

2013-2014 SCHOOL IMPROVEMENT PLAN

Bair Middle School
9100 NW 21ST MNR
Sunrise, FL 33322
754-322-2900

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 81%
Alternative/ESE Center No	Charter School No	Minority Rate 87%

School Grades History

2013-14 B	2012-13 D	2011-12 C	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.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	20
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	27
Part III: Coordination and Integration	30
Appendix 1: Professional Development Plan to Support Goals	31
Appendix 2: Budget to Support Goals	32

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

Bair Middle School

Principal

James McDermott

School Advisory Council chair

DeOndre Sims

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

Name	Title
Jason Wilensky	Math Dept. Head
Christine Clock	Social Studies Dept. Head
Robin Rothman	Science Dept. Head
Paulette Daley	Reading Dept. Head
Jennifer Roberts	Media Specialist
Anita Plummer	Literacy Coach
DeOndre Sims	Title I
Evy Lenoff	Guidance Director
Dian Emrith	LA Dept. Head

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2014

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

DeOndre Sims-SAC Chair
 Nicole Thibeault- SAC Secretary
 Andrea Blackwood- SAF Chair/ESE Rep/Parent
 Charles Rhineheart- Non Instructional
 Ann Richman-Business Partner/Parent
 Marcella Smith-BTU Steward
 Lyza Contarino -Gifted Rep/Parent

Lawrence Banks- parent
 Alicia Dixon-parent
 Carole Himmel- parent
 Renee Loperena- parent
 Aziza Mustafa- parent
 Jenna Mustafa- student
 Nadia Mustafa- parent
 Cindy Neveloff- parent
 Shirly Ryan- parent
 Patricia Siqueria- ESOL Rep/Parent
 Kim Vadnais- parent

Involvement of the SAC in the development of the SIP

The SAC committee recommended that Extended Learning Opportunities be instituted early in the school year as possible in the areas of reading and math. ELO in science and writing will be implemented closer to March, provided funds are available and dependent upon votes for accountability funds.

SAC also requested that ELO would be offered outside of the SES tutoring for students on Free and Reduced Lunch.

Parents would also like to see more diverse parent trainings through Title I. Once a parent has been to a parent night during their child's 6th grade year, then there is no motivation to come out to see the same presentation for 7th and 8th grade. In order to increase parent involvement, parents should be allowed more participation in scheduling of events.

Activities of the SAC for the upcoming school year

SAC will address the waiver process for having uniform dress code. In order to keep more students in class during instructional time and decrease the amount of time in the front office, school wide uniforms should be implemented.

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

Accountability Funds through SAC will be voted upon and will be determined by the SAC membership. In the past, the funds have been used for ELO and bus transportation to support Saturday FCAT camps.

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:

James McDermott

Principal

Years as Administrator: 16

Years at Current School: 1

Credentials

Degrees
 Master's English, Bachelor's English
 Certification
 School Principal,
 English (6-12)

Performance Record

2012-2013
 Grade B
 Reading Mastery: 61%
 Math Mastery: 60%
 Science Mastery: 45%
 Writing Mastery: 61%
 Learning Gains: 66% reading/67% math
 Learning Gains (lowest 25%) 62% reading/ 60% math

2011-2012
 Grade: A
 Reading Mastery: 59%
 Math Mastery: 60%
 Science Mastery: 43%
 Writing Mastery: 80%
 Learning Gains: 70% reading / 68% math
 Learning Gains (lowest 25%): 70% reading / 57% math
 AYP: Black (57% reading / 58% math), Hispanic (40% reading / 39% math), ED (52% reading / 51% math), ELL (84% reading / 85% math), SWD (63% reading / 59% math)

2010-2011
 Grade: A / AYP: No
 Reading Mastery: 68%
 Math Mastery: 71%
 Science Mastery: 44%
 Writing Mastery: 87%
 Learning Gains: 63% reading / 71% math
 Learning Gains (lowest 25%): 64% reading / 68% math
 AYP: Black (48% reading / 51% math),
 Hispanic (66% reading), ED (56% reading / 58% math), ELL (35% reading / 48% math), SWD (48% reading / 48% math) did not make AYP

2009-2010
 Grade: A / AYP: No
 Reading Mastery: 72%
 Math Mastery: 71%
 Science Mastery: 51%
 Writing Mastery: 93%
 Learning Gains: 66% reading / 72% math
 Learning Gains (lowest 25%): 64% reading / 66% math
 AYP: Black (54% reading / 52% math), Hispanic (68% reading / 65%

math), ED (58% reading / 55% math), ELL (46% reading / 42% math), SWD (45% reading /44% math) did not make AYP in reading and math.

Andre Jones

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

BS in Economics and M.Ed.in Educational Leadership
 Certification Areas:
 Educational Leadership K-12 and Social Sciences 5-9

2012-2013

Grade D

Reading Mastery: 52%

Math Mastery: 35%

Science Mastery:36%

Writing Mastery: 56%

Learning Gains: 64% reading/44%math

Learning Gains (lowest 25%) 61% reading/ 47% math

Andre Jones has been an Assistant Principal at Bair Middle since the 2008-2009 school year.

During the 2009-2010 school year, Mr. Jones was responsible for supervising the social studies department and ELL, as well as, supervising the ELO program. As a result, 50% of the 6th graders, 78% of 7th graders and 77% of 8th graders who attended the ELO made learning gains in reading.

Due to the Bair Reading and Vocabulary initiatives implemented during the 2010-2011 school year there was an increase in learning gains made by the lowest 25% in Reading from 67% to 72%.

Data for the 2011-2012 school year indicates that Bair struggled in all areas except overall learning gains in reading and Algebra 1 EOC.

Performance Record

During the 2011-2012 school year, Mr. Jones was instrumental in the development and success of the JADA (Junior Academy for Digital Acceleration) program, which creates opportunities for gifted/high

achieving students to accelerate their learning and earn high school credits through Florida Virtual School while still in middle school. Under his leadership, 100% of students enrolled in the program

successfully completed one online course, 91% completed one and a half year courses in one year, and 47% completed 2 online courses in one year, with 8th grades completing their online course requirement for high school. Mr. Jones has networked with the elementary feeder

school Principals to market Bair in the community, resulting in increased

enrollment in the 6th grade. Additionally, Mr. Jones collaborated with the Principal from Horizon Elementary School to design an innovative math program, BMS (Becoming Math Savvy), which prepares gifted and high achieving 5th graders for GEM math classes. 5th grade students will

come to Bair once per week to work in small groups in order to accelerate their math skills and ease the transition to middle

school.

Also during Mr. Jones' time at Bair the Science scores increased from 38% to 39% and the lowest quartile increased 3%percentage points in learning gains in math.

Patricia Genhold

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Degrees: BSW and MSW
 Certification Areas:
 Middle Grade Integrated Curriculum 5-9,
 Exceptional Student Education K-12, and
 Educational Leadership K-12

Performance Record

2012-2013

Grade D

Reading Mastery: 52%

Math Mastery: 35%

Science Mastery: 36%

Writing Mastery: 56%

Learning Gains: 64% reading/44% math

Learning Gains (lowest 25%) 61% reading/ 47% math

This is Ms. Genhold's second year serving as Assistant Principal at Bair Middle School. During the 2011-2012 school year, Mrs. Genhold was responsible for supervising the Reading and Language Arts Departments. As a result, 56% of 7th grade students scored Level 3 and above on the Reading portion of the FCAT test.

Prior to coming to Bair, Ms. Genhold was the Behavior Specialist at Lyon's Creek Middle School. She was responsible for the development, supervision, and implementation of the Homework HELP academy and as a result 300+ students received additional tutoring, remediation and enrichment through the program. As the facilitator of the HELP academy, Mrs. Genhold was also responsible for the development of the SOAR (Students Organizing for Academic Recovery) program which helped student to recover core curriculum classes reducing the retention rate by 15%.

2010-2011 Grade: A

Increase in all AYP subgroups from 2% to 12% in Math, overall increase in Learning gains for Reading 3% and math 4%, Lowest 25th% increased in Reading 12% (244) and Math 8% (163).

2009-2010 Grade: B

Decrease in math Mastery by 2%

2008-2009 Grade: A

Increase in Reading Mastery: 67% to 72%

Math Mastery: 72% had decreased to 70% and then rose to %72 in 2009.

Increase in Science Mastery: 40% to 47%

Increase in Writing Mastery: 89% to 94% AYP: in 2008-09 Black, SWD, Hispanic, ELL and Economically Disadvantaged did not meet AYP in Reading or Math.

Karen Birke

Asst Principal

Years as Administrator: 9

Years at Current School: 8

Credentials

BS in Advertising, BA in English, M.Ed in English Education, Ed.Spec. in Educational Leadership.
 Certification Areas: English 5-9, Educational Leadership K-12

Performance Record

Karen Birke has been an Assistant Principal of Bair Middle School for the past 8 years. During her tenure, Bair has maintained a grade of B for 5 of those years and achieved an A twice. Mrs. Birke has supervised the Language Arts department in past years. During that time, writing scores increased from 88% scoring 3.5 or higher in 2005 to 98% scoring 3.5 or higher in 2009. In the 2009/2010 school year, Mrs Birke supervised the 6th grade, whereas the 6th grade students achieved from 56% to 59% learning gains in reading and 49% to 54% learning gains in math. During the 2012-2013 school year Mrs. Birke was over Science, which made a 3% learning gain from 32% to 36%. Mrs. Birke was instrumental in securing funding and curriculum materials for the Saturday FCAT program, STOMP, in 2008 where 63% of students attending increased an achievement level or showed learning gains. During the 2010-2011 school year as the administrator over the STOMP (ELO) program she was instrumental in initiating a mentoring program. This program led to increased attendance rates for the duration of the program.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Anita Plummer		
Full-time / District-based	Years as Coach: 14	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Master's degree in English Reading and ESOL Endorsed SpringBoard National Trainer Six Traits Certified	
Performance Record	The current Literacy Coach has worked at the District Level and worked with schools to improve the reading and writing skills of secondary students. The coach is a National SpringBoard trainer, Six Traits trainer, and has conducted Common Core State Standards training for schools in the district.	

Classroom Teachers

# of classroom teachers	52
# receiving effective rating or higher	46, 88%
# Highly Qualified Teachers	100%
# certified in-field	52, 100%
# ESOL endorsed	41, 79%
# reading endorsed	16, 31%
# with advanced degrees	22, 42%
# National Board Certified	6, 12%
# first-year teachers	6, 12%
# with 1-5 years of experience	8, 15%
# with 6-14 years of experience	20, 38%
# with 15 or more years of experience	24, 46%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

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

1

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

New Educator Support System (NESS) - Liaison Cheryl King, (NESS) Coaches, Administration Mentor Aspiring Leaders-James McDermott, Principal; Patricia Genhold, Assistant Principal Partnering new teachers with veteran staff- Andre Jones, Assistant Principal; Karen Birke; Assistant Principal

Utilize teacher leaders through the leadership team - James McDermott, Principal

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 are paired with teachers who are certified in Clinical Education, and, where possible, in the same curriculum area as the new educator. There are weekly meetings with the NESS coach. The NESS coach supports the new educators through the conduction of classroom walk-throughs, lesson planning review, and rubric development aligned to Marzano. Monthly NESS trainings in pinnacle, BEEP, Virtual Counselor, parent conferences, making data-driven decisions, and Marzano are facilitated by the NESS liaison.

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

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

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

The school based MTSS leadership team is comprised of the Principal, Administrators, ESE specialist, guidance director, guidance counselor, school psychologist, school social worker, speech pathologist, literacy coach, department heads, classroom teachers, ESE teachers, and parents. The MTSS Leadership Team meets weekly, and works with the school leadership team and curricular departments to utilize effective strategies and interventions. Administration, instructional coaches, department heads, ESE specialist, speech pathologist, school psychologist, school social worker, and guidance counselors

meet regularly to discuss strategies for implementation of Tier 3 interventions by developing, leading, and evaluating school core content standards/programs; identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of individual student's need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis. The RTI team participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. They also provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The RTI leadership team reviews and links universal data to instructional decisions; reviews progress monitoring data at the grade level and classroom level to identify students who are at high risk for not meeting benchmarks. The team identifies professional development and resources necessary for student achievement. The RTI team also meets with the School Advisory Council (SAC) and the principal to help develop the SIP. The team provides data on Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction; facilitates the development of a systematic approach to teaching. The RTI team will meet regularly to problem solve, share effective practices, and help set clear expectations for instruction; as well as build consensus, increase infrastructures, and make decisions about implementation strategies. Tier 1 data is routinely inspected in the areas of reading, writing, math, science, and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. This same data is also used to screen for at risk students who may be in need of Tier 2 or 3 interventions. Students are then referred to Collaborative Problem Solving Team for consideration of intensive intervention.

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Select General Education Teachers: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data

collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The RTI leadership team reviewed and linked universal data to instructional decisions; reviewed progress monitoring data at the grade level and classroom level to identify students who are at high risk for not meeting benchmarks. The team identified professional development and resources necessary for student achievement. The RTI team also met with the School Advisory Council (SAC) and the principal to help develop the SIP. The team provided data on Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helped set clear expectations for instruction; facilitated the development of a systematic approach to teaching. The RTI team will meet regularly to problem solve, share effective practices, and help set clear expectations for instruction; as well as build consensus, increase infrastructures, and make decisions about implementation strategies.

Tier 1 data is routinely inspected in the areas of reading, writing, math, science, and behavior. Data are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. This same data is also used to screen for at risk students who may be in need of Tier 2 or 3 interventions. Students are then referred to Collaborative Problem Solving Team for consideration of intensive intervention.

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

Data is obtained through screening and diagnostic assessment to identify needs of struggling reading and math students. Targeted interventions that best meet the differentiated needs of these students are used to remediate struggling students. A combination of research-based Comprehensive Intensive Reading Programs (CIRP), Supplemental Intensive Math Programs, screening, diagnostic, and progress monitoring assessments, and systematic and explicit instructional strategies and classroom practices are used at Tier 1, 2, and 3. Baseline data is obtained through BAT1 and BAT 2. Progress monitoring is obtained through mini BATS, FAIR, DAR, WADE, TOMA assessments. End of year data is obtained through FCAT, FAIR, DAR, TOMA assessments.

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

Staff will be trained on Tier 1 and Tier 2 interventions. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The professional development will be delivered by the RTI leadership team.

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: Extended Day for All Students**Minutes added to school year: 900**

Students will be targeted for math and reading pullouts during the school day throughout the school year. Differentiated instruction targeted to individual needs will be utilized to remediate in areas of student deficiency. If funds are available, an additional weekend ELO may be used to support the areas of writing and science.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student data is collected from Data Warehouse and from school wide assessments in the areas of reading, math, writing, and science. Progress monitoring through the use of FCAT Test-maker in Reading and common assessments in math will be used to monitor the effectiveness of the strategy.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program**Minutes added to school year: 5,000**

Project Firewall is a grant funded tutoring company that has identified 40 low performing students that are eligible for tutoring services as well as outdoor activities four days a week for two hours a day. Students must make a commitment to complete the program once they have signed up. The school will coordinate with Firewall to support the academic development of students through provision of curriculum where applicable.

Strategy Purpose(s)

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

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

Progress monitoring sheets by the company will be provided for students to take around to core academic classes to receive feedback on student progress.

Who is responsible for monitoring implementation of this strategy?

Project Firewall is a Broward County School Board approved vendor.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Anita Plummer	Literacy Coach
Paulette Daley	Reading Department Head
Christine Clock	Social Studies Department Head
Karen Birke	Assistant Principal
Terese Hauptert	ESE Specialist
Robin Rothman	Science Dept. Head
James McDermott	Principal
DeOndre Sims	Title 1
Jennifer Roberts	Media Specialist

How the school-based LLT functions

The Literacy team will function as a collaborative team to encourage professional growth in literacy strategies that will increase academic achievement for all students. The team will be versed in professional texts/articles and establish common beliefs about reading and writing in all content areas. Ideas for mentoring teachers and identifying areas for professional development and modeling effective literacy instruction will be shared. The LLT will meet monthly to discuss student data and strategies for raising student achievement. The school's LLT also serves as liaisons to the rest of the staff by bringing updates to the rest of the staff. The LLT's role is to determine whether the school has a coherent, consistent curriculum across all grades, investigate data, and plan study groups.

Major initiatives of the LLT

Literacy Leadership Team Initiative #1: School-wide Reading Initiative

Content area teachers will support literacy instruction by infusing comprehension strategies to help students construct meaning from text. The following strategies will be used: Metacognitive Markers, Dialectical Journals, Close Reading, Shared Reading, Read Alouds, SOAPStone, TPCASTT, SIFT, TWIST, SMELL and RAFT.

Literacy Leadership Team Initiative #2: Bair Reading Initiative Independent Reading Log

In order to build reading stamina and prepare for the rigorous expectations of the Common Core State Standards and PARCC assessments, students will be given a reading log every three weeks to record the number of minutes they read every evening at home. Students are encouraged to read titles of interest to them, either fiction or nonfiction. The reading log will be returned to their social studies teacher.

Students who are enrolled in the school's innovative programs or critical thinking classes will be expected to read two novels from the Accelerated Reader List: One high interest and one classic. Students will read books at home and have parents sign a log sheet indicating that they have read and discussed the books with them. Reading logs should be returned to the social studies teacher.

Literacy Leadership Team Initiative #3: Reading Logs in Reading Class

As reading homework for students enrolled in a reading class, all students will be expected to read and log their minutes at home. The log sheet should be returned to their reading teachers and students will be given a grade.

Literacy Leadership Team Initiative #4: Reading Across Broward

The titles students write on their Independent Logs can be recorded on the Reading Across Broward Reading Record Sheet. This project runs from April 1st to March 31st. Students should return their Reading Record Sheet for Reading Across Broward to Mrs. Roberts, the media specialist.

Literacy Leadership Team Initiative #5: After School Book Club

The Reading/Literacy Coach will facilitate an after-school book club one hour per month to extend reading. Students will read selected titles and participate in Literature Circles and Socratic Seminars to

encourage text-based discussions.

To foster a climate of literacy, the Literacy Team will have posters created with them reading a book. These posters will be placed around the school to demonstrate the importance of reading. All staff members will be encouraged to participate.

Literacy Leadership Team Initiative #6: Reading Competitions (Million Minutes Reading Challenge)

To encourage reading, students are invited to participate in several reading contests. The Million Minutes Reading Challenge will begin in September and continue until the end of January. If the students read one million minutes by the end of January, the principal and administrators will either shave or color their hair.

In February students will be encouraged to participate in a Reading Scavenger Hunt where they will have the opportunity to bring reading to their communities. They can read at a community forum, to a younger child, to the elderly, or in any other creative way.

Every Teacher Contributes to Reading Instruction

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

Every teacher is receiving training in strategies to infuse Common Core tasks and FCAT 2.0 into their content area. The school wide literacy plan incorporates academic and content area vocabulary strategies that teachers will use to improve vocabulary and reading skills in all content areas. Content area teachers will support literacy instruction by infusing comprehension strategies to help students construct meaning from text. The following strategies will be used: Metacognitive Markers, Dialectical Journals, Close Reading, Shared Reading, Read Alouds, SOAPStone, TPCASTT, SIFT, TWIST, SMELL and RAFT. The Literacy Coach is working with each content area to provide support in the form of training, modeling of instruction, and lesson planning assistance to infuse reading strategies into daily instruction for students.

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

The school offers a variety of elective courses including a STEM elective, Band, Foreign Language, Physical Education, Woodworking, and Art. Curriculum in these courses infuses core content into the elective areas, showing students the relationships between multiple subjects. Content area teachers work together when possible to showcase areas of interdisciplinary overlap and provide students with opportunities for the application of content knowledge and skills to solve real world problems.

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

The Guidance Department works with each student to determine course requests that best match individualized student needs and interests. Eighth grade students receive advisement on high school matriculation, magnet programs, and course requests. Additionally, students complete the career education requirements through an integrated approach in math, language arts, and social studies, including the infusion of JA Finance Park curriculum.

Strategies for improving student readiness for the public postsecondary level

All students are placed in academically rigorous classes.

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	60%	46%	No	64%
American Indian				
Asian	69%	63%	No	72%
Black/African American	49%	34%	No	54%
Hispanic	67%	60%	No	70%
White	75%	63%	No	78%
English language learners	33%	22%	No	39%
Students with disabilities	41%	25%	No	47%
Economically disadvantaged	54%	47%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	249	28%	31%
Students scoring at or above Achievement Level 4	209	24%	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>	36%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	545	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	141	61%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	23	46%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	42%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	34%	37%

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	169	56%	59%
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	59%	40%	No	63%
American Indian				
Asian	71%	66%	No	74%
Black/African American	48%	31%	No	54%
Hispanic	64%	44%	No	68%
White	76%	57%	No	78%
English language learners	43%	13%	No	49%
Students with disabilities	33%	21%	No	40%
Economically disadvantaged	53%	34%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	191	24%	27%
Students scoring at or above Achievement Level 4	88	11%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		70%
Students scoring at or above Level 7	[data excluded for privacy reasons]		36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	372	44%	47%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	105	47%	50%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	67	35%	38%
Middle school performance on high school EOC and industry certifications	66	99%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	30%	31%
Students scoring at or above Achievement Level 4	25	68%	69%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		5%
Students scoring at or above Achievement Level 4	29	94%	95%

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	60	20%	22%
Students scoring at or above Achievement Level 4	49	16%	17%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		10
Participation in STEM-related experiences provided for students	500	52%	55%

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	132	14%	10%
Students who fail a mathematics course	12	1%	0%
Students who fail an English Language Arts course	39	4%	2%
Students who fail two or more courses in any subject	21	2%	1%
Students who receive two or more behavior referrals	240	25%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	69	7%	5%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Parents will be invited and encouraged to become active members of the School Advisory Council (SAC) and Parent Teacher Student Association (PTSA). At the SAC meetings, parents will be provided with information regarding the school's Title I allocation (inclusive of professional development and parental involvement allotments). Parents will be allowed to provide input in the development and decision-making process of all Title I activities related to school. At the PTSA meetings, parents will be allowed to add input on fundraising and events sponsored by the PTSA as well as learn how PTSA funds are being

spent on the school. An annual evaluation will be conducted using surveys completed by parents, staff, and students. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
In grades 6-8, 65% of parents will attend meetings and/or activities throughout the 2013-2014 school year.	570	60%	65%

Goals Summary

- G1.** All subject areas will increase proficiency through the implementation of NGSSS/CCSS by having students actively engaged in rigorous student centered instruction.

Goals Detail

G1. All subject areas will increase proficiency through the implementation of NGSSS/CCSS by having students actively engaged in rigorous student centered instruction.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal

- teachers, instructional coaches, professional development, school environment
- Curriculum: Reading Plus, FCAT Explorer, Gizmos, textbooks, SpringBoard
- Instructional Strategies: Bair Bites (warm-ups), Weekly Pacing Snapshot, SWAG (Subject Wide Appropriate Grammar).

Targeted Barriers to Achieving the Goal

- Teachers need additional professional development in delivering a rigorous curriculum to implement CCSS/NGSSS and increase student engagement.

Plan to Monitor Progress Toward the Goal

Common assessment Informal classroom observation

Person or Persons Responsible

Administration, literacy coach and department heads.

Target Dates or Schedule:

August 2013-2014

Evidence of Completion:

Common assessment data Student work samples FAIR, BAT I and BAT II Debriefing from informal observations

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All subject areas will increase proficiency through the implementation of NGSSS/CCSS by having students actively engaged in rigorous student centered instruction.

G1.B1 Teachers need additional professional development in delivering a rigorous curriculum to implement CCSS/NGSSS and increase student engagement.

G1.B1.S1 Teachers will use research based strategies to increase rigor and student engagement in literacy and math.

Action Step 1

Examine classrooms for implementation of professional development strategies and provide support by modeling strategies and providing feedback.

Person or Persons Responsible

Administration, department heads, leadership team.

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Debriefing after modeling.

Action Step 2

Professional development will be provided for the following strategies: Metacognitive Markers Dialectical Journals Close Reading Shared Reading Read Alouds CollegeBoard Strategies (SOAPStone,TPCASTT,SIFT, TWIST,SMELL,RAFT). Student-teacher data chats Curriculum alignment/pacing ELO

Person or Persons Responsible

All teachers, literacy coach, and department heads.

Target Dates or Schedule

August 2013 through June 2014

Evidence of Completion

Common assessment (Summative) Formative assessment Student work samples Lesson Plans PLC work product (Weekly pacing snapshot)

Facilitator:

Literacy Coach Department Head External support

Participants:

All teachers, literacy coach, and department heads.

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

Classroom walkthrough Teacher/Administrator data chats

Person or Persons Responsible

Administration, literacy coach and department heads.

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Debrief from classroom walkthroughs Student work sample

Plan to Monitor Effectiveness of G1.B1.S1

Data analysis and reteaching of concept (FCIM).

Person or Persons Responsible

Administration, literacy coach and department heads.

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Data analysis from FAIR, BAT I and BAT II.

Coordination and Integration

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

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

Title I

Funds are being used to provide supplemental materials to increase parent participation and parent involvement to assist students at home.

ELO funds are being provided for teachers to pull-out students during their elective courses to focus on reading and math.

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training.

Title III

ESOL - ELL students receive specialized instruction in reading and developmental language arts by a certified ESOL/reading endorsed teacher. Students are supported in content classes by bilingual teacher aides. The school receives supplemental materials from the Multicultural Department for ELL students.

Title X- Homeless

A district homeless coordinator and school social worker provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education.

Supplemental Academic Instruction (SAI)

Salaries for 1.63 teachers who teach lower level 6th, 7th, and 8th grade students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field-trips, community service, and counseling. We also participate in the district initiative of Silence Hurts. Mental health training is offered through the county.

Crime watch is also instituted at the school. In addition, an anti-bullying policy and program is instituted with training for teachers and students.

Nutrition Programs

All students are offered a healthy balanced meal program while at school that includes breakfast and lunch. Qualifying students receive breakfast and lunch at a reduced price or free.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Career education is embedded into the core academic subjects. Students in 8th grade participate in JA Finance Park curriculum which incorporates career education.

Job Training

NA

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. All subject areas will increase proficiency through the implementation of NGSSS/CCSS by having students actively engaged in rigorous student centered instruction.

G1.B1 Teachers need additional professional development in delivering a rigorous curriculum to implement CCSS/NGSSS and increase student engagement.

G1.B1.S1 Teachers will use research based strategies to increase rigor and student engagement in literacy and math.

PD Opportunity 1

Professional development will be provided for the following strategies: Metacognitive Markers Dialectical Journals Close Reading Shared Reading Read Alouds CollegeBoard Strategies (SOAPStone,TPCASTT,SIFT, TWIST,SMELL,RAFT). Student-teacher data chats Curriculum alignment/pacing ELO

Facilitator

Literacy Coach Department Head External support

Participants

All teachers, literacy coach, and department heads.

Target Dates or Schedule

August 2013 through June 2014

Evidence of Completion

Common assessment (Summative) Formative assessment Student work samples Lesson Plans PLC work product (Weekly pacing snapshot)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Total
	\$0
Total	\$0

Budget Details

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

G1. All subject areas will increase proficiency through the implementation of NGSSS/CCSS by having students actively engaged in rigorous student centered instruction.

G1.B1 Teachers need additional professional development in delivering a rigorous curriculum to implement CCSS/NGSSS and increase student engagement.

G1.B1.S1 Teachers will use research based strategies to increase rigor and student engagement in literacy and math.

Action Step 2

Professional development will be provided for the following strategies: Metacognitive Markers Dialectical Journals Close Reading Shared Reading Read Alouds CollegeBoard Strategies (SOAPStone,TPCASTT,SIFT, TWIST,SMELL,RAFT). Student-teacher data chats Curriculum alignment/pacing ELO

Resource Type

Resource

Funding Source

Amount Needed