FCIM assessments

Facilitator:

PD Facilitator: Jennifer Singer.

Participants:

All Faculty.

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

Lesson plans, classroom visits, walkthroughs, assessment results.

Person or Persons Responsible

Principal, Assistant Principal, and Reading Coach.

Target Dates or Schedule

Bi-Monthly.

Evidence of Completion

FCIM assessments

Plan to Monitor Effectiveness of G2.B1.S1

Lesson plans, classroom visits, walkthroughs, assessment results.

Person or Persons Responsible

Principal, Assistant Principal, and Reading Coach

Target Dates or Schedule

Bi-Monthly.

Evidence of Completion

FCIM assessments

G3. Parent attendance at Parent Training events, including Literacy Night, Science Night, and Math Night, will increase by 5% compared to last year, as evidenced by Sign-In sheets

G3.B1 Working parents need flexible scheduling to participate in school activities. Families need to be motivated to participate in an event.

G3.B1.S2 This is a WEEKEND activity. This is a community gathering in the neighborhood, during a Family Fun Fest day sponsored by the city.

Action Step 1

The school, through Title 1, will provide the money for family Literacy Night and Book Fair/Guest Author to promote family involvement in reading

Person or Persons Responsible

Jennfier Singer

Target Dates or Schedule

October 24, 2013

Evidence of Completion

Parent sign-in sheets.

Action Step 2

The School, through Title I, will provide the materials for families to make the Scale Model Neighborhood.

Person or Persons Responsible

The Art Teacher and School Leadership.

Target Dates or Schedule

November 2013

Evidence of Completion

The Scale Model Neighborhood will be on display in the media center.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

The School, through Title I, will provide the materials for families to make the Scale Model Neighborhood.

Person or Persons Responsible

The Art Teacher

Target Dates or Schedule

November, 2013

Evidence of Completion

The Scale Model Neighborhood will be on display in the media center.

Plan to Monitor Effectiveness of G3.B1.S2

The School, through Title I, will provide the materials for families to make the Scale Model Neighborhood.

Person or Persons Responsible

Art teacher

Target Dates or Schedule

November, 2013

Evidence of Completion

The Clay city model will be brought back to the media center for viewing.

G4. To improve students' academic performance across the curriculum to establish future college readiness.**G4.B1 Students lack organizational, critical thinking, and communication skills.**

G4.B1.S1 To improve students' organizational skills, critical thinking skills, and communication skills using the AVID Model of instruction and support.

Action Step 1

Teachers will utilize online resources and print materials, if needed, to enhance the curriculum and students' capacity using Writing, Inquiry, Collaboration, Organization and Reading activities, including note taking, independent study skills, test taking strategies, time management and team building. AVID tutor(\$20,000) Scales, slides, rulers (\$5000). Manipulatives, anchor charts, and paper toner.

Person or Persons Responsible

The AVID cadre of 20 teachers will be responsible for the rigor of utilizing the AVID online subscription.

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Students' improved report card grades will indicate effectiveness of the strategy.

Facilitator:

PD Facilitator: Jennifer Singer.

Participants:

Entire Faculty.

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

Teachers will utilize online resources and print materials, if needed, to enhance the curriculum and students' capacity using Writing, Inquiry, Collaboration, Organization and Reading activities, including note taking, independent study skills, test taking strategies, time management and team building.

Person or Persons Responsible

The AVID cadre of 20 teachers will be responsible for the rigor of utilizing the AVID online subscription.

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Students' improved report card grades will indicate effectiveness of the strategy.

Plan to Monitor Effectiveness of G4.B1.S1

Teachers will utilize online resources and print materials, if needed, to enhance the curriculum and students' capacity using Writing, Inquiry, Collaboration, Organization and Reading activities, including note taking, independent study skills, test taking strategies, time management and team building.

Person or Persons Responsible

The AVID cadre of 20 teachers will be responsible for the rigor of utilizing the AVID online subscription.

Target Dates or Schedule

Through out the school year.

Evidence of Completion

Students' improved report card grades will indicate effectiveness of the strategy.

G5. The number of students who are in the lowest 25% of reading (namely in Intensive Reading classes) who make learning gains in reading will increase by 5% to 65% in June 2014 as measured by the April 2014 FCAT 2.0.

G5.B1 Not all content-area teachers are reading endorsed.

G5.B1.S1 • Strengthen literacy development across the content areas by providing interventions for struggling readers • Build teacher capacity through professional development • Use of Florida Continuous Improvement model (FCIM) through an extensive and consistent reading assessment schedule that provides regular data on reading progress. We will use Florida Assessment in Reading Instruction (FAIR) and SRI three times to measure and monitor progress and inform/plan instruction. • Scaffolding of text of increasing difficulty and integration of reading and responding through writing to target the Common Core State Standards • Increased use of media and digital literacy to target the Common Core State Standards • Increased use of informational text to support the Common Core State Standards • Family Literacy Night and Book Fair/Guest Author to promote family involvement in reading • Focus on and develop close reading skills that lead to deep understandings of an author's message through whole class instruction, small group inquiry, and individual work. • Use of Reading Plus to develop fluency and comprehension and build reading endurance and capacity • Use of Teachers' College Reading-Writing Workshop Model • Use of Rotational Instructional Model (RIM)

Action Step 1

Using the Florida Continuous Improvement Model (FCIM), The Reading Coach will analyze the Fall Diagnostic data and develop a skills pacing calendar based on the skills needing the most remediation, develop curriculum for differentiation, and assist teachers in modeling best instructional practices (based on the Marzano Teacher Evaluation System).

Person or Persons Responsible

Reading Coach.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Ongoing assessment using SRI, Reading Plus, FAIR, and Winter Diagnostics, Spring 2014 FCAT 2.0 and analysis of data for growth.

Facilitator:

PD Facilitator: Jennifer Singer.

Participants:

All Faculty.

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

Using the Florida Continuous Improvement Model (FCIM), The Reading Coach will analyze the Fall Diagnostic data and develop a skills pacing calendar based on the skills needing the most remediation, develop curriculum for differentiation, and assist teachers in modeling best instructional practices (based on the Marzano Teacher Evaluation System).

Person or Persons Responsible

Reading Coach.

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing assessment using SRI, Reading Plus, FAIR, and Winter Diagnostics, Spring 2014 FCAT 2.0 and analysis of data for growth

Plan to Monitor Effectiveness of G5.B1.S1

Using the Florida Continuous Improvement Model (FCIM), The Reading Coach will analyze the Fall Diagnostic data and develop a skills pacing calendar based on the skills needing the most remediation, develop curriculum for differentiation, and assist teachers in modeling best instructional practices (based on the Marzano Teacher Evaluation System).

Person or Persons Responsible

Reading Coach/rAdministration

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing assessment using SRI, Reading Plus, FAIR, and Winter Diagnostics, Spring 2014 FCAT 2.0 and analysis of data for growth

G6. In 2014, 68% of the lowest 25% will make Learning Gains in mathematics or meet state provisions as measured by the FCAT 2.0 Mathematics Test.

G6.B1 District and State Initiatives

G6.B1.S1 Implement IB philosophy and practices in daily instruction.

Action Step 1

Lesson plans, classroom visits, walkthroughs, assessment results.

Person or Persons Responsible

IB Coordinator

Target Dates or Schedule

September 2013.

Evidence of Completion

Weekly administrative lesson plan review, classroom walkthroughs.

Facilitator:

PD Facilitator: Jennifer Singer.

Participants:

All Faculty.

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

Lesson plans, classroom visits, walkthroughs, assessment results.

Person or Persons Responsible

LTM Facilitator and Leadership Team teacher.

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly administrative lesson plan review, classroom walkthroughs.

Plan to Monitor Effectiveness of G6.B1.S1

Lesson plans, classroom visits, walkthroughs, assessment results.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly administrative lesson plan review, classroom walkthroughs.

G6.B2 Scheduling

G6.B2.S1 Schedule Level I and the lowest 1/3 in Level 2 students in a double block of math.

Action Step 1

Schedule Level I and the lowest 1/3 in Level 2 students in a double block of math.

Person or Persons Responsible

Principal, Administrators, Coaches, Guidance Counselors, and Teachers.

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Schedule Level I and the lowest 1/3 in Level 2 students in a double block of math.

Person or Persons Responsible

Principal, Administrators, Coaches, Guidance Counselors, and Teachers.

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B2.S1

Schedule Level 1 and the lowest 1/3 in Level 2 students in a double block of math.

Person or Persons Responsible

Principal, Administrators, Coaches, Guidance Counselors, and Teachers.

Target Dates or Schedule

Evidence of Completion

G6.B3 All components may not be included.

G6.B3.S1 Common board configuration including objectives, essential question, date, agenda, Bell Ringer, and/or Do Now, Exit Activity, and homework.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. In 2014, 79% of students will achieve a level 4 measured by Algebra I EOC.

G7.B1 Differentiated Instruction.

G7.B1.S1 Monitor students, develop strategies to address student's individual needs.

Action Step 1

Review of students grades; results of formative, summative and diagnostic exams.

Person or Persons Responsible

Administration and Department Leader.

Target Dates or Schedule

Bimonthly

Evidence of Completion

FCIM assessments.

Facilitator:

PD Facilitator: Jennifer Singer.

Participants:

Algebra Teachers.

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

Review of students grades; results of formative, summative and diagnostic exams.

Person or Persons Responsible

Administration and Department Leader.

Target Dates or Schedule

Bimonthly

Evidence of Completion

FCIM assessments.

Plan to Monitor Effectiveness of G7.B1.S1

Review of students grades; results of formative, summative and diagnostic exams.

Person or Persons Responsible

Administration and Department Leader.

Target Dates or Schedule

Bimonthly

Evidence of Completion

FCIM assessments.

G8. in 2014, 100% of students will achieve proficiency in Geometry as measured by the Geometry EOC exam.

G8.B1 Differentiated Instruction.

G8.B1.S1 Monitor students, develop strategies to address student's individual needs.

Action Step 1

Review of students grades; results of formative, summative and diagnostic exams.

Person or Persons Responsible

Administration and Department Leader.

Target Dates or Schedule

Bimonthly.

Evidence of Completion

FCIM assessments.

Facilitator:

PD Facilitator: Jennifer Singer.

Participants:

Geometry Teachers.

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

Review of students grades; results of formative, summative and diagnostic exams.

Person or Persons Responsible

Administration and Department Leader.

Target Dates or Schedule

Bimonthly.

Evidence of Completion

FCIM assessments.

Plan to Monitor Effectiveness of G8.B1.S1

Review of students grades; results of formative, summative and diagnostic exams.

Person or Persons Responsible

Administration and Department Leader.

Target Dates or Schedule

Bimonthly.

Evidence of Completion

FCIM assessments.

G9. In 2014, 46% of 8th grade students will achieve proficiency in science or meet state provisions as measured by the FCAT 2.0 Science Test.

G9.B1 School, District, and State initiatives.

G9.B1.S1 Analyze data and develop corrective action plan.

Action Step 1

Review of FCIM assessments and lesson plans.

Person or Persons Responsible

LTM Facilitator.

Target Dates or Schedule

Weekly.

Evidence of Completion

FCIM Assessment.

Facilitator:

PD Facilitator: Jennifer Singer and LTM Facilitator.

Participants:

All Science Teachers.

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

Review of FCIM assessments and lesson plans.

Person or Persons Responsible

LTM Facilitator.

Target Dates or Schedule

Weekly.

Evidence of Completion

FCIM Assessment.

Plan to Monitor Effectiveness of G9.B1.S1

Review of FCIM assessments and lesson plans.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly.

Evidence of Completion

FCIM Assessment.

G10. To provide Parents and Families STEM (Science, Technology, Engineering, and Math) Training at Math Night so they can help with our goal of increasing Math FCAT 2.0 scores by 5%.

G10.B1 Some parents are reluctant to handle math content and need academic support to better assist their children with homework help.

G10.B1.S1 Provide parent training in math, via a Math Night for Families.

Action Step 1

Engage a science presenter with STEM activities specifically designed for middle school science and math curriculum. Activities include: Expanding Hoberman Sphere, Geoboards, Polydron Sphera, Building Circuits, Food Fractions, Math Puzzles, Symmetrical Patterns, Tetris, and 3D & Digital Imagery.

Person or Persons Responsible

Math Department and Parent University Coordinator, Ms. Dominique

Target Dates or Schedule

Single Event, in October, 2013

Evidence of Completion

Parent Attendance and Feedback

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11. The number of students who read at proficiency by June 2014 will increase by 5% as measured by the April 2014 FCAT 2.0.

G11.B1 Not all content-area teachers are reading endorsed.

G11.B1.S1 • Strengthen literacy development across the content areas by providing interventions for struggling readers • Build teacher capacity through professional development • Use of Florida Continuous Improvement model (FCIM) through an extensive and consistent reading assessment schedule that provides regular data on reading progress. We will use Florida Assessment in Reading Instruction (FAIR) and SRI three times to measure and monitor progress and inform/plan instruction. • Scaffolding of text of increasing difficulty and integration of reading and responding through writing to target the Common Core State Standards • Increased use of media and digital literacy to target the Common Core State Standards • Increased use of informational text to support the Common Core State Standards • Family Literacy Night and Book Fair/Guest Author to promote family involvement in reading • Focus on and develop close reading skills that lead to deep understandings of an author's message through whole class instruction, small group inquiry, and individual work. • Use of Reading Plus to develop fluency and comprehension and build reading endurance and capacity • Use of Teachers' College Reading-Writing Workshop Model • Use of Rotational Instructional Model (RIM)

Action Step 1

Using the Florida Continuous Improvement Model (FCIM), The Reading Coach will analyze the Fall Diagnostic data and develop a skills pacing calendar based on the skills needing the most remediation, develop curriculum for differentiation, and assist teachers in modeling best instructional practices (based on the Marzano Teacher Evaluation System).

Person or Persons Responsible

The Reading Coach will monitor the implementation of instruction and assist in the periodic reading assessments.

Target Dates or Schedule

Ongoing assessments.

Evidence of Completion

SRI, Reading Plus, FAIR, and Winter Diagnostics, Spring 2014 FCAT 2.0 and analysis of data for growth

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

Using the Florida Continuous Improvement Model (FCIM), The Reading Coach will analyze the Fall Diagnostic data and develop a skills pacing calendar based on the skills needing the most remediation, develop curriculum for differentiation, and assist teachers in modeling best instructional practices (based on the Marzano Teacher Evaluation System).

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing assessments

Evidence of Completion

SRI, Reading Plus, FAIR, and Winter Diagnostics, Spring 2014 FCAT 2.0 and analysis of data for growth

Plan to Monitor Effectiveness of G11.B1.S1

Using the Florida Continuous Improvement Model (FCIM), The Reading Coach will analyze the Fall Diagnostic data and develop a skills pacing calendar based on the skills needing the most remediation, develop curriculum for differentiation, and assist teachers in modeling best instructional practices (based on the Marzano Teacher Evaluation System).

Person or Persons Responsible

Reading Coach/Administration

Target Dates or Schedule

Ongoing assessments

Evidence of Completion

SRI, Reading Plus, FAIR, and Winter Diagnostics, Spring 2014 FCAT 2.0 and analysis of data for growth

G11.B1.S2 Organize staff development training sessions, to be conducted by experts in the field.

Action Step 1

PROFESSIONAL/STAFF DEVELOPMENT OF FACULTY, targeting Social Studies Department, infusing reading strategies into the Social Studies curriculum linked to Common Core Standards.

Person or Persons Responsible

Reading Coach, Ms. Singer will monitor the staff development events.

Target Dates or Schedule

November 11 and 12, 2013.

Evidence of Completion

Reading Strategies can be seen in Lesson plans or Unit plans of the Social Studies Department.

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, 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.

Our school integrates an appreciation of Multicultural Diversity in many ways. Most of our signage is in both Spanish, Creole, and English. We have language facilitators for French, Creole, and Spanish. Our family nights, parent training's, and most campus events offer presentations in the major languages of our community. We have a major culminating event at the end of the year, The World's Fair, which is enormous in scope, and draws nearly a thousand parent and community guests. We feature displays, art, music, and a veritable array of academic reporting and presentations of various countries.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The number of students who write at proficiency in all subgroups by June 2014 will increase by 5% as measured by the February 2014 FCAT Writes.

G1.B1 • Inability to organize writing • Inability to use proper word choice • Inability to provide supporting detail • Inability to produce overall writing at a higher level School and state initiatives

G1.B1.S1 • Strengthen writing development across the content areas by providing opportunities to write in all classes, ie: lab reports in science, journals in social studies, and explanation of solutions in math • Build teacher capacity through professional development • Use of Florida Continuous Improvement model (FCIM) through periodic writing assessments (PB Writes) that provides regular data on writing progress. • Use of written response to exam questions • Use of quick writes in all classes • School wide vocabulary program • Use of targeted skills and differentiation as needed • Use of small group pullouts during and after school • Scaffolding of writing starting with one paragraph and building to the essay • Increased use of media and digital literacy to target the Common Core State Standards • Use of Reading Coach's whole group intensive writing workshop for students targeted as nearing proficiency • Use of writing portfolios and tracking student progress through conferencing • Use of Teachers' College Reading-Writing Workshop Model

PD Opportunity 1

Score using the Florida Continuous Improvement Model (FCIM), with the guidance of the Language Arts Chair, the Language Arts teachers will analyze each Palm Beach Writes and teach the needed target skills in order of decreasing importance writing samples will be used to determine progress.

Facilitator

PD Facilitator: Jennifer Singer.

Participants

All Faculty.

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing assessment using Palm Beach Writes, informal teacher evaluation, and 2014 FCAT Writing.

G2. Based on Ambitious but Achievable Annual Measurable Objectives (AMO's), in 5 years our school will reduce the achievement gap by 50%.

G2.B1 Professional Development

G2.B1.S1 Increase utilization of RIM (Rotational Instructional Model) Apply ESOL strategies during instruction.

PD Opportunity 1

Lesson plans, classroom visits, walkthroughs, assessment results.

Facilitator

PD Facilitator: Jennifer Singer.

Participants

All Faculty.

Target Dates or Schedule

Bi-Monthly.

Evidence of Completion

FCIM assessments

G4. To improve students' academic performance across the curriculum to establish future college readiness.

G4.B1 Students lack organizational, critical thinking, and communication skills.

G4.B1.S1 To improve students' organizational skills, critical thinking skills, and communication skills using the AVID Model of instruction and support.

PD Opportunity 1

Teachers will utilize online resources and print materials, if needed, to enhance the curriculum and students' capacity using Writing, Inquiry, Collaboration, Organization and Reading activities, including note taking, independent study skills, test taking strategies, time management and team building. AVID tutor(\$20,000) Scales, slides, rulers (\$5000). Manipulatives, anchor charts, and paper toner.

Facilitator

PD Facilitator: Jennifer Singer.

Participants

Entire Faculty.

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Students' improved report card grades will indicate effectiveness of the strategy.

G5. The number of students who are in the lowest 25% of reading (namely in Intensive Reading classes) who make learning gains in reading will increase by 5% to 65% in June 2014 as measured by the April 2014 FCAT 2.0.

G5.B1 Not all content-area teachers are reading endorsed.

G5.B1.S1 • Strengthen literacy development across the content areas by providing interventions for struggling readers • Build teacher capacity through professional development • Use of Florida Continuous Improvement model (FCIM) through an extensive and consistent reading assessment schedule that provides regular data on reading progress. We will use Florida Assessment in Reading Instruction (FAIR) and SRI three times to measure and monitor progress and inform/plan instruction. • Scaffolding of text of increasing difficulty and integration of reading and responding through writing to target the Common Core State Standards • Increased use of media and digital literacy to target the Common Core State Standards • Increased use of informational text to support the Common Core State Standards • Family Literacy Night and Book Fair/Guest Author to promote family involvement in reading • Focus on and develop close reading skills that lead to deep understandings of an author's message through whole class instruction, small group inquiry, and individual work. • Use of Reading Plus to develop fluency and comprehension and build reading endurance and capacity • Use of Teachers' College Reading-Writing Workshop Model • Use of Rotational Instructional Model (RIM)

PD Opportunity 1

Using the Florida Continuous Improvement Model (FCIM), The Reading Coach will analyze the Fall Diagnostic data and develop a skills pacing calendar based on the skills needing the most remediation, develop curriculum for differentiation, and assist teachers in modeling best instructional practices (based on the Marzano Teacher Evaluation System).

Facilitator

PD Facilitator: Jennifer Singer.

Participants

All Faculty.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Ongoing assessment using SRI, Reading Plus, FAIR, and Winter Diagnostics, Spring 2014 FCAT 2.0 and analysis of data for growth.

G6. In 2014, 68% of the lowest 25% will make Learning Gains in mathematics or meet state provisions as measured by the FCAT 2.0 Mathematics Test.

G6.B1 District and State Initiatives

G6.B1.S1 Implement IB philosophy and practices in daily instruction.

PD Opportunity 1

Lesson plans, classroom visits, walkthroughs, assessment results.

Facilitator

PD Facilitator: Jennifer Singer.

Participants

All Faculty.

Target Dates or Schedule

September 2013.

Evidence of Completion

Weekly administrative lesson plan review, classroom walkthroughs.

G7. In 2014, 79% of students will achieve a level 4 measured by Algebra I EOC.

G7.B1 Differentiated Instruction.

G7.B1.S1 Monitor students, develop strategies to address student's individual needs.

PD Opportunity 1

Review of students grades; results of formative, summative and diagnostic exams.

Facilitator

PD Facilitator: Jennifer Singer.

Participants

Algebra Teachers.

Target Dates or Schedule

Bimonthly

Evidence of Completion

FCIM assessments.

G8. In 2014, 100% of students will achieve proficiency in Geometry as measured by the Geometry EOC exam.

G8.B1 Differentiated Instruction.

G8.B1.S1 Monitor students, develop strategies to address student's individual needs.

PD Opportunity 1

Review of students grades; results of formative, summative and diagnostic exams.

Facilitator

PD Facilitator: Jennifer Singer.

Participants

Geometry Teachers.

Target Dates or Schedule

Bimonthly.

Evidence of Completion

FCIM assessments.

G9. In 2014, 46% of 8th grade students will achieve proficiency in science or meet state provisions as measured by the FCAT 2.0 Science Test.

G9.B1 School, District, and State initiatives.

G9.B1.S1 Analyze data and develop corrective action plan.

PD Opportunity 1

Review of FCIM assessments and lesson plans.

Facilitator

PD Facilitator: Jennifer Singer and LTM Facilitator.

Participants

All Science Teachers.

Target Dates or Schedule

Weekly.

Evidence of Completion

FCIM Assessment.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Parent attendance at Parent Training events, including Literacy Night, Science Night, and Math Night, will increase by 5% compared to last year, as evidenced by Sign-In sheets	\$2,400
G4.	To improve students' academic performance across the curriculum to establish future college readiness.	\$169,877
G10.	To provide Parents and Families STEM (Science, Technology, Engineering, and Math) Training at Math Night so they can help with our goal of increasing Math FCAT 2.0 scores by 5%.	\$18,524
G11.	The number of students who read at proficiency by June 2014 will increase by 5% as measured by the April 2014 FCAT 2.0.	\$111,436
Total		\$302,237

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Professional Development	Other	Total
Title 1.	\$169,877	\$0	\$0	\$0	\$169,877
Title 1 Funds	\$0	\$9,893	\$0	\$0	\$9,893
Title 1	\$18,524	\$0	\$101,543	\$1,100	\$121,167
Title 1 Funding	\$0	\$0	\$0	\$1,300	\$1,300
Total	\$188,401	\$9,893	\$101,543	\$2,400	\$302,237

Budget Details

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

G3. Parent attendance at Parent Training events, including Literacy Night, Science Night, and Math Night, will increase by 5% compared to last year, as evidenced by Sign-In sheets

G3.B1 Working parents need flexible scheduling to participate in school activities. Families need to be motivated to participate in an event.

G3.B1.S2 This is a WEEKEND activity. This is a community gathering in the neighborhood, during a Family Fun Fest day sponsored by the city.

Action Step 1

The school, through Title 1, will provide the money for family Literacy Night and Book Fair/Guest Author to promote family involvement in reading

Resource Type

Other

Resource

Literacy Night and Book Fair/Guest Author to promote family involvement in reading.

Funding Source

Title 1

Amount Needed

\$1,100

Action Step 2

The School, through Title I, will provide the materials for families to make the Scale Model Neighborhood.

Resource Type

Other

Resource

Project Based Learning, creating a scaled model of the neighborhood, using CLAY and related materials to complete a miniature city model.

Funding Source

Title 1 Funding

Amount Needed

\$1,300

G4. To improve students' academic performance across the curriculum to establish future college readiness.

G4.B1 Students lack organizational, critical thinking, and communication skills.

G4.B1.S1 To improve students' organizational skills, critical thinking skills, and communication skills using the AVID Model of instruction and support.

Action Step 1

Teachers will utilize online resources and print materials, if needed, to enhance the curriculum and students' capacity using Writing, Inquiry, Collaboration, Organization and Reading activities, including note taking, independent study skills, test taking strategies, time management and team building. AVID tutor(\$20,000) Scales, slides, rulers (\$5000). Manipulatives, anchor charts, and paper toner.

Resource Type

Evidence-Based Program

Resource

AVID (Advancement Via Individual Determination) online subscription for teacher printable materials/on line use. ADVID TUTORS (\$20,000) Manipulatives (\$5,000); ADVID online subscripton; \$2,490. Tutorial \$22,454; ipads \$19,905; 1.5 resource teachers \$94,762; substitute \$4,266; Keyboards \$1000.

Funding Source

Title 1.

Amount Needed

\$169,877

G10. To provide Parents and Families STEM (Science, Technology, Engineering, and Math) Training at Math Night so they can help with our goal of increasing Math FCAT 2.0 scores by 5%.

G10.B1 Some parents are reluctant to handle math content and need academic support to better assist their children with homework help.

G10.B1.S1 Provide parent training in math, via a Math Night for Families.

Action Step 1

Engage a science presenter with STEM activities specifically designed for middle school science and math curriculum. Activities include: Expanding Hoberman Sphere, Geoboards, Polydron Sphera, Building Circuits, Food Fractions, Math Puzzles, Symmetrical Patterns, Tetris, and 3D & Digital Imagery.

Resource Type

Evidence-Based Program

Resource

South Florida Science Museum presenter and Hands-On Math activities (\$1724). The Math Family Night Consultant is \$200. Agendas and outside printing \$6000; refreshments, paper, cartridges, envelopes, rulers, glue, markers(\$5000), postage for parent mail outs (\$3000), parent trainers (\$3000).

Funding Source

Title 1

Amount Needed

\$18,524

G11. The number of students who read at proficiency by June 2014 will increase by 5% as measured by the April 2014 FCAT 2.0.

G11.B1 Not all content-area teachers are reading endorsed.

G11.B1.S1 • Strengthen literacy development across the content areas by providing interventions for struggling readers • Build teacher capacity through professional development • Use of Florida Continuous Improvement model (FCIM) through an extensive and consistent reading assessment schedule that provides regular data on reading progress. We will use Florida Assessment in Reading Instruction (FAIR) and SRI three times to measure and monitor progress and inform/plan instruction. • Scaffolding of text of increasing difficulty and integration of reading and responding through writing to target the Common Core State Standards • Increased use of media and digital literacy to target the Common Core State Standards • Increased use of informational text to support the Common Core State Standards • Family Literacy Night and Book Fair/Guest Author to promote family involvement in reading • Focus on and develop close reading skills that lead to deep understandings of an author's message through whole class instruction, small group inquiry, and individual work. • Use of Reading Plus to develop fluency and comprehension and build reading endurance and capacity • Use of Teachers' College Reading-Writing Workshop Model • Use of Rotational Instructional Model (RIM)

Action Step 1

Using the Florida Continuous Improvement Model (FCIM), The Reading Coach will analyze the Fall Diagnostic data and develop a skills pacing calendar based on the skills needing the most remediation, develop curriculum for differentiation, and assist teachers in modeling best instructional practices (based on the Marzano Teacher Evaluation System).

Resource Type

Evidence-Based Materials

Resource

Reading Plus is being utilized to develop fluency and comprehension as well as build reading endurance and capacity. This is being used to buy the software license in order to use Reading Plus.

Funding Source

Title 1 Funds

Amount Needed

\$9,893

G11.B1.S2 Organize staff development training sessions, to be conducted by experts in the field.

Action Step 1

PROFESSIONAL/STAFF DEVELOPMENT OF FACULTY, targeting Social Studies Department, infusing reading strategies into the Social Studies curriculum linked to Common Core Standards.

Resource Type

Professional Development

Resource

Consultant(\$6,000); notebooks, paper, journals, toner(\$5000); Reading coach (\$70,583); subs for teachers to attend training (\$10,160); stem and Science conferences(\$9,800) from Reader/Writer Workshop from Columbia University, New York.

Funding Source

Title 1

Amount Needed

\$101,543