



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Galaxy Middle School

2400 EUSTACE AVE

Deltona, FL 32725

386-789-7070

<http://myvolusiaschools.org/school/galaxymiddle/pages/default.aspx>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
72%

Alternative/ESE Center
No

Charter School
No

Minority Rate
55%

School Grades History

2013-14
C

2012-13
C

2011-12
C

2010-11
B

2009-10
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Galaxy Middle School

Principal

Patricia Corr

School Advisory Council chair

April Krob

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

Name	Title
Patricia Corr	Principal
Shannon Bridge	Assistant Principal
Kristin Butrico	Assistant Principal
Cameron Robinson	Assistant Principal

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

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

- *Patricia Corr - Principal
- *Shannon Bridge Clements - Principal Intern
- *April Krob - Co-Chair
- *Jeanne Hill - Co-Chair
- *Laura Wallace - Support Personnel
- *Jeff Carson - Business Partner
- *Bryan Cummings - Teacher
- Kim Burgess - Parent
- Yasshira DelHoyo - Parent
- Sabrina Diaz - Parent
- Sandra Galuppo - Parent
- *Donesha Goodson Collado - Parent
- George Haight - Parent
- Scott Leisen - Parent

- *Susan Malyszka - Parent
- Lynette Moore - Parent
- Sandy Polcyn - Parent
- Heather Porter - Parent
- Anne Robinson - Parent
- Tammy Soukup - Parent
- Sahillys Velez - Parent
- Amy Wilder - Parent
- * denotes school board employee

Involvement of the SAC in the development of the SIP

We had a Public Input SAC meeting where we invited all stakeholders to see what each department had picked as their goal for the year. We also asked for input from those in attendance to share what they see should be a goal for our school this year. We discussed as a group our overall focus for the year and how we intend to reach our goals. Once the plan is complete, we again shared the final version with the parents.

Activities of the SAC for the upcoming school year

We will have our eight meetings throughout the year. We began with the School Improvement Plan and gathering input from our parents. We will also discuss the school compact and send that out to each family. A training we are providing is "What is Common Core?" so parents have a better understanding of how it affects their child's education. We will address our school climate surveys and once the results are in, we can look at areas of concern and propose solutions to those issues.

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

We have not received any school improvement funds for the last two school years.

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:

Patricia Corr		
Principal	Years as Administrator: 8	Years at Current School: 0
Credentials	Master's Degree in Educational Leadership Bachelor of Arts Degree in History/Political Science Certifications: School Principal K-12; Educational Leadership K-12; History 6-12; Social Science 6-12.	
Performance Record	2012 A School (SSMS)(62% R/60% M;67 % R/66% M;64 %R/62% M) 2011 A School (SSMS), AYP 92% (75% R/73% M; 66% R/69%M; 69% R/73% M) 2010 A School (SSMS), AYP 74% (73% R/70% M; 61% R/68% M; 54% R/62% M) 2009 D School, (MHS) AYP 67% (40% R/66% M; 46% R/68% M; 41% R/58% M) 2008 C School,(MHS) AYP 69% (42%R/67% M; 55% R/76% M; 57% R/74% M) 2007 D School, (MHS) AYP 64% (34% R/56% M; 44% R/65% M; 44% R/66% M) 2006 C School , (MHS) AYP 46% (34% R/62% M; 45% R/70% M; 49% R/% M) * 2005 C School, (MHS) AYP 60% (31% R/60% M; 46% R/71% M; 56% R/% M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M). Learning gains in Math for students in lowest 25% was not available for the 04-05 and 05-06 school year.	

Kristin Butrico		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Master's Degree in Educational Leadership Bachelors Degree in Music Education Certifications: Educational Leadership K-12; ESE K-12; Music K-12	
Performance Record	Galaxy Middle AP 2013 - School grade: C; % High standards in reading: 50%; % High standards in math: 43%; % High standards in writing: 44%; % High standards in science: 50%; % Reading gains: 58%; % math gains: 60%; % low making reading gains: 57%; % low making math gains: 57%	

Shannon Bridge Clements

Asst Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

Master's Degree in Educational Leadership
 Bachelor of Science in Special Education
 Certifications: Educational Leadership K-12; ESOL K-12

Performance Record

Galaxy Middle AP 2013
 - School grade: C; % High standards in reading: 50%; % High standards in math: 43%; % High standards in writing: 44%; % High standards in science: 50%; % Reading gains: 58%; % math gains: 60%; % low making reading gains: 57%; % low making math gains: 57%
 * 2010-11 Manatee Cove: Grade "A" / FCAT levels 3 or higher: 82%
 reading, 79% math, 86% writing, 63% science/ 71% making reading learning gains, 65% making math learning gains, 53% lowest quartile making reading learning gains and 66% of lowest quartile making math gains/and 97% criteria met for AYP
 * 2009-10 Manatee Cove: Grade "A" / FCAT levels 3 or higher:79% reading, 74% math, 83% writing, 60% science/ 65% making reading learning gains,61% making math learning gains,62% of lowest quartile making reading learning gains and 70% of the lowest quartile making math learning gains/ and 90% criteria met for AYP
 * 2008-09 Manatee Cove: Grade "A" / FCAT levels 3 or higher:82% reading, 80% math, 82% writing, 62% science/ 70% making reading learning gains,63% making math learning gains,70% of lowest quartile making reading learning gains and 67% of the lowest quartile making math learning gains/ and 92% criteria met for AYP
 * 2007-08 Manatee Cove: Grade "A" / FCAT levels 3 or higher:81% reading, 79% math, 61% writing, 58% science/ 70% making reading learning gains,63% making math learning gains,70% of lowest quartile making reading learning gains and 67% of the lowest quartile making math learning gains/ and 90% criteria met for AYP
 * 2006-07 Louise McInnis Elem.:Grade "B" / FCAT levels 3 or higher:71% reading, 66% math, 51% writing, 46% science/ 69% making reading learning gains,72% making math learning gains,53% of lowest quartile making reading learning gains and 83% of the lowest quartile making math learning gains/ and 79% criteria met for AYP
 * 2005-06 Louise McInnis Elem.: Grade "A" / FCAT levels 3 or higher:77% reading, 69% math, 85% writing, n/a for science/ 72% making reading learning gains,66% making math learning gains,58% of lowest quartile making reading learning gains and n/a for the lowest quartile making math learning gains/ and 97% criteria met for AYP

* 2004-05 Louise McInnis Elem.: Grade "A" / FCAT levels 3 or higher:74% reading, 67% math, 77% writing, n/a for science/ 64% making reading learning gains,72% making math learning gains,60% of lowest quartile making reading learning gains and n/a for the lowest quartile making math learning gains/ and 97% criteria met for AYP

* 2003-04 George Marks Elem.: Grade "A" / FCAT levels 3 or higher:89% reading, 87% math, 87% writing, n/a for science/ 81% making reading learning gains,75% making math learning gains,80% of lowest quartile making reading learning gains and n/a for the lowest quartile making math learning gains/ and 100% criteria met for AYP

* 2002-03 George Marks Elem.: Grade "A" / FCAT levels 3 or higher:88% reading, 85% math, 90% writing, n/a for science/ 77% making reading learning gains,76% making math learning gains,76% of lowest quartile making reading learning gains and n/a for the lowest quartile making math learning gains/ and n/a for criteria met for AYP

*2001-02 George Marks elem.: Grade "A"/FCAT levels 3 or higher: 2% reading, 77% math, 79% writing, n/a for science/ 74% making reading learning gains, 83% making math learning gains, 74% of lowest quartile making reading learning gains, n/a for the lowest quartile making math learning gains/ and n/a for criteria met for AYP

Cameron Robinson

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Master's Degree in Educational Leadership
 Bachelor of Arts in Interdisciplinary Studies and Criminology
 Certifications: Educational Leadership K-12; ESE K-12; Social Science 6-12; Physical Education K-12.

Performance Record

Galaxy Middle AP 2013
 - School grade: C; % High standards in reading: 50%; % High standards in math: 43%; % High standards in writing: 44%; % High standards in science: 50%; % Reading gains: 58%; % math gains: 60%; % low making reading gains: 57%; % low making math gains: 57%
 Galaxy Middle AP 2012
 - School grade: C; % High standards in reading: 54%; % High standards in math: 44%; % High standards in writing: 66%; % High standards in science: 47%; % Reading gains: 61%; % math gains: 49%; % low making reading gains: 55%; % low making math gains: 43%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Yania Gonzalez

Full-time / School-based

Years as Coach: 0

Years at Current School: 6

Areas

Reading/Literacy

Credentials

BA Special Education, K-12

Performance Record

NA

Classroom Teachers

of classroom teachers

70

receiving effective rating or higher

0%

Highly Qualified Teachers

99%

certified in-field

70, 100%

ESOL endorsed

25, 36%

reading endorsed

11, 16%

with advanced degrees

28, 40%

National Board Certified

3, 4%

first-year teachers

12, 17%

with 1-5 years of experience

12, 17%

with 6-14 years of experience

32, 46%

with 15 or more years of experience

15, 21%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Recruiting is a strength at Galaxy Middle School. We interview as many qualified applicants as possible in order to attain highly qualified personnel. We strive to choose the best fit for our school and our students. We also assign a mentor to every teacher that is new to our school in order to provide maximum support. All administrators are responsible.

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

All teachers new to Galaxy are assigned a peer mentor, on campus, who share their subject area. When available, the mentor teacher is also teaching the same grade. In addition, first year teachers receive a PAR teacher and mentor supplied by the district. Ms. Bridge and Mr. Robinson work closely with all new teachers to ensure their transition is as successful as possible. They meet with teachers new to Galaxy on a monthly basis and the mentor teachers meet with new teachers on an ongoing/as needed basis.

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

We actively review the data for the lowest quartile and also our list of "early warning signs" students based on their overall performance from the previous school year. We also have all teachers and school counselors looking at students this year who are struggling and are working together to complete PST (Pupil Success Team) interventions. We also modify ability grouped students in classes together so they are being taught to their strengths and to also be challenged academically.

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

All leadership team members are including in the MTSS and SIP planning process. All are part of the ongoing progress monitoring through grade level meetings, PLC meetings, and Leadership Team meetings.

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

Our Leadership team meets monthly, and also our grade levels meet monthly to discuss progress of students. Each Lead Teacher also meets with their PLC group each week to focus on curriculum and remediation opportunities. Our administrative team meets weekly to discuss the progress of the SIP and what to address with the teachers.

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

FCAT, Volusia Writes, District Assessments, DIAs, DSAs, FAIR, End of Course Exams, ongoing classroom formative and summative assessments.

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

PST training for all teachers through grade level meetings; school counselor and administrator support for faculty is ongoing.

Literacy Leadership Team (LLT)

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

Name	Title
Yania Gonzalez	Reading Coach
Andrea Gawronski	Language Arts Lead Teacher
Patricia Corr	Principal
Shannon Bridge	Assistant Principal
Kristin Butrico	Assistant Principal
Cameron Robinson	Assistant Principal

How the school-based LLT functions

Our team meets monthly to discuss concerns in our reading and language arts department. Our language arts and reading department chairpersons meet on a regular basis to align curriculum between the two subjects and their teachers.

Major initiatives of the LLT

Incorporating reading and writing in all content areas across the curriculum to support student growth. Text dependent questioning in all content areas to ensure student comprehension.

Every Teacher Contributes to Reading Instruction

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

All teachers utilize close reading and other reading strategies in their classrooms to support the reading process with students. In addition, teachers are taught text dependent questioning strategies and word walls are visible and utilized in all content areas.

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

Our school uses AVID, and we have expanded this program into 7th grade. This focuses on students who have potential, but based on a number of factors may not be applying themselves and achieving success. his program begins to prepare students for college, but also takes into account those who may be on a career track after graduation.

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

All 8th grade students participate in Career Planning through their Social Studies class with the support of their school counselor. This planning allows students to explore a variety of careers and create an academic plan for high school.

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	62%	50%	No	66%
American Indian				
Asian				
Black/African American	48%	37%	No	54%
Hispanic	58%	47%	No	62%
White	69%	58%	No	72%
English language learners	43%	22%	No	48%
Students with disabilities	38%	10%	No	44%
Economically disadvantaged	57%	46%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	269	26%	28%
Students scoring at or above Achievement Level 4	240	24%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	505	50%	54%
Students in lowest 25% making learning gains (FCAT 2.0)	131	52%	56%

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)	32	62%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	33%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	38%	40%

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	150	44%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	58%	43%	No	62%
American Indian				
Asian				
Black/African American	46%	30%	No	51%
Hispanic	53%	39%	No	58%
White	63%	52%	No	67%
English language learners	38%	14%	No	44%
Students with disabilities	33%	16%	No	40%
Economically disadvantaged	53%	40%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	272	27%	29%
Students scoring at or above Achievement Level 4	151	15%	17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	547	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	136	54%	57%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	137	70%	70%
Middle school performance on high school EOC and industry certifications	99	73%	90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	46%	60%
Students scoring at or above Achievement Level 4	37	27%	30%

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	89	27%	30%
Students scoring at or above Achievement Level 4	80	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		5
Participation in STEM-related experiences provided for students	230	21%	25%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	360	33%	34%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
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	166	15%	5%
Students who fail a mathematics course	51	5%	3%
Students who fail an English Language Arts course	46	4%	2%
Students who fail two or more courses in any subject	38	3%	1%
Students who receive two or more behavior referrals	387	30%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	427	33%	20%

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

To increase the amount of families attending 1 or more of our school events by 50% and/or maintain Five Star Status.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	598	58%	60%
Survival Night	63	6%	25%
Galaxy Showcase	1013	70%	75%
Orbit / Incoming 6th Graders	245	73%	75%

Goals Summary

- G1.** Students achieving proficiency (FCAT level 3 or higher) in reading will increase by 10%
- G2.** The Galaxy math scores will meet or exceed the Florida mean scores for the EOC/FCAT in the 2013-2014 school year.
- G3.** Increase the learning gains of all science students, grades 6-8, in the Nature of Science.
- G4.** 54% of our 8th grade students will earn a 4 or higher on the 2013-2014 FCAT Writes assessment
- G5.** Students will increase analytical reading skills and develop the ability to use text-based evidence to support a thesis statement,
- G6.** The Physical Education teachers will use technology and fitness testing to support students' math skills.
- G7.** Elective teachers will enhance students' writing skills through engaging activities that enlist knowledge extension stemming from their core classes.

Goals Detail

G1. Students achieving proficiency (FCAT level 3 or higher) in reading will increase by 10%

Targets Supported

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

Resources Available to Support the Goal

- Early Warning System
- Reading Coach
- Intensive Reading Courses
- AVID - Achieving Via Individual Determination
- District PAR
- Data Chats
- Curriculum Planning Day

Targeted Barriers to Achieving the Goal

- Number of students with previous academic and behavior indicators.
- Number of new faculty members in our reading department.
- Number of students who previously scored a level 1 or 2 on the FCAT 2.0.
- Students who have the potential to achieve higher academic success, but are not performing to their level.
- Time for teachers to plan together

Plan to Monitor Progress Toward the Goal

District and State Assessments

Person or Persons Responsible

Reading Teachers, Reading Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student outcomes on district and state assessments

G2. The Galaxy math scores will meet or exceed the Florida mean scores for the EOC/FCAT in the 2013-2014 school year.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

- Early Warning System
- Teacher Mentoring Program
- AVID
- Advanced Math Courses
- Intensive Math
- Academic Achievement Meetings
- Math Chair and Math Coach

Targeted Barriers to Achieving the Goal

- Students who struggled academically and behaviorally during the previous school year
- Students who have a history of scoring level 1 and 2 on the math FCAT
- Number of new teachers in our math department
- Students who have the potential to achieve more, but are not performing to that level

Plan to Monitor Progress Toward the Goal

District and State Assessments

Person or Persons Responsible

Math teachers, Math chair, Math coach

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Student outcomes on district and state assessments, including EOC and FCAT

G3. Increase the learning gains of all science students, grades 6-8, in the Nature of Science.

Targets Supported

- Science
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Early Warning System
- New Teacher Mentoring Program
- Science Department Chair, PARs
- Mentor Teachers
- Science Teachers
- Academic Achievement Meetings
- Advanced Science Courses
- AVID

Targeted Barriers to Achieving the Goal

- Number of students who struggled academically and behaviorally in the previous school year.
- Number of new faculty members in our science department
- Students who have scored level 1-2 on previous FCAT assessments in reading and science
- Number of students who choose to not reach their full potential

Plan to Monitor Progress Toward the Goal

District Science Assessments

Person or Persons Responsible

Science Teachers

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Student outcomes based on District Assessments and 8th Grade Science FCAT Results

G4. 54% of our 8th grade students will earn a 4 or higher on the 2013-2014 FCAT Writes assessment

Targets Supported

- Writing

Resources Available to Support the Goal

- Early Warning System
- New Teacher Mentoring Program
- Academic Achievement Meetings
- AVID

Targeted Barriers to Achieving the Goal

- Number of students who struggled academically and behaviorally in the previous school year.
- Students who have earned a level 1, 2, or 3 on the 2013 FCAT Writes Assessment
- Students who have the potential to achieve higher academic success, but are not performing to their level.

Plan to Monitor Progress Toward the Goal

Teacher Mentoring Program

Person or Persons Responsible

Administration

Target Dates or Schedule:

Summer 2014

Evidence of Completion:

FCAT Writes Student Scores

G5. Students will increase analytical reading skills and develop the ability to use text-based evidence to support a thesis statement,

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- Document Based Questions (DBQs)
- Early Warning System
- Teacher Mentoring Program
- Advanced Social Studies Courses
- AVID
- High School Level Humanities Course
- Department Curriculum Planning Day

Targeted Barriers to Achieving the Goal

- Reluctant writers
- Students who struggled academically and behaviorally in the previous school year
- Students who have the potential to achieve higher academic success, but are not performing to their level
- Teachers who are new to social studies and the department
- Time for teachers to meet and plan together

Plan to Monitor Progress Toward the Goal

DBQ Assessment Rubrics

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student progress based on the DBQ rubric

G6. The Physical Education teachers will use technology and fitness testing to support students' math skills.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Fitness Testing Packet
- Physical Activity Enrichment Packet

Targeted Barriers to Achieving the Goal

- Student absences
- Students who choose not to participate in daily PE activities

Plan to Monitor Progress Toward the Goal

Increased math skills by utilizing and analyzing physical test scores in PE

Person or Persons Responsible

PE Department Chair, Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student Academic Reports, results of district and state assessments

G7. Elective teachers will enhance students' writing skills through engaging activities that enlist knowledge extension stemming from their core classes.

Targets Supported

- Writing

Resources Available to Support the Goal

- Best practices shared by experienced teachers

Targeted Barriers to Achieving the Goal

- Teacher lack of experience implementing effective writing lessons

Plan to Monitor Progress Toward the Goal

Writing Assessments

Person or Persons Responsible

Elective teachers, administration

Target Dates or Schedule:

Quarterly; Spring 2014

Evidence of Completion:

Student outcomes on writing assessments; FCAT Writes results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students achieving proficiency (FCAT level 3 or higher) in reading will increase by 10%

G1.B1 Number of students with previous academic and behavior indicators.

G1.B1.S1 The implementation of our "early warning system" which alerts teachers to students who have struggled during the previous school year and allow us to be able to closely monitor the progress for those students. This will give teachers an awareness when small concerns arise, and be able to use interventions before small matters become a major concern.

Action Step 1

Students were identified based on areas of concern from the previous school year. Students who exhibited at least three of the signs were identified. Teachers were made aware of which students these were and what to watch for.

Person or Persons Responsible

Teachers, Administration, and PARs

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Faculty sign-in sheets for grade level meetings PAR observations

Facilitator:

Grade Level Administrator

Participants:

All teachers

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

Early Warning System

Person or Persons Responsible

School Counselors and Data Administrator

Target Dates or Schedule

Every mid-term and report card period (Twice every nine weeks)

Evidence of Completion

Grade Level Agendas and Minutes

Plan to Monitor Effectiveness of G1.B1.S1

Early Warning System

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly during Grade Level Meetings

Evidence of Completion

Academic and Behavior Reports

G1.B1.S2 Administrators will meet with new and new to our school teachers to share strategies to use in the classroom for struggling students.

Action Step 1

Teacher Mentoring Program

Person or Persons Responsible

Administrators, Mentor Teachers, PARs

Target Dates or Schedule

Monthly, ongoing as needed

Evidence of Completion

VSET Evaluations, student academic and discipline reports

Facilitator:

Administration

Participants:

New and new to our school teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Teacher Mentoring Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

New teacher monthly meeting agendas and minutes

Plan to Monitor Effectiveness of G1.B1.S2

Teacher Mentoring Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Periodic Administrative Walk-Throughs and observations

Evidence of Completion

Academic and Behavior Reports

G1.B3 Number of new faculty members in our reading department.

G1.B3.S1 Reading department weekly PLC meetings, either as a whole group or grade level

Action Step 1

Weekly PLC Meetings

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

PLC minutes, sign-in sheets

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

Weekly PLC Meetings

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC notes documented in Data Notebook

Plan to Monitor Effectiveness of G1.B3.S1

Weekly PLC Meetings

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly notes documenting improvement and specific needs

G1.B3.S2 School- and District- based mentoring program for new and new to Galaxy teachers. Experienced teachers will meet with new teachers to help them with curriculum and policies and procedures. New teachers will also be assigned a district PAR who will observe and evaluate her teaching, as well as provide support as needed.

Action Step 1

Teacher Mentoring Program

Person or Persons Responsible

Mentor teachers, PARs

Target Dates or Schedule

Ongoing, as needed

Evidence of Completion

VSET Evaluations, PAR Evaluations

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

Teacher Mentoring Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Record of walk-throughs and observations

Plan to Monitor Effectiveness of G1.B3.S2

Teacher Mentoring Program

Person or Persons Responsible

Administration

Target Dates or Schedule

End of Year

Evidence of Completion

Final Teacher Evaluations

G1.B4 Number of students who previously scored a level 1 or 2 on the FCAT 2.0.

G1.B4.S1 Intensive Reading Courses. Following the K-12 Reading Plan; Using FCAT and FAIR data, students have been appropriately placed in the reading classes that will provide appropriate instruction targeting the specific areas of need (to increase reading skills)

Action Step 1

Intensive Reading Courses

Person or Persons Responsible

Reading Coach, Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student schedules, class rosters

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

Intensive Reading Courses

Person or Persons Responsible

Reading Coach, Data Administrator

Target Dates or Schedule

Pre-planning, and monitoring throughout the year

Evidence of Completion

Intensive Reading Rosters, Using required materials as evidenced through lesson plans

Plan to Monitor Effectiveness of G1.B4.S1

Intensive Reading Courses

Person or Persons Responsible

Data Administrator, Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

District and State Assessments

G1.B4.S2 School counselors meet with our students who scored a level 1 or 2 on reading the previous year and make them aware of the score. They also look to see in which areas could be improved and give the students strategies to overcome these challenges.

Action Step 1

Academic Achievement Meetings

Person or Persons Responsible

School Counselors, Administration

Target Dates or Schedule

Throughout the year, update lists every nine weeks.

Evidence of Completion

Academic Achievement Meeting Logs

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Academic Achievement Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

reviewing Meeting Logs

Plan to Monitor Effectiveness of G1.B4.S2

Academic Achievement Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

End of Year

Evidence of Completion

2014 FCAT 2.0 Reading Results

G1.B4.S3 Reading teachers will conduct Data Chats with each of their students. The purpose is to give all students a breakdown of their reading FCAT score from the previous year. Teachers will look at each category and show students areas in which they performed well, and the areas in which they should focus on this year to improve their FCAT scores for this school year.

Action Step 1

Data Chats

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Throughout the year, to be completed by March 2014

Evidence of Completion

Teacher Records

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Data Chats

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of Student Chat Logs

Plan to Monitor Effectiveness of G1.B4.S3

Data Chats

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

End of year

Evidence of Completion

Student outcomes on district and state assessments

G1.B5 Students who have the potential to achieve higher academic success, but are not performing to their level.

G1.B5.S1 Core reading teachers encouraged students to read more on their own by starting a Book Challenge in their core classes. Students will compete against the core reading teacher to see if the students can read more pages than the teacher.

Action Step 1

Book Challenge

Person or Persons Responsible

Core Reading Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Progress Chart

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

Book Challenge

Person or Persons Responsible

Reading PLC

Target Dates or Schedule

Quarterly at PLC meetings

Evidence of Completion

PLC Notes

Plan to Monitor Effectiveness of G1.B5.S1

Book Chat

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student progress on district and state assessments

G1.B5.S2 AVID encourages students to achieve higher levels of success, with support and strategies from their teachers. We have expanded this program into our 7th grade.

Action Step 1

AVID

Person or Persons Responsible

AVID Teachers

Target Dates or Schedule

Students are placed at the end of the previous year and given daily services and support

Evidence of Completion

AVID Class Rosters

Plan to Monitor Fidelity of Implementation of G1.B5.S2

AVID

Person or Persons Responsible

AVID Coordinators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

AVID Class Rosters

Plan to Monitor Effectiveness of G1.B5.S2

AVID

Person or Persons Responsible

School Site Coordinator

Target Dates or Schedule

End of year

Evidence of Completion

Students continuing in advanced level courses; End of Course Assessment Scores

G1.B6 Time for teachers to plan together

G1.B6.S1 Each department will be provided a Curriculum Planning Day. Our school has received a grant and the funds will be used to provide substitutes so each department can develop their academic calendar. This will allow teachers to focus on setting long-term instructional goals and plan how they are going to achieve those goals.

Action Step 1

Curriculum planning Day

Person or Persons Responsible

Department Teachers, Department Chair, Administration

Target Dates or Schedule

By November 30, 2013

Evidence of Completion

Academic Calendars

Facilitator:

Participants:

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. The Galaxy math scores will meet or exceed the Florida mean scores for the EOC/FCAT in the 2013-2014 school year.

G2.B1 Students who struggled academically and behaviorally during the previous school year

G2.B1.S1 The implementation of our "early warning system" which alerts teachers to students who have struggled during the previous school year and allow us to be able to closely monitor the progress for those students. This will give teachers an awareness when small concerns arise, and be able to use interventions before small matters become a major concern.

Action Step 1

Early Warning System

Person or Persons Responsible

Administrators, Teachers

Target Dates or Schedule

Monthly during grade level meetings

Evidence of Completion

Agendas and minutes of grade level meetings

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

Early Warning System

Person or Persons Responsible

School counselors, administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade level meeting minutes

Plan to Monitor Effectiveness of G2.B1.S1

Early Warning System

Person or Persons Responsible

Administration, BLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Academic and behavior reports

G2.B1.S2 As a part of our new teacher mentoring program, administration and experienced teachers will work with our new teachers and offer strategies and best practices to help new teachers be more effective when dealing with struggling students

Action Step 1

Teacher Mentoring Program

Person or Persons Responsible

Administration, Mentor teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly agenda and minutes

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

Teacher Mentoring Program

Person or Persons Responsible

Administration, PARs

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher sign- in sheets, conferencing with teachers

Plan to Monitor Effectiveness of G2.B1.S2

Teacher Mentoring Program

Person or Persons Responsible

Administration, PARs

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative walk-throughs and PAR observations

G2.B2 Students who have a history of scoring level 1 and 2 on the math FCAT

G2.B2.S1 Our students who scored the lowest on the 2013 FCAT math assessment have been placed into an intensive math course, in addition to their core math course. This class will focus on basic math skills that will help students achieve proficiency in their core math class.

Action Step 1

Intensive Math Courses

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily services throughout the year

Evidence of Completion

Intensive Math Rosters

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

Intensive Math Courses

Person or Persons Responsible

Data Administrator, Math Chair and Math Coach

Target Dates or Schedule

Pre-planning and adjustments made throughout the year as needed

Evidence of Completion

Intensive Math Rosters

Plan to Monitor Effectiveness of G2.B2.S1

Intensive Math Courses

Person or Persons Responsible

Administration, Math Chair, Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Academic Reports, District assessment results

G2.B2.S2 As a part of the teacher mentoring program, new math teachers will be paired with an experienced teacher who can offer best practice strategies to help new teachers effectively teach math skills.

Action Step 1

Teacher Mentoring Program

Person or Persons Responsible

Math Chair, Math Coach, Mentor Teachers

Target Dates or Schedule

Weekly during PLC (either whole group or grade level)

Evidence of Completion

PLC meeting notes

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

Teacher Mentoring Program

Person or Persons Responsible

Math Chair, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of PLC Meeting Logs

Plan to Monitor Effectiveness of G2.B2.S2

Teacher Mentoring Program

Person or Persons Responsible

Math Chair, Math Coach, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student outcomes on district assessments; teacher walk-throughs and observations.

G2.B2.S3 School counselors will meet with students who performed poorly on the 2013 math FCAT. They will discuss the scores with each child and give them strategies and support to help them perform better on the 2014 assessment.

Action Step 1

Academic Achievement Meetings

Person or Persons Responsible

School Counselors

Target Dates or Schedule

Throughout the year

Evidence of Completion

Academic Achievement Logs

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Academic Achievement Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Reviewing Meeting Logs

Plan to Monitor Effectiveness of G2.B2.S3

Academic Achievement Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

End of year

Evidence of Completion

2014 FCAT 2.0 Results

G2.B3 Number of new teachers in our math department

G2.B3.S1 As a part of our Teacher Mentoring Program, administrators and experienced mentor math teachers will share strategies and best practices which will give new teachers extra support and help them be more successful in their classroom.

Action Step 1

Teacher Mentoring Program

Person or Persons Responsible

Administration, Math Chair, Math Coach, Mentor Teachers

Target Dates or Schedule

Weekly during PLCs, ongoing as needed

Evidence of Completion

PLC Logs

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

Teacher Mentoring Program

Person or Persons Responsible

Administration, Math Chair

Target Dates or Schedule

Weekly PLCs

Evidence of Completion

Teacher sign in sheets, PLC logs

Plan to Monitor Effectiveness of G2.B3.S1

Teacher Mentoring Program

Person or Persons Responsible

Administration, Mentor Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Administrative walk-throughs and observations, Mentor teacher feedback to administration

G2.B4 Students who have the potential to achieve more, but are not performing to that level

G2.B4.S1 Students who have earned 3, 4, or 5 on the 2013 FCAT math assessment have the opportunity to be placed in to an advanced math class. These classes offer enrichment and accelerated material to encourage students to learn and grow in math, and also in Math Common Core Standards.

Action Step 1

Advanced Math Courses

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Daily, and adjustments made as needed throughout the year

Evidence of Completion

Student schedules, Advanced Math Rosters

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

Advanced Math Courses

Person or Persons Responsible

Data Administrator, Math Chair

Target Dates or Schedule

Pre-planning, and adjustments made as needed

Evidence of Completion

Data chats, progress in class, class rosters

Plan to Monitor Effectiveness of G2.B4.S1

Advanced Math Courses

Person or Persons Responsible

Math Department Chair, Math Coach, Administration

Target Dates or Schedule

End of year

Evidence of Completion

Student outcomes on Algebra EOCs and Math FCAT

G2.B4.S2 Students who have shown potential but have not historically performed to that level can apply to be in the AVID program. These students will be in classes taught by the AVID teachers and also have as their elective an AVID support class. This class will provide organizational skills, note-taking skills, tutoring twice a week, and WICOR strategies.

Action Step 1

AVID

Person or Persons Responsible

AVID Coordinator, AVID Site Team

Target Dates or Schedule

Students apply and are placed March-June of previous year

Evidence of Completion

Applications, AVID Rosters

Plan to Monitor Fidelity of Implementation of G2.B4.S2

AVID

Person or Persons Responsible

AVID Coordinator, Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Site team minutes, Certification Portfolio

Plan to Monitor Effectiveness of G2.B4.S2

AVID

Person or Persons Responsible

AVID Coordinator, Administration

Target Dates or Schedule

End of year

Evidence of Completion

AVID logs, certification portfolio, student outcomes on district and state assessments.

G3. Increase the learning gains of all science students, grades 6-8, in the Nature of Science.

G3.B1 Number of students who struggled academically and behaviorally in the previous school year.

G3.B1.S1 Implementation of our "Early Warning System" which alerts teachers to students who have struggled during the previous school year, and allow those students to be closely monitored. This will make teacher aware and able to notice minor concerns and address them before they become a major concern

Action Step 1

Early Warning System

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Lists updated monthly and shared at grade-level meetings

Evidence of Completion

Faculty sign-in sheets for grade level meetings

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

Early Warning System

Person or Persons Responsible

School Counselors, Data Administrator

Target Dates or Schedule

Every mid-term and report card period (twice every nine weeks)

Evidence of Completion

Grade level agendas and minutes

Plan to Monitor Effectiveness of G3.B1.S1

Early Warning System

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Academic and Behavior Reports

G3.B1.S2 Our teacher mentoring program shares strategies with new teachers that will help them work with struggling students. They meet with administration, but also experienced teachers who can share best practices, and the PAR, who gives extra support in all areas.

Action Step 1

Teacher Mentoring Program

Person or Persons Responsible

Mentor Teachers, Administrators, PARs

Target Dates or Schedule

Monthly, Ongoing as needed

Evidence of Completion

PAR meeting logs, new teacher meeting agendas

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

Teacher Mentoring Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly, as needed

Evidence of Completion

Teacher Meeting Agendas

Plan to Monitor Effectiveness of G3.B1.S2

Teacher Mentoring Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Periodic Walk-throughs and observations

Evidence of Completion

VSET Evaluations, Student Academic and Behavior Reports

G3.B2 Number of new faculty members in our science department

G3.B2.S1 All science teachers meet weekly in PLC meetings, either as a whole group or by grade level. Experienced teachers will share best practices for their curriculum to help new teachers be more effective in the classroom.

Action Step 1

PLC Meetings

Person or Persons Responsible

Science Department Chair

Target Dates or Schedule

Weekly

Evidence of Completion

PLC Logs, sign-in sheets

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

PLC Meetings

Person or Persons Responsible

Administration, Science Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Record of agendas and minutes

Plan to Monitor Effectiveness of G3.B2.S1

PLC Meetings, Frequent Communication

Person or Persons Responsible

Experienced Teachers, Administration

Target Dates or Schedule

Weekly, Ongoing throughout the year

Evidence of Completion

Student Academic Reports, VSET Evaluations

G3.B3 Students who have scored level 1-2 on previous FCAT assessments in reading and science

G3.B3.S1 School Counselors meet with our students who scored a level 1 or 2 on the 2013 FCAT 2.0, and make the students aware of their score. They also give students suggestions to improve their score for this current year.

Action Step 1

Academic Achievement Meetings

Person or Persons Responsible

School Counselors

Target Dates or Schedule

Throughout the year

Evidence of Completion

Academic Achievement Meeting Logs

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

Academic Achievement Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Reviewing Meeting Logs

Plan to Monitor Effectiveness of G3.B3.S1

Academic Achievement Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

End of the year

Evidence of Completion

2014 FCAT 2.0 Results

G3.B3.S2 Science teachers will offer tutoring opportunities for low performing students before school or during lunch.

Action Step 1

Science Tutoring

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly or as needed

Evidence of Completion

PLC Logs

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Science Tutoring

Person or Persons Responsible

Grade Level PLC

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

PLC Logs

Plan to Monitor Effectiveness of G3.B3.S2

Science Tutoring

Person or Persons Responsible

Science Chair

Target Dates or Schedule

Quarterly

Evidence of Completion

Student outcomes on district and state assessments

G3.B4 Number of students who choose to not reach their full potential

G3.B4.S1 Students who have earned a level 3, 4, or 5 on the 2013 reading, math, or science FCAT assessment have the opportunity to be placed into an advanced science class. These classes offer enrichment and accelerated material to encourage students to learn and grow in science, and also in Math and Reading and Literacy Common Core Standards.

Action Step 1

Advanced Science Courses

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Daily, and adjustments made as needed throughout the year

Evidence of Completion

Advanced Science Class Rosters

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Advanced Science Courses

Person or Persons Responsible

Data Administrator, Science Teachers

Target Dates or Schedule

Pre-planning and adjustments made as needed by teacher recommendation

Evidence of Completion

Advanced Science Class Rosters

Plan to Monitor Effectiveness of G3.B4.S1

Advanced Science Courses

Person or Persons Responsible

Science Teachers, Administration

Target Dates or Schedule

Ongoing throughout the year, end of year

Evidence of Completion

Student outcomes and progress on district assessments; 2014 FCAT Results

G3.B4.S2 AVID encourages students to achieve higher levels of success, with support and strategies from their teachers. We have expanded this program into our 7th grade.

Action Step 1

AVID

Person or Persons Responsible

AVID Teachers

Target Dates or Schedule

Students are placed at the end of the previous year and given daily services and support

Evidence of Completion

AVID Class Rosters

Plan to Monitor Fidelity of Implementation of G3.B4.S2

AVID

Person or Persons Responsible

AVID Coordinators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

AVID Class Rosters

Plan to Monitor Effectiveness of G3.B4.S2

AVID

Person or Persons Responsible

School Site Coordinator

Target Dates or Schedule

End of school year

Evidence of Completion

Students continuing in advanced level courses; End of Course Assessment Scores

G4. 54% of our 8th grade students will earn a 4 or higher on the 2013-2014 FCAT Writes assessment

G4.B1 Number of students who struggled academically and behaviorally in the previous school year.

G4.B1.S1 Implementation of our "Early Warning System" which alerts teachers to students who have struggled during the previous school year, and allow those students to be closely monitored. This will make teachers aware and able to notice minor concerns and address them before they become major concerns.

Action Step 1

Early Warning System

Person or Persons Responsible

Teachers, Administrators, and PARs

Target Dates or Schedule

Lists updated monthly and shared at grade-level meetings

Evidence of Completion

Faculty sign-in sheets for grade level meetings; PAR observations

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

Early Warning System

Person or Persons Responsible

School Counselors, Data Administrator

Target Dates or Schedule

Mid-term and Report Card Distribution Periods (twice per quarter)

Evidence of Completion

Grade level agendas and minutes

Plan to Monitor Effectiveness of G4.B1.S1

Early Warning System

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly grade level meetings; Quarterly Student Reports

Evidence of Completion

Academic and Behavior Reports

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Students who have earned a level 1, 2, or 3 on the 2013 FCAT Writes Assessment

G4.B2.S1 School counselors will meet with our students who earned low scores on the 2013 FCAT. They will make the students aware of their performance and offer support and strategies which will help them be more successful on the 2014 FCAT.

Action Step 1

Academic Achievement Meetings

Person or Persons Responsible

School Counselors

Target Dates or Schedule

Throughout the year, to be finished by April 2014

Evidence of Completion

Achievement Meeting Logs

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

Academic Achievement Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of meeting logs

Plan to Monitor Effectiveness of G4.B2.S1

Academic Achievement Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Summer 2014

Evidence of Completion

FCAT Learning Gains and students achieving proficiency reports

G4.B2.S2 Our school and district new teacher mentoring programs will assist new teachers and share best practices and strategies that have proven effective. School-based mentor teachers will assist in common curriculum and assessments, while the district PAR will offer assistance in basic teaching techniques and evaluate the effectiveness of the teacher.

Action Step 1

Teacher Mentoring Program

Person or Persons Responsible

Mentor Teachers, PARs, Administrators

Target Dates or Schedule

Weekly PLCs, Weekly PAR meetings, ongoing as needed with mentor teacher

Evidence of Completion

VSET Evaluations, PAR Evaluations, Student Academic Reports

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

Teacher Mentoring Program

Person or Persons Responsible

Administrators, PAR Evaluators

Target Dates or Schedule

Ongoing during walk-throughs and observations

Evidence of Completion

VSET Data, PAR Data

Plan to Monitor Effectiveness of G4.B2.S2

Teacher Mentoring Program

Person or Persons Responsible

Administration, PARs

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

VSET Observations, Student Data Reports

G4.B3 Students who have the potential to achieve higher academic success, but are not performing to their level.

G4.B3.S1 AVID (Advancement Via Individual Determination) encourages students to achieve higher levels of success, with support and strategies from their teachers. We have expanded this program into our 7th grade.

Action Step 1

AVID

Person or Persons Responsible

AVID Teachers

Target Dates or Schedule

Students are placed at the end of the previous year and receive daily services.

Evidence of Completion

AVID student rosters

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

AVID

Person or Persons Responsible

AVID Coordinators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

AVID Student Rosters, Academic Reports

Plan to Monitor Effectiveness of G4.B3.S1

AVID

Person or Persons Responsible

AVID School Site Coordinator

Target Dates or Schedule

Summer 2014

Evidence of Completion

Students who are continuing in advanced level courses End of Course Exam Data

G5. Students will increase analytical reading skills and develop the ability to use text-based evidence to support a thesis statement,

G5.B1 Reluctant writers

G5.B1.S1 Each social studies teacher will utilize the DBQ program to implement Common Core strategies. Students will use close reading to analyze primary documents. They will use specific evidence from the text to support a thesis statement. This program will take students through each step of writing an essay and break it down into smaller parts to make it more manageable.

Action Step 1

DBQs

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Quarterly, at least 4 times a year

Evidence of Completion

Lesson plans, student assessments

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

DBQs

Person or Persons Responsible

Social Studies Teachers, Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans, Administrative walk-throughs and observations

Plan to Monitor Effectiveness of G5.B1.S1

DBQs

Person or Persons Responsible

Administration, Social Studies teachers

Target Dates or Schedule

End of year

Evidence of Completion

FCAT Writing Scores; Student Writing Samples and Completed Rubrics

G5.B2 Students who struggled academically and behaviorally in the previous school year

G5.B2.S1 Implementation of our "Early Warning System" which alerts teachers to students who have struggled during the previous school year, and allow those students to be closely monitored. This will make teachers aware and able to notice minor concerns and address them before they become a major concern.

Action Step 1

Early Warning System

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Lists updated monthly and shared at grade-level meetings

Evidence of Completion

Faculty sign-in sheets, meeting minutes

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

Early Warning System

Person or Persons Responsible

School Counselors, Data Administrator

Target Dates or Schedule

Every mid-term and report card period (twice every nice weeks)

Evidence of Completion

Grade level agendas and minutes

Plan to Monitor Effectiveness of G5.B2.S1

Early Warning System

Person or Persons Responsible

Administration, PARs

Target Dates or Schedule

Monthly Updates, Ongoing as needed

Evidence of Completion

Academic and behavior reports; PAR and VSET observations

G5.B2.S2 Our teacher mentoring program works with new teachers to help them learn strategies to help struggling students be more successful. Teachers meet with PARs on a regular basis, administration monthly, and mentor teachers as needed to discuss challenges and how to best foster an environment of learning on their classroom.

Action Step 1

Teacher Mentoring Program

Person or Persons Responsible

Mentor Teachers, PARs, Administration

Target Dates or Schedule

Ongoing as needed, weekly, monthly

Evidence of Completion

New teacher meeting sign-in sheets and agendas, PAR records

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

Teacher Mentoring Program

Person or Persons Responsible

Administration, PARs

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes, PAR records

Plan to Monitor Effectiveness of G5.B2.S2

Teacher Mentoring Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Academic and Behavior reports

G5.B3 Students who have the potential to achieve higher academic success, but are not performing to their level

G5.B3.S1 AVID encourages students to achieve higher levels of success, with support and strategies from their teachers. We have expanded this program into our 7th grade.

Action Step 1

AVID

Person or Persons Responsible

AVID Teachers

Target Dates or Schedule

Students placed at end of last year and receive daily services

Evidence of Completion

AVID Class Rosters

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

AVID

Person or Persons Responsible

AVID Coordinators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

AVID Class Rosters

Plan to Monitor Effectiveness of G5.B3.S1

AVID

Person or Persons Responsible

School Site Coordinator

Target Dates or Schedule

End of Year

Evidence of Completion

Students continuing in advanced level courses; End of Course exam scores

G5.B3.S2 Students who have earned a level 3, 4, or 5 on the 2013 FCAT reading assessment have the opportunity to be placed into an advanced social studies class. These classes offer enrichment and accelerated material to encourage students to learn and grow in social studies, and also in Reading and Literacy Common Core Standards.

Action Step 1

Advanced Social Studies Courses

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Daily, and adjustments made as needed throughout the year

Evidence of Completion

Student schedules and class rosters

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Advanced Social Studies Courses

Person or Persons Responsible

Data Administrator, School Counselor

Target Dates or Schedule

Pre-planning and adjustments made as needed

Evidence of Completion

Student schedules and class rosters

Plan to Monitor Effectiveness of G5.B3.S2

Advanced Social Studies Courses

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

End of Year

Evidence of Completion

End of Course Exam Results; FCAT Results; Students recommended to continue in advanced courses

G5.B3.S3 Expanding social studies curriculum through cultural applications. 8th grade students can apply to be enrolled in a high school level Humanities course.

Action Step 1

Humanities

Person or Persons Responsible

Humanities Teacher

Target Dates or Schedule

Summer 2013, Ongoing

Evidence of Completion

Humanities Class Roster

Plan to Monitor Fidelity of Implementation of G5.B3.S3

Humanities

Person or Persons Responsible

Data Administrator

Target Dates or Schedule

Review reports quarterly

Evidence of Completion

Quarterly Academic Reports

Plan to Monitor Effectiveness of G5.B3.S3

Humanities

Person or Persons Responsible

Administration, Department Chair

Target Dates or Schedule

End of year

Evidence of Completion

Student Outcomes

G5.B4 Teachers who are new to social studies and the department

G5.B4.S1 As part of our teacher mentoring program, new and new to Galaxy teachers are paired with an experienced teacher. The new teachers will learn strategies and best practices in dealing with classroom policies and procedures, and also about the curriculum.

Action Step 1

Teacher Mentoring Program

Person or Persons Responsible

Mentor Teachers, Department Chair, Administration

Target Dates or Schedule

Weekly in PLCs, as needed

Evidence of Completion

PLC Logs

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Teacher Mentoring Program

Person or Persons Responsible

Department Chair, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Reviewing PLC logs, walk-throughs and observations

Plan to Monitor Effectiveness of G5.B4.S1

Teacher Mentoring Program

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Academic and Behavior Reports

G5.B5 Time for teachers to meet and plan together

G5.B5.S1 Each department will be provided a Curriculum Planning Day. Our school has received a grant and the funds will be used to provide substitutes so each department can develop their academic calendar. This will allow teachers to focus on setting long-term instructional goals and plan how they are going to achieve those goals.

Action Step 1

Curriculum Planning Day

Person or Persons Responsible

Department Teachers

Target Dates or Schedule

By November 30, 2013

Evidence of Completion

Academic Calendar

Action Step 2

Curriculum Planning Day

Person or Persons Responsible

Department Teachers

Target Dates or Schedule

By November 30, 2013

Evidence of Completion

Academic Calendar

Action Step 3

Curriculum Planning Day

Person or Persons Responsible

Department Teachers

Target Dates or Schedule

By November 30, 2013

Evidence of Completion

Academic Calendar

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Curriculum Planning Day

Person or Persons Responsible

Administration

Target Dates or Schedule

By November 30, 2013

Evidence of Completion

Observation of Department

Plan to Monitor Effectiveness of G5.B5.S1

Curriculum Planning Day

Person or Persons Responsible

Administration, Department Chair

Target Dates or Schedule

By November 2013

Evidence of Completion

Academic Calendars

G6. The Physical Education teachers will use technology and fitness testing to support students' math skills.

G6.B1 Student absences

G6.B1.S1 The PE Department will create a set of papers for students who have absences and miss some of the daily activities. These assignments will allow students to have the opportunity to focus on Common Core Math skills, even if they were not present on the day of testing and recording their data.

Action Step 1

PE Make Up Work

Person or Persons Responsible

PE Teachers

Target Dates or Schedule

Daily, as needed

Evidence of Completion

Completed student copies

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

PE Make Up Work

Person or Persons Responsible

PE Department Chair

Target Dates or Schedule

Weekly PLC Meetings

Evidence of Completion

Weekly Logs, review of Pinnacle Gradebook

Plan to Monitor Effectiveness of G6.B1.S1

PE Make Up Work

Person or Persons Responsible

PE Chair, Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Student outcomes on assignments; student academic reports

G6.B2 Students who choose not to participate in daily PE activities

G6.B2.S1 To include students who repeatedly choose to not participate in daily physical activities, the PE department has developed a set of assignments these students can complete that will focus on Common Core reading and math skills. This will allow these students to still learn the information even if they choose to sit out of the physical participation.

Action Step 1

Physical Activities Packet

Person or Persons Responsible

PE Teachers

Target Dates or Schedule

Daily, as needed

Evidence of Completion

Completed student work

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

Physical Activities Packet

Person or Persons Responsible

PE Chair

Target Dates or Schedule

Weekly during PLC meetings

Evidence of Completion

PLC Meeting Logs

Plan to Monitor Effectiveness of G6.B2.S1

Physical Activities Packet

Person or Persons Responsible

PE Chair, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Academic Reports

G7. Elective teachers will enhance students' writing skills through engaging activities that enlist knowledge extension stemming from their core classes.

G7.B1 Teacher lack of experience implementing effective writing lessons

G7.B1.S1 During one PLC meeting each quarter, elective teachers will be trained on how to create effective writing lessons and to use rubrics to appropriately assess and monitor student progress.

Action Step 1

Teaching Writing Best Practices

Person or Persons Responsible

Language Arts teachers, Elective teachers, Reading Coach, Administration

Target Dates or Schedule

Once quarterly during PLC meeting

Evidence of Completion

PLC notes, writing samples

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

Teaching Writing Best Practices

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC notes, Lesson Plans

Plan to Monitor Effectiveness of G7.B1.S1

Teaching Writing Best Practices

Person or Persons Responsible

Administration, Elective teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student writing samples; student progress based on scoring rubrics; administrative walk-throughs and observations

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 focus has changed based on the student data, With resources available, we are monitoring students test scores by way of each department reviewing student trends weekly. Additionally, we are given the resource of a part-time math coach and a full time reading coach to assist with monitoring student trends. We are using our school counselors to be the ambassadors to each grade level PLC team. Each grade level is looking at early warning sign indicators and setting up interventions prior to students failing,

TITLE I, PART D
The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

TITLE II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

TITLE III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to

ensure instructional best practices are utilized. Teachers consistently progress / monitor the ELL students to identify specific needs, target interventions/enrichment to ensure the appropriate pathway toward graduation

TITLE X - Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

VIOLENCE PREVENTION PROGRAMS

The school offers the following non - violence and anti - drug programs:

- Student mentoring
- Peer Mediation
- Crisis training
- Suicide Awareness Training
- Bullying Awareness and Prevention program

NUTRITION PROGRAMS

Galaxy Middle offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Health classes
- Personal Fitness classes

CAREER AND TECHNICAL EDUCATION

Our school offers elective classes in the following technical courses:

- Graphic Design/Communications
- Technology

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. Students achieving proficiency (FCAT level 3 or higher) in reading will increase by 10%

G1.B1 Number of students with previous academic and behavior indicators.

G1.B1.S1 The implementation of our "early warning system" which alerts teachers to students who have struggled during the previous school year and allow us to be able to closely monitor the progress for those students. This will give teachers an awareness when small concerns arise, and be able to use interventions before small matters become a major concern.

PD Opportunity 1

Students were identified based on areas of concern from the previous school year. Students who exhibited at least three of the signs were identified. Teachers were made aware of which students these were and what to watch for.

Facilitator

Grade Level Administrator

Participants

All teachers

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Faculty sign-in sheets for grade level meetings PAR observations

G1.B1.S2 Administrators will meet with new and new to our school teachers to share strategies to use in the classroom for struggling students.

PD Opportunity 1

Teacher Mentoring Program

Facilitator

Administration

Participants

New and new to our school teachers

Target Dates or Schedule

Monthly, ongoing as needed

Evidence of Completion

VSET Evaluations, student academic and discipline reports

G1.B6 Time for teachers to plan together

G1.B6.S1 Each department will be provided a Curriculum Planning Day. Our school has received a grant and the funds will be used to provide substitutes so each department can develop their academic calendar. This will allow teachers to focus on setting long-term instructional goals and plan how they are going to achieve those goals.

PD Opportunity 1

Curriculum planning Day

Facilitator

Participants

Target Dates or Schedule

By November 30, 2013

Evidence of Completion

Academic Calendars

Appendix 2: Budget to Support School Improvement Goals