2013-2014 SCHOOL IMPROVEMENT PLAN

Palmetto Middle School

7351 SW 128TH ST

Miami, FL 33156

305-238-3911

http://pms.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	No	31%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	63%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Palmetto Middle School

Principal

John Lux C

School Advisory Council chair

Georgette Mondesire

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

Name	Title
Tiffany Anderson	Assistant Principal
Graciela Figueiras	Language Arts Department Chair
Frankie Hurlburt	Math Department Chair
Warren Martin	Social Studies Department Chair
Teri Ortiz	Science Department Chair
Debbie Albert	Team Leader
Jackie Barker	Electives Department Chair
Judy Ackman	Language Arts Teacher
Georgette Mondesire	EESAC Chair
Ivette Toledo	Student Services

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal, 5 teachers, 1 education support employees, 1 student , 9 parents, one UTD steward, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The administration and teachers provided the Education Excellence School Advisory Council with student data, information about changes in standardized tests, and indicated the financial need for the upcoming school year. Feedback was solicited from the members of SAC on how to effectively allocate funds for the use of technology and staff development for the 2013-2014 school year.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council will work closely with the PTSA and Principal to :
•Develop, approve, and monitor the School Improvement Plan.
•Update technology, provide funds for professional development, and parental involvement activities.

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

Student Agendas $3200
Advancement in Technology $2,000
Community Outreach Projects $500

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

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

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

Administrators

# of administrators
3

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

Administrator Information:

John Lux C		
Principal	Years as Administrator: 14	Years at Current School: 3

Credentials	Elementary Education Education Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 73% Math Proficiency, 69% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 52 points Rdg. AMO –73 Math AMO–69 2012 – School Grade Rdg. Proficiency, 74% Math Proficiency, 71% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 77points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 62 points Palmetto Middle School Year 11 School Grade A AYP_____ N_ High Standards Rd_ _ 85 High Standards Mth_ 83 High Standards W__ _94 High Standards Sc._ 73 Learning Gains Rdg__ 71 Learning Gains Mth_ 77 Gains R 25_____ 68 Gains M 25_____ 63 South Miami Heights Elementary Year 10 09 School Grade A A AYP_____ _ Y Y High Standards Rd_ _ 75 75 High Standards Mth_ 72 73 High Standards W__ _ 87_ 94 High Standards Sc._ 41 45 Learning Gains Rdg__ 70 75 Learning Gains Mth_ 57 68 Gains R 25_____ 66 74 Gains M 25_____ 59 69

Randall Cromer		
Asst Principal	Years as Administrator: 17	Years at Current School:

Credentials	Political Science, Economics, Middle Grades Social Science, Education Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 73% Math Proficiency, 69% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 52 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 74% Math Proficiency, 71% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 77points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –73 Math AMO–69 Palmetto Middle School Year 11 10 09 School Grade A A A AYP_____ N_ N N High Standards Rd_ _ 85 86 83 High Standards Mth_ 83 84 83 High Standards W__ _94 87_ 95 High Standards Sc._ 73 69 63 Learning Gains Rdg__ 71 70 71 Learning Gains Mth_ 77 77 80 Gains R 25_____ 68 68 68 Gains M 25_____ 63 69 7

Tiffany Anderson		
Asst Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	Business Education Education Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 73% Math Proficiency, 69% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 52 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 74% Math Proficiency, 71% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 77points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –73 Math AMO–69 Palmetto Middle School Year 11 10 09 School Grade A A A AYP_____ N_ N N High Standards Rd_ _ 85 86 83 High Standards Mth_ 83 84 83 High Standards W__ _94 87_ 95 High Standards Sc._ 73 69 63 Learning Gains Rdg__ 71 70 71 Learning Gains Mth_ 77 77 80 Gains R 25_____ 68 68 68 Gains M 25_____ 63 69 76

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
57

 # receiving effective rating or higher
57, 100%

 # Highly Qualified Teachers
88%

 # certified in-field
50, 88%

 # ESOL endorsed
13, 23%

 # reading endorsed
8, 14%

 # with advanced degrees
25, 44%

 # National Board Certified
6, 11%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
3, 5%

 # with 6-14 years of experience
26, 46%

 # with 15 or more years of experience
28, 49%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

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

The administrative team will provide monthly professional development to teachers that are not highly qualified and provide them with training and resources to become certified-in-field. Teachers will also be assigned a mentor.

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

The administrative team will provide monthly professional development to teachers that have been teaching between 1-3 years in effective teaching strategies. Teachers that have been teaching less than 3 years will also have a highly effective mentor teacher assigned to them.

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 MTSS/RTI team will meet once a month and will focus on data analysis from the FAIR assessment, school-wide mini assessments and Benchmark Assessments. Based on the data, the team will identify students for Tier 2 and Tier 3 intervention that are performing below mastery. Professional development will be provided for teachers whose students are performing below mastery. Tier 3 students will be reviewed for academic success across the curriculum and behavior issues. The RTI Leadership Team will review parent contact notes, teacher anecdotal notes, and successful strategies for motivation. The team will also collaborate on effective instructional strategies and restructure ineffective strategies. During weekly grade level meetings, teachers will recommend struggling students for Tier 2 intervention to the RTI team.

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

John Lux, Principal, will ensure there is a common vision in addressing the school's weaknesses, by implementing a plan to provide appropriate intervention, support, professional development to teachers, and assess the effectiveness of the RTI Leadership Team. Mr. Lux will also communicate with parents regarding school-based RTI plans and activities.

Tiffany Anderson, Assistant Principal of Curriculum, will be working extensively with the RTI Leadership Team to develop a means to assess the effectiveness of the current strategies, develop intervention strategies, conduct monthly meetings to analyze data, assist the principal in progress monitoring, and provide the appropriate professional development activities. Mrs. Anderson will assist with the whole school screening process that provides early intervention services for children to be considered "at risk" and monitor the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Randall Cromer, Assistant Principal, will be working with the RTI Leadership Team to ensure implementation of strategies, and provide professional development activities.

Debbie Albert, Language Arts Instructor and Team Leader, with doctorial coursework in Curriculum and Instruction, has been successful in developing strategies through her team to positively impact student achievement. Therefore, she will be responsible for the Tier 1, Tier 2, and Tier 3 interventions. Mrs. Albert is National Board Certified Teacher and a district CRISS trainer.

Frankie Hurlburt, Mathematics teacher and Department Chair, will be used to analyze the effectiveness of the strategies used in the Mathematics department, provide guidance in developing professional development activities using measurable evidence-based curriculum strategies, and facilitate data collection for the Mathematics department.

Warren Martin, Social Studies Department Chair, will assist the administrative team with implementing reading and writing strategies through social studies.

Graciela Figueiras, Language Arts Teacher and Department Chair, is a National Board Certified Teacher and will be assisting the administrative team with implementing intervention strategies through the Language Arts department and Writing Across the Curriculum. Mrs. Figueiras will ensure the gifted population maintains a high level of academic achievement. Additionally, Mrs. Figueiras will be assisting the administrative team with the implementation of the Reading Plus program. Mrs. Figueiras will also provide expertise in assisting the ESOL students by collaborating with general education teachers and monitoring student progress. Additionally, Mrs. Figueiras will also be responsible for delivering Tier 1, Tier 2, and Tier 3 interventions during the 30 minute Literacy Block.

Gina Whiters, the Student Center for Special Instruction instructor, will provide expertise and develop strategies to address individual student academic, emotional, and behavioral needs. Mrs. Whiters will also serve as Test Chair and will be responsible for generating reports from Edusoft which will be used for data analysis at team, department, and RTI meetings.

Vivian Taylor is the school's Professional Development Liaison and will be responsible for organizing the professional development sessions throughout the school year.

Susan Blacaneaux, SPED teacher and Department Chair, will provide expertise in assisting the SPED students, by collaborating with general education teachers and assisting the administrative team in monitoring the progress of SPED students. Mrs. Blancaneaux will also be responsible for identifying students in need of ESE services who did not show progress with Tier 3 intervention.

Terri Buria, SPED teacher and SST Coordinator, will provide expertise in special education, collaborate with general education teachers, develop strategies to address the needs of SPED students, and assist the administrative team in meeting AYP standards with our SPED population.

Helena Castillo, Media Specialist, will assist the administrative team in increasing the number of classes visiting the library to improve their skills in research/reference and provide professional development in utilizing the Smartboard in the classroom.

Ivette Toledo, Student Service Department Chair, will be responsible for monitoring student progress through the gradebook and referring struggling students to the MTSS/RTI Leadership Team for intervention.

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

The MTSS/RTI Leadership Team elicited ideas from all stakeholders to identify major academic weaknesses and suggested strategies to address these weaknesses. The Leadership Team will be responsible for problem identification, analyzing the problem, and developing and implementing evidence-based intervention indicated by assessment data. Additionally, the MTSS/RTI Leadership Team will measure the effectiveness of the goals and strategies outlined in the SIP on a monthly basis and make necessary adjustments.

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

Tier 1-Reading, Mathematics, Science, and Writing
The data management systems and source used for baseline data are:
• Progress Monitoring and Reporting System (PMRN)
• Florida Assessment for Instruction in Reading (FAIR)
• Florida Comprehensive Assessment Test (FCAT)
• Voyager Benchmark Assessment

• Assessments from Language!
• Baseline Assessment in Reading, Science and Math through Edusoft
• Reading Plus
• Achieve 3000
• Florida Achieve
• CELLA
The data management systems and source used for midyear are:
• Florida Assessment for Instruction in Reading (FAIR)
• Interim Assessment for Reading, Math, and Science
• Voyager Benchmark Assessment
• Assessment from Language!
The data management systems and source used for end of year:
• FAIR
• FCAT
• Voyager Benchmark Assessment
• Assessment from Language!
• Assessments for Reading, Math, and Science through Edusoft
• Reading Plus Benchmark Assessment
Writing pre and post test.
• Data analysis will be done on a monthly basis.
The data management system and source used for behavior:
• Student Case Management System Data
Tier 2-Reading, Mathematics, Science, and Writing
The data management systems and sourced used for tier 2 instruction are:
• Reading Plus
• Compass Learning for reading, math, science, and writing
The data management systems and source used for behavior:
• Student Case Management System Data
• Office referrals per week/month
• Suspensions
Writing pre and post test.
• District Writing pre and post test
Tier 3-Reading, Mathematics, Science, and Writing
The data management systems and source used for tier 3 instruction are:
• Reading Plus
• Compass Learning for reading, math, science, and writing
• Gizmos for science and math
• Progress Monitoring and Reporting System (PMRN) intervention activities for reading
• Florida Achieve
• Florida Focus
• Reflex Program
The data management systems and source used for behavior:
• Student Case Management System Data
• Office referrals per week/month
• Suspensions
• Team meeting agendas
• Attendance
• Referrals to special education programs

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

All curriculum leaders and student service personnel will be trained and receive a manual in the MTSS/ RTI problem solving and data analysis process at beginning of the 2013-2014 school year. Instructional personnel will participate in MTSS professional development activities to understand the basic MTSS principles and procedures during faculty, team, and department meetings. Two PD sessions entitled: "MTSS" Using Data to Drive Instruction and "MTSS": Sharing Best Practices for Effective Intervention will be provided during early release days and professional development work days throughout the school year. The MTSS/RTI team will also evaluate additional staff PD needs during the monthly MTSS Team meetings based on monthly assessments in reading and math. Additionally, the articulation processes will now include a MTSS component to assist the articulation program with our feeder pattern schools.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 9,000

Science teachers will work with students in the Mad Scientist, SECME, and Green Team club before and after school to provide scientific enrichment activities. These enrichment activities will include working with the TSA club to infuse technology into science, conducting scientific experiments, and developing projects to be into the Fairchild Challenge competition.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Science teachers will work with students in the Mad Scientist, SECME, and Green Team club before and after school to provide scientific enrichment activities. These enrichment activities will include working with the TSA club to infuse technology into science, conducting scientific experiments, and developing projects to be into the Fairchild Challenge competition.

Who is responsible for monitoring implementation of this strategy?

The Science Department Chair and the TSA Club Sponsor will be responsible for analyzing the effectiveness of the strategies by monitoring the progress of the enrichment program goals and the student participation on a monthly basis.

Literacy Leadership Team (LLT)

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

Name	Title
John C. Lux	Principal
Tiffany Anderson	Assistant Principal
Randall Cromer	Assistant Principal
Graciela Figueiras	Language Arts Department Chair

Name	Title
Georgette Mondesire	Reading Lead Teacher
Frankie Hurlburt	Math Department Chair
Teri Oritz	Science Department Chair
Warren Martin	Social Studies Department Chair
Ivette Toledo	Student Services Personnel
Susana Blancaneaux	SPED Chair
Helena Castillo	Media Specialist

How the school-based LLT functions

The principal selects members for the Literacy Leadership Team that are highly qualified professionals who will assist in improving literacy across the curriculum. The School-based Leadership Literacy team will meet bi-weekly and will focus on student mastery in curriculum-based standards. The team will develop and monitor the intervention strategies for struggling students based on data analysis from the FAIR assessment, school-wide mini assessments and Benchmark Assessments. Based on the data, the team will identify students for Tier 2 and 3 interventions that are performing below mastery and identify professional development needs for teachers whose students are performing below mastery. Tier 2 and 3 students will be reviewed for academic success and behavioral issues across the curriculum in weekly team meetings. Team leaders will provide the School-based Leadership Literacy Team with parent contact notes, teacher anecdotal notes, and successful strategies for motivation. The team will also collaborate on effective and ineffective strategies and give regular feedback to staff members regarding student progress. Additionally, the School-based Leadership Literacy Team will assist with monitoring and implementing research-based intervention strategies for struggling students in the AYP groups during the 30 minute Literacy Block.

Major initiatives of the LLT

The major initiatives of the LLT this year are to focus on reading and writing strategies across the curriculum and provide continuous professional development on effective teaching strategies and differentiated instruction as it relates to common core. There will be an increase use of FAIR and Interim Assessment data to monitor the progress of FCAT Level 1 and 2 students and the lowest 25%. Additionally, to increase the use of writing across the curriculum, teachers will receive professional development on evidence-based writing.

Every Teacher Contributes to Reading Instruction

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

School-wide implementation of reading and writing strategies will be done during the 30 minute Literacy Block and during regular class time in all disciplines. Professional development on infusing reading strategies in all disciplines will be provided on Early Release days, during faculty meetings, and department meetings. Implementation will be monitored by student progress on the FAIR Assessment, reviewing student work samples, and weekly administrative walk-through.

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 Business Technology instructor incorporates a career planning unit for students in grades 6-8. Students take a self-assessment survey, research on a career of interest, and create reports and PowerPoint presentations on how science, math, and social studies are relevant to their chosen career.

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

In every seventh grade civics class, The Social Studies teachers work with the Business Education teacher to help students participate in a career planning unit and develop career goals with a plan of action.

Strategies for improving student readiness for the public postsecondary level

Within the next three years, students will placed in a vocational class for increased exposure to career and college readiness information. Students will have opportunities to see the relevance of reading, science, writing, social studies, and math by participating in lessons that infuse these essential skills

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	80%	73%	No	82%
American Indian				
Asian	92%	90%	No	93%
Black/African American	44%	38%	No	50%
Hispanic	79%	75%	No	81%
White	90%	83%	No	91%
English language learners	63%	36%	No	67%
Students with disabilities	48%	31%	No	53%
Economically disadvantaged	60%	48%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	285	26%	28%
Students scoring at or above Achievement Level 4	507	46%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

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)	24	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	28%	35%

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	219	58%	62%
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	79%	69%	No	81%
American Indian				
Asian	96%	92%	No	96%
Black/African American	43%	26%	No	49%
Hispanic	77%	70%	No	79%
White	89%	81%	No	90%
English language learners	73%	43%	No	75%
Students with disabilities	44%	33%	No	50%
Economically disadvantaged	58%	40%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	181	21%	24%
Students scoring at or above Achievement Level 4	326	38%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		52%	57%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	76	76%	78%
Middle school performance on high school EOC and industry certifications	98	98%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	26%	26%
Students scoring at or above Achievement Level 4	150	72%	72%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		
Students scoring at or above Achievement Level 4	20	100%	

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	26%	26%
Students scoring at or above Achievement Level 4	136	36%	37%

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)	0		10
Participation in STEM-related experiences provided for students	0	0%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	250	15%	20%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	50	1%	3%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	2%
Students taking CTE industry certification exams	0	0%	3%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	5	1%	2%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	90	8%	7%
Students who fail a mathematics course	31	3%	2%
Students who fail an English Language Arts course	36	3%	2%
Students who fail two or more courses in any subject	26	2%	1%
Students who receive two or more behavior referrals	187	17%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	155	14%	13%

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

Although Palmetto Middle has one of the largest PTSA memberships in Florida, there is lack of parental participation in school-wide activities and conferences by parents of students in the lower quartile.
Strategies
• Increase the number of opportunities for parent engagement opportunities, parents in attendance, and participation at school functions by distributing a needs survey to the parents. The feedback from the survey will be used to provide parent workshops and coordinate school events.
• Administration will work with the PTSA to increase the number of school committees.
• Administration will hold parent informational meetings in close proximity to the neighborhood of the students in the lowest quartile.

• Team leaders schedule parent/team conferences targeting students in the lowest quartile
Administration will determine timeline for distributing the needs survey and scheduling events throughout the year based on parent feedback.
Administration will review sign in sheets/logs to determine the number of parents of students in the lower quartile attending team conferences, school or community events.
Administration will review committee sign-up sheets provided by the PTSA.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parent engagement opportunities offered in the school year	10	30%	
Average number of parents in attendance at parent engagement opportunities	300	27%	
Percent of parents who participated in parent engagement opportunities	50	1%	
Percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	0	0%	

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. There will be an increase in the number of students reaching proficiency in Reading on the 2014 FCAT 2.0.

G2. The percentage of 8th grade students making a 3.5 or above on the FCAT Writes will increase from 58% to 62% for the 2013-2014 school year.

G3. There will be an increase in the number of students reaching proficiency in Math on the 2014 FCAT 2.0.

G4. The goal for the 2013-2014 school year is to increase performance in EOC and Industry Certification Exams. The goal for the 2013-2014 school year is to increase the participation in EOC and Industry Certification.

G5. The goal for the 2013-2014 school year is to increase the number of levels 3, 4, and 5 on the Algebra EOC

G6. Palmetto Middle School will maintain a 100% proficiency level on the 2014 Geometry EOC.

G7. There will be an increase in the number of students reaching proficiency on the 2014 Science FCAT.

G8. There will be an increase in the number of STEM related experiences and participation.

G9. The goal for the 2013-2014 school year is to increase the number of students enrolled in CTE courses, taking accelerated courses, CTE program concentrators, students taking CTE exams, and teachers holding industry certifications.

G10. The goal for the 2013-2014 school year is 70% or higher of all student to score proficient on the District Civics Baseline Assessment.

G11. The goal for the 2013-2014 school year is to decrease the percentage of students missing instructional time, decrease the number of student failing math and Language Arts and, decrease the number of behavior referrals.

G12. The goal for the 2013-2014 school year is to increase parent involvement from 27% to 30% and to increase parent involvement from parents of students from the lowest quartile.

Goals Detail

G1. There will be an increase in the number of students reaching proficiency in Reading on the 2014 FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Teachers

- Readingplus

- Achieve 3000

- Imagine Learning

Targeted Barriers to Achieving the Goal

- To goal for 2013-2014 school year is to increase the number of students making learning gains from 73% to 76%.

- The goal of the 2013-2014 school year is to increase the percentage of FCAT Level 3 students from 26% to 33% in Reading.

- The goal for all subgroups is to increase the percentage of students scoring at an FCAT Level 3 and above on the 2014 FCAT 2.0 Reading Administration. The Asian subgroups will increase from 90% to 93%, the Black subgroups will increase from 38% to 50%, the

- The goal of the 2013-2014 school year is to increase the percentage of FCAT Level 4 and 5 students from 46% to 49% in Reading.

- The percentage of students making learning gains in the lowest 25% on the Reading FCAT 2.0 will increase from 74% to 77% for the 2013-2014 school year.

- The goal for the 2013-2014 school year is to increase the percentage of ELL students proficient in Listening and Speaking on the 2014 Cella test from 57% to 61%.

- The goal for the 2013-2014 school year is to increase the percentage of ELL students proficient in Reading on the 2014 Cella test from 36% to 42%.

- The goal for the 2013-2014 school year is to increase the percentage of ELL students proficient in Writing on the 2014 Cella test from 28% to 35%.

Plan to Monitor Progress Toward the Goal

District Interim Assessment and results of 2014 FCAT 2.0

Person or Persons Responsible

Administrations

Target Dates or Schedule:

After each interim assessment and end of school year upon release 2014 FCAT scores.

Evidence of Completion:

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G2. The percentage of 8th grade students making a 3.5 or above on the FCAT Writes will increase from 58% to 62% for the 2013-2014 school year.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers

- Parents

- Reading Plus

- John Collins' 10% summary writing program.

Targeted Barriers to Achieving the Goal

- Students lack exposure to prewriting Informative/Explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes drafting and revising an essay.

Plan to Monitor Progress Toward the Goal

Review results writing prompts

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
2014 FCAT Writing Administration.

G3. There will be an increase in the number of students reaching proficiency in Math on the 2014 FCAT 2.0.

Targets Supported

Resources Available to Support the Goal
- Teachers
- Parents
- Carneigue Math Program
- Reflex Program

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the FCAT Math for all subgroups were were (6th Grade) Fractions, Ratios, Proportional Relationships, and Statistics; (7th Grade) Ratios, Proportional Relationships; (8th Grade) Geometry and Measurement. The percentage of students making an FCAT Level 3 will increase from 21% to 24%.

- The percentage of students making an FCAT Level 4 or above on the Math FCAT 2.0 will increase from 38% to 45% for the 2013-2014 school year.

- The percentage of students making learning gains on the Math FCAT 2.0 will increase from 67% to 70% for the 2013-2014 school year.

- The percentage of students making learning gains in the lowest 25% on the Math FCAT 2.0 will increase from 52% to 57% in the 2013-2014 school year.

- The goal for subgroups is to increase the percentage of students scoring at an FCAT Level 3 and above in Math. The subgroup goals are: Asian 92% to 96%, Black 26% to 49%, Hispanic 70% to 79, White 81% to 90, ELL 43% to 75, SWD 33% to 50%, ED 40 % to 63%.

Plan to Monitor Progress Toward the Goal

Review results of Topic Assessments and District Interim Assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Progress will be monitored by analyzing results of mini-assessments, Topic Assessments, FLDOE Florida Achieves!, District Interim Assessments and a Summative Assessment: 2014 FCAT 2.0 Assessment.

G4. The goal for the 2013-2014 school year is to increase performance in EOC and Industry Certification Exams. The goal for the 2013-2014 school year is to increase the participation in EOC and Industry Certification.

Targets Supported
- Math (Middle School Acceleration)

Resources Available to Support the Goal
- Teachers

- Parents

- Industry Certification Exam

Targeted Barriers to Achieving the Goal
- There is limited funding to purchase Industry Certification exams.

Plan to Monitor Progress Toward the Goal

Number of Industry Certification Exams and EOC exams.

Person or Persons Responsible
Administation

Target Dates or Schedule:
Monthly

Evidence of Completion:
Passing results of students taking the Industry Certification Exams and EOC

G5. The goal for the 2013-2014 school year is to increase the number of levels 3, 4, and 5 on the Algebra EOC

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Teachers

- Parents

- E2020 Program

Targeted Barriers to Achieving the Goal
- The percentage of students making Levels 4 and 5 on the Algebra EOC will remain at 72% for the 2013-2014 school year.

- The percentage of students making Levels 3 will remain at 26%.

Plan to Monitor Progress Toward the Goal

Review results of District Interim Assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Progress will be monitored by analyzing results of mini-assessments, FLDOE Florida Achieves!, District Interim Assessments and a Summative Assessment: 2014 Algebra EOC

G6. Palmetto Middle School will maintain a 100% proficiency level on the 2014 Geometry EOC.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Teachers
- Parents

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 Geometry EOC assessment, students had the greatest difficulty in Three Dimensional Geometry.

Plan to Monitor Progress Toward the Goal

Review results of District Interim Assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Progress will be monitored by analyzing results of mini-assessments, FLDOE Florida Achieves!, District Interim Assessments and a Summative Assessment: 2014 FCAT 2.0 Assessment.

G7. There will be an increase in the number of students reaching proficiency on the 2014 Science FCAT.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Teachers
- Parents
- Gizmos

Targeted Barriers to Achieving the Goal
- The percentage of students making an FCAT Levels 4 and 5 on the Science FCAT 2.0 will increase from 36% to 37% for the 2013-2014 school year
- The percentage of students making an FCAT Level 3 on the Science FCAT 2.0 will increase from 23% t0 26%.

Plan to Monitor Progress Toward the Goal

Review results of District Interim Assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
FLDOE Florida Achieves!, District Interim Assessments and a Summative Assessment: Science FCAT 2014.

G8. There will be an increase in the number of STEM related experiences and participation.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Teachers
- Parents

Targeted Barriers to Achieving the Goal
- Teachers need more training in adding rigorous problem –solving activities to lessons. The percentage of students receiving STEM related experiences will increase to 10.
- The goal for the 2013-2014 school year is to increase the percent of participation in STEM related activities to 50%.

Plan to Monitor Progress Toward the Goal

Number of students participating in Science Fair, Fairchild Challenge, and SECME activities.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Results of competition

G9. The goal for the 2013-2014 school year is to increase the number of students enrolled in CTE courses, taking accelerated courses, CTE program concentrators, students taking CTE exams, and teachers holding industry certifications.

Targets Supported
- CTE

Resources Available to Support the Goal
- Teachers
- CPALMS

Targeted Barriers to Achieving the Goal
- Students have knowledge limited knowledge of CTE course offerings. the goal for the 2013-2014 school year is to increase CTE students in accelerated courses from 40% to 50%.
- The goal of the 2013-2014 school year is to increase the number of student taking CET exams from 0% to 3%.
- The goal for the 2013-2014 school year is to increase CTE program concentrators from 1% to 2%.

Plan to Monitor Progress Toward the Goal

Review course request report

Person or Persons Responsible
Administration and Student Services

Target Dates or Schedule:
Every nine week period

Evidence of Completion:
The number of students enrolled in CTE courses.

G10. The goal for the 2013-2014 school year is 70% or higher of all student to score proficient on the District Civics Baseline Assessment.

Targets Supported
- Social Studies
- Civics EOC

Resources Available to Support the Goal
- Teachers
- I Civics

Targeted Barriers to Achieving the Goal
- Students have difficulty transferring writing and Language Arts skills to the content area. Students have limited knowledge in Organization and Function of a Government.

Plan to Monitor Progress Toward the Goal

District Civics Baseline Assessment

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Results of District Civics Baseline Assessment

G11. The goal for the 2013-2014 school year is to decrease the percentage of students missing instructional time, decrease the number of student failing math and Language Arts and, decrease the number of behavior referrals.

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- Parents
- Student Services

Targeted Barriers to Achieving the Goal
- The goal for the 2013-2014 school year is to decrease the percentage of students missing 10% of instructional time from 8% to 7%.
- The goal for the 2013-2014 school year is to decrease the percentage of students failing math from 3% to 2%; percentage of students failing English Language Arts from 3% to 2%; and percentage of students failing two or more subjects from 2% to 1%.
- The goal for the 2013-2014 is to decrease the number of students receiving two or more behavior referrals from 17% to 16% and students who receive one or more behavior referrals that lead to a suspension from 14% to 13%.

Plan to Monitor Progress Toward the Goal

Review attendance reports

Person or Persons Responsible
Administration and Student Services

Target Dates or Schedule:
Daily

Evidence of Completion:
Increase in students' attendance that display an attendance problem.

G12. The goal for the 2013-2014 school year is to increase parent involvement from 27% to 30% and to increase parent involvement from parents of students from the lowest quartile.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Parents

- Administration

Targeted Barriers to Achieving the Goal
- Although Palmetto Middle has one of the largest PTSA memberships in Florida, there is lack of parental participation in school-wide activities and conferences by parents of students in the lower quartile.

Plan to Monitor Progress Toward the Goal

Review PTSA Committee sign-up sheet.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Committee sign-up sheets provided by the PTSA and sign-in sheets from FCAT Family Night.

Action Plan for Improvement

Problem Solving Key

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

G1. There will be an increase in the number of students reaching proficiency in Reading on the 2014 FCAT 2.0.

G1.B1 To goal for 2013-2014 school year is to increase the number of students making learning gains from 73% to 76%.

G1.B1.S1 •Students will receive explicit instruction in analyzing the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas. •Teachers will increase usage of Reading Plus. •Teachers will establish use of Socratic Circles.

Action Step 1

Language Arts and Reading teachers will meet in their Professional Learning Communities to analyze results of mini-assessments, share best practices and develop lessons in Informational Text/Research Process. Social Studies and Language Arts teachers will meet twice a month to plan thematic units integrating the use of the research process. Administration will establish a school-wide incentive program to support the teacher in increasing the use of Reading Plus. Students will receive explicit instruction in summarizing and text marking.

Person or Persons Responsible

Language Arts and Social Studies teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Chats and student work folders

Facilitator:

Graciela Figueiras and Warren Martin

Participants:

Language Arts and Social Studies teachers

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

Administration will be responsible for reviewing student classwork and assessments, and conducting data chats.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and classroom walkthroughs

Plan to Monitor Effectiveness of G1.B1.S1

Review data from District Interim Assessments and mini-assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G1.B2 The goal of the 2013-2014 school year is to increase the percentage of FCAT Level 3 students from 26% to 33% in Reading.

G1.B2.S1 •Students will receive explicit instruction in citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

In lieu of a faculty meeting once a month, Language Arts and Reading teachers will meet in their Professional Learning Communities to analyze results of mini-assessments, share best practices and develop lessons in Reading Application. Administration will establish a school-wide incentive program to support the teacher in increasing the use of Reading Plus.

Person or Persons Responsible

Language Arts and Social Studies teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Chats and student work folders

Facilitator:

Graciela Figueiras and Warren Martin

Participants:

Language Arts and Social Studies teachers

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

Administration will be responsible for reviewing student classwork and assessments, and conducting data chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and classroom walkthroughs

Plan to Monitor Effectiveness of G1.B2.S1

Review data from District Interim Assessments and mini-assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

G1.B3 The goal for all subgroups is to increase the percentage of students scoring at an FCAT Level 3 and above on the 2014 FCAT 2.0 Reading Administration. The Asian subgroups will increase from 90% to 93%, the Black subgroups will increase from 38% to 50%, the

G1.B3.S1 •Students will receive explicit instruction in citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

On Mondays and in lieu of a faculty meeting once a month, teachers will meet in their Professional Learning Communities to analyze results of mini-assessments, share best practices and develop lessons in Reading Application. Administration will establish a school-wide incentive program to support the teacher in increasing the use of Reading Plus.

Person or Persons Responsible

Language Arts and Social Studies teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Language Arts

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

Administration will be responsible for reviewing student classwork and assessments, and conducting data chats.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and classroom walkthroughs

Plan to Monitor Effectiveness of G1.B3.S1

Review data from District Interim Assessments and mini-assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly and after Fall and Winter Interim Assessment

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G1.B4 The goal of the 2013-2014 school year is to increase the percentage of FCAT Level 4 and 5 students from 46% to 49% in Reading.

G1.B4.S1 •Students will receive explicit instruction in Analyzing how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. •Teachers will increase usage of Reading Plus. •Teachers will establish use of Socratic Circles.

Action Step 1

•Students will receive explicit instruction in Analyzing how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. •Teachers will increase usage of Reading Plus. •Teachers will establish use of Socratic Circles.

Person or Persons Responsible

Language Arts and Social Studies teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Chats and student work folders

Facilitator:

Graciela Figueiras and Warren Martin

Participants:

Language Arts and Social Studies teachers

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

Administration will be responsible for reviewing student classwork and assessments, and conducting data chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and classroom walkthroughs

Plan to Monitor Effectiveness of G1.B4.S1

Review data from District Interim Assessments and mini-assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G1.B5 The percentage of students making learning gains in the lowest 25% on the Reading FCAT 2.0 will increase from 74% to 77% for the 2013-2014 school year.

G1.B5.S1 •Students will receive explicit instruction in paraphrasing and text marking. •Teachers will increase usage of Reading Plus. •Teachers will establish use of Socratic Circles.

Action Step 1

Language Arts and Reading teachers will meet in their Professional Learning Communities to analyze results of mini-assessments, share best practices and develop lessons that include text coding strategies. Social Studies and Language Arts teachers will meet twice a month to plan thematic units integrating the use of text coding. Administration will establish a school-wide incentive program to support the teacher in increasing the use of Reading Plus.

Person or Persons Responsible

Language Arts and Social Studies Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chats and student work folders

Facilitator:

Graciela Figueiras and Warren Martin

Participants:

Language Arts and Social Studies teachers

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

Administration will be responsible for reviewing student classwork and assessments, and conducting data chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work and classroom walkthroughs.

Plan to Monitor Effectiveness of G1.B5.S1

Review data from District Interim Assessments and mini-assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G1.B6 The goal for the 2013-2014 school year is to increase the percentage of ELL students proficient in Listening and Speaking on the 2014 Cella test from 57% to 61%.

G1.B6.S1 •Students will receive explicit instruction and practice opportunity in listening and speaking, specifically concentrating on moving students from BICS (basic interpersonal speaking skills) to CALP (cognitive academic language proficiency). •The teacher will use the LEA (Language Experience Approach). •The teacher will paraphrase and use repetition to model proper use of language while providing support in listening. Students will receive daily instruction in listening and speaking through classroom activities.

Action Step 1

Administration will be responsible for conducting weekly classroom walkthroughs.

Person or Persons Responsible

ESOL Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Monthly evaluations

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

The administration and ESOI chair will be responsible for reviewing student oral evaluations monthly.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly evaluations

Plan to Monitor Effectiveness of G1.B6.S1

Review data from District Interim Assessments, mini-assessments, Imagine Learning and Achieve 3000

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Summative Assessment: CELLA 2014

G1.B7 The goal for the 2013-2014 school year is to increase the percentage of ELL students proficient in Reading on the 2014 Cella test from 36% to 42%.

G1.B7.S1 •Provide differentiated instruction through Achieve3000 to increase reading comprehension and vocabulary. •Increase use of vocabulary notebook and interactive word walls. •Increase instruction in multiple meaning words.

Action Step 1

Students will complete at least three lessons in Achieve 3000 per week.

Person or Persons Responsible

ESOl Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Data Chats and student work folders

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Administration will be responsible for conducting weekly classroom walkthroughs and reviewing reports from Achieve 3000 bi-weekly. The administration and ESOI chair will be responsible for reviewing reports from Achieve 3000 bi-weekly to determine effectiveness and to determine if a change in instruction is needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and classroom walkthroughs

Plan to Monitor Effectiveness of G1.B7.S1

Review data from District Interim Assessments, mini-assessments, Imagine Learning and Achieve 3000.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: CELLA 2014

G1.B8 The goal for the 2013-2014 school year is to increase the percentage of ELL students proficient in Writing on the 2014 Cella test from 28% to 35%.

G1.B8.S1 •Students will receive explicit instructions in the writing process, emphasizing the use of prewriting and focusing on standard conventions of English. •Establish use of interactive notebook. •Use rubrics to evaluate writing performance.

Action Step 1

Students will complete at least two writing assignments per week that emphasize planning and conventions.

Person or Persons Responsible

ESOl Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Data Chats and student work folders

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Administration will be responsible for conducting weekly classroom walkthroughs, conducting monthly data chats, and reviewing student writing assignments. The administration and ESOl chair will be responsible for reviewing writing journals to determine effectiveness and to determine if a change in instruction is needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and classroom walkthroughs

Plan to Monitor Effectiveness of G1.B8.S1

Review data from District Interim Assessments, mini-assessments, Imagine Learning and Achieve 3000.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: CELLA 2014

G2. The percentage of 8th grade students making a 3.5 or above on the FCAT Writes will increase from 58% to 62% for the 2013-2014 school year.

G2.B1 Students lack exposure to prewriting Informative/Explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes drafting and revising an essay.

G2.B1.S1 Implement John Collins' 10% summary writing strategy providing opportunities for students to routinely write over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Provide students with explicit instruction in supporting claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Provide students with explicit instruction in concluding statement or section that follows from the supports the argument presented. Increase use of interactive writing notebook to revise and edit text.

Action Step 1

Language Arts teachers will assign writing assignments for a variety of audiences. Teachers from each discipline will use John Collins'10% summary strategy at least once a week to give students the opportunity to cite sources and evidence from the text. Social Studies and Language Arts teachers will meet twice a month to develop writing assignments where students have to read a text and write argumentative essays to support their claim.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

Facilitator:

Tiffany Anderson

Participants:

All instructional personnel.

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

Administration will conduct classroom walkthroughs and review student work folders

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and results of performance on writing prompts.

Plan to Monitor Effectiveness of G2.B1.S1

The administration will be responsible for reviewing writing journals to determine effectiveness and to determine if a change in instruction is needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Wrtiing Assessment and 2014 FCAT Writing Administration.

G3. There will be an increase in the number of students reaching proficiency in Math on the 2014 FCAT 2.0.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT Math for all subgroups were were (6th Grade) Fractions, Ratios, Proportional Relationships, and Statistics; (7th Grade) Ratios, Proportional Relationships; (8th Grade) Geometry and Measurement. The percentage of students making an FCAT Level 3 will increase from 21% to 24%.

G3.B1.S1 •Students in Grade 6 will be provided opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. •Students in Grade 6 will be provided with increased opportunities to explain, justify, and defend their solutions. •Students in Grade 6 will be provided with increased opportunities to create multiple representations of solutions to real-world problems. •Students in Grade 7 will be provided opportunities to develop the ability to make sense of real world application problems involving ratios, rates, and proportional and non-proportional relationships by using think a louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. •Students in Grade 7 will be provided with opportunities to use multiple representations to translate and model multi-step real world application problems involving ratios, rates, and proportional and non-proportional relationships. •Students in Grade 8 will be provided with opportunities to develop the ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Action Step 1

Math teachers will increase use of common problem solving routines: Solve It, and Step-It-Up Teachers will use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

Facilitator:

Frankie Hurlburt

Participants:

Math teachers

Action Step 2

In lieu of a faculty meeting once a month, grade 6 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. On Mondays and in lieu of a faculty meeting once a month, grade 7 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of ratios, rates, and proportional and non-proportional relationships. On Mondays and in lieu of a faculty meeting once a month, grade 8 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

Facilitator:

Frankie Hurlburt

Participants:

Math teachers

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

Administration will conduct classroom walkthroughs and student work folders

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and results of Topic Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Analyze results of Topic Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G3.B1.S2 [copied strategy - enter new description]

Action Step 1

Math teachers will increase use of common problem solving routines: Solve It, and Step-It-Up Teachers will use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

Facilitator:

Frankie Hurlburt

Participants:

Math teachers

Action Step 2

In lieu of a faculty meeting once a month, grade 6 math teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. In lieu of a faculty meeting once a month, grade 7 Math teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of ratios, rates, and proportional and non-proportional relationships. In lieu of a faculty meeting once a month, grade 8 math teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

Facilitator:

Frankie Hurlburt

Participants:

Math teachers

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

Administration will conduct classroom walkthroughs and student work folders

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and results of Topic Assessments

Plan to Monitor Effectiveness of G3.B1.S2

Analyze results of Topic Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G3.B2 The percentage of students making an FCAT Level 4 or above on the Math FCAT 2.0 will increase from 38% to 45% for the 2013-2014 school year.

G3.B2.S1 Students in Grade 6 will be provided opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. •Students in Grade 6 will be provided with increased opportunities to explain, justify, and defend their solutions. •Students in Grade 6 will be provided with increased opportunities to create multiple representations of solutions to real-world problems. •Students in Grade 7 will be provided opportunities to develop the ability to make sense of real world application problems involving ratios, rates, and proportional and non-proportional relationships by using think a louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. •Students in Grade 7 will be provided with opportunities to use multiple representations to translate and model multi-step real world application problems involving ratios, rates, and proportional and non-proportional relationships. •Students in Grade 8 will be provided with opportunities to develop the ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Action Step 1

Teachers will increase use of common problem solving routines: Solve It, and Step-It-Up Teachers will use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. In lieu of a faculty meeting once a month, grade 6 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. in lieu of a faculty meeting once a month, grade 7 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of ratios, rates, and proportional and non-proportional relationships. In lieu of a faculty meeting once a month, grade 8 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and classroom walkthroughs

Facilitator:

Frankie Hurlburt

Participants:

Math Teachers

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

Administration will conduct classroom walkthroughs and student work folders

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and results of Topic Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Analyze results of Topic Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G3.B3 The percentage of students making learning gains on the Math FCAT 2.0 will increase from 67% to 70% for the 2013-2014 school year.

G3.B3.S1 Teachers will provide students in Grade 6 with a variety of models of representation and hands-on activities (pattern blocks, rods, fraction bars) to develop students' understanding of and fluency with multiplication and division of fractions and decimals. •Teachers will provide Grade 7 students with opportunities to use multiple representations (graph, table, situation) to model real world situations to determine if they represent a direct or inverse variation. Teachers will provide Grade 8 students with instruction in mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

In lieu of a faculty meeting once a month, teachers will meet in their Professional Learning Communities to plan lessons infusing real-world activities. Teachers will use department meetings to view videos on Teachingchannel.org, on how to infuse real-world situations into a math lesson.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and classroom walkthroughts

Facilitator:

Frankie Hurlburt

Participants:

Math Teachers

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

Administration will conduct classroom walkthroughs and student work folders

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and results of Topic Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Analyze results of Topic Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G3.B4 The percentage of students making learning gains in the lowest 25% on the Math FCAT 2.0 will increase from 52% to 57% in the 2013-2014 school year.

G3.B4.S1 Students will use the on-line math program Reflex to receive daily math drills for speed and accuracy. The lowest 25% will be grouped together during the 30-minute Literacy Block to receive focused intervention in math.

Action Step 1

Administration will be responsible for conducting weekly walk-throughs, reviewing reports from the Reflex on-line math program on a monthly basis.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders, classroom walkthroughs, and on-line reports from Reflex.

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

Administration will conduct classroom walkthroughs and student work folders

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and results of Topic Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Analyze results of Topic Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G3.B5 The goal for subgroups is to increase the percentage of students scoring at an FCAT Level 3 and above in Math. The subgroup goals are: Asian 92% to 96%, Black 26% to 49%, Hispanic 70% to 79, White 81% to 90, ELL 43% to 75, SWD 33% to 50%, ED 40 % to 63%.

G3.B5.S1 •Students in Grade 8 will be provided with opportunities to develop the ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. •Students in Grade 7 will be provided opportunities to develop the ability to make sense of real world application problems involving ratios, rates, and proportional and non-proportional relationships by using think a louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. •Students in Grade 6 will be provided opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom.

Action Step 1

On Mondays and in lieu of a faculty meeting once a month, grade 6 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. On Mondays and in lieu of a faculty meeting once a month, grade 7 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of ratios, rates, and proportional and non-proportional relationships. On Mondays and in lieu of a faculty meeting once a month, grade 8 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement. Teachers will increase use of common problem solving routines: Solve It, and Step-It-Up Teachers will use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Administration will conduct classroom walkthroughs and student work folders

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and results of Topic Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Analyze results of Topic Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G4. The goal for the 2013-2014 school year is to increase performance in EOC and Industry Certification Exams. The goal for the 2013-2014 school year is to increase the participation in EOC and Industry Certification.

G4.B1 There is limited funding to purchase Industry Certification exams.

G4.B1.S1 EESAC and PTSA will purchase industry certification tests.

Action Step 1

Submit request to EESAC and PTSA to purchase Industry Certification Exams.

Person or Persons Responsible

Administration

Target Dates or Schedule

September and October

Evidence of Completion

Number of students taking and passing the Industry Certification Exam and EOC

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

Solicit funding from EESAC and PTSA

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Number to students taking the Industry Certification Exam and EOC courses

Plan to Monitor Effectiveness of G4.B1.S1

Review the number of students taking the exams and EOC courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Industry Certification Exam and EOC exam

G5. The goal for the 2013-2014 school year is to increase the number of levels 3, 4, and 5 on the Algebra EOC

G5.B1 The percentage of students making Levels 4 and 5 on the Algebra EOC will remain at 72% for the 2013-2014 school year.

G5.B1.S1 •Provide opportunities for students to use Venn diagrams to explore and make arguments about relationships among sets. •Provide opportunities for students to solve real-world problems using quadratic equations.

Action Step 1

Teachers will increase use Venn Diagrams to explore and make arguments. Teachers will use the Pacing Guide, District Assessments, and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

Facilitator:

Frankie Hurlburt

Participants:

Math teachers

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

Administration will conduct classroom walkthroughs and student work folders

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and results of District Assessments.

Plan to Monitor Effectiveness of G5.B1.S1

Analyze results of District Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 FCAT 2.0 Assessment.

G5.B2 The percentage of students making Levels 3 will remain at 26%.

G5.B2.S1 •Provide opportunities for students to use Venn diagrams to explore and make arguments about relationships among sets. •Provide opportunities for students to solve real-world problems using quadratic equations.

Action Step 1

Teachers will increase use Venn Diagrams to explore and make arguments. Teachers will use the Pacing Guide, District Assessments, and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

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

Administration will conduct classroom walkthroughs and student work folders

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and results of District Assessments.

Plan to Monitor Effectiveness of G5.B2.S1

Analyze results of District Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: 2014 Algebra EOC

G6. Palmetto Middle School will maintain a 100% proficiency level on the 2014 Geometry EOC.

G6.B1 According to the results of the 2013 Geometry EOC assessment, students had the greatest difficulty in Three Dimensional Geometry.

G6.B1.S1 Provide opportunities for students to Find the length, midpoint, and one of the endpoints of a segment. Provide opportunities for students to Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles.

Action Step 1

Teachers will provide opportunities for students to Find the length, midpoint, and one of the endpoints of a segment. Teachers will provide opportunities for students to Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: Geometry EOC

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

Administration will be responsible for conducting weekly walk-throughs, reviewing student classwork and assessments, and conducting data chats on a monthly basis.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Interim Assessments and Summative Assessment: Geometry EOC

Plan to Monitor Effectiveness of G6.B1.S1

Results of District Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Progress will be monitored by analyzing results of mini-assessments, Topic Assessments, FLDOE Florida Achieves!, District Interim Assessments and a Summative Assessment Geometry EOC 2014

G7. There will be an increase in the number of students reaching proficiency on the 2014 Science FCAT.

G7.B1 The percentage of students making an FCAT Levels 4 and 5 on the Science FCAT 2.0 will increase from 36% to 37% for the 2013-2014 school year

G7.B1.S1 •Teachers will provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Nature of Science (i.e., Science Fair, SECME, Fairchild Challenge). •Incorporate instructional technology resources into lesson plans (Gizmos, FCAT Explorer, Florida Acheives!, Discovery, NBC resource, etc.) •Increase exposure to reading informational text and writing in science.

Action Step 1

Restructure the Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school twice a week during planning/meetings, and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Nature of Science. There will also be an establishment of Science Fair mentors through the feeder schools.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

FLDOE Florida Achieves!, District Interim Assessments and a Summative Assessment: Science FCAT 2014.

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

Administration will be responsible for conducting weekly walk-throughs, reviewing student classwork and assessments, and conducting data chats on a monthly basis.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

FLDOE Florida Achieves!, District Interim Assessments and a Summative Assessment: Science FCAT 2014.

Plan to Monitor Effectiveness of G7.B1.S1

Results of District Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

FLDOE Florida Achieves!, District Interim Assessments and a Summative Assessment: Science FCAT 2014.

G7.B2 The percentage of students making an FCAT Level 3 on the Science FCAT 2.0 will increase from 23% t0 26%.

G7.B2.S1 •Teachers will provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Nature of Science (i.e., Science Fair, SECME, Fairchild Challenge). •Incorporate instructional technology resources into lesson plans (Gizmos, FCAT Explorer, Florida Acheives!, Discovery, NBC resource, etc.) •Increase exposure to reading informational text and writing in science.

Action Step 1

Restructure the Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school twice a week during planning/meetings, and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Nature of Science. There will also be an establishment of Science Fair mentors through the feeder schools.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

FLDOE Florida Achieves!, District Interim Assessments and a Summative Assessment: Science FCAT 2014.

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

Administration will be responsible for conducting weekly walk-throughs, reviewing student classwork and assessments, and conducting data chats on a monthly basis.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

FLDOE Florida Achieves!, District Interim Assessments and a Summative Assessment: Science FCAT 2014.

Plan to Monitor Effectiveness of G7.B2.S1

Results of District Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

FLDOE Florida Achieves!, District Interim Assessments and a Summative Assessment: Science FCAT 2014.

G8. There will be an increase in the number of STEM related experiences and participation.

G8.B1 Teachers need more training in adding rigorous problem –solving activities to lessons. The percentage of students receiving STEM related experiences will increase to 10.

G8.B1.S1 •Teachers will incorporate inquiry-based virtual science experiments using Gizmos •Teachers will implement technology-enhanced instruction that uses online-virtual manipulatives.

Action Step 1

Establish a SECME club

Person or Persons Responsible

Administration

Target Dates or Schedule

September

Evidence of Completion

Number of students joining the SECME club.

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

Advertise SECME Club and enter Science Fair, and Fairchild Challenge competition.

Person or Persons Responsible

SECME Club Sponsor.

Target Dates or Schedule

Monthly

Evidence of Completion

Number to students joining the SECME Club and participating in Science Fair and Fairchild Challenge competitions.

Plan to Monitor Effectiveness of G8.B1.S1

Review the number of students participating in the Science Fair, Fairchild Challenge, and SECME club activities.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Projects for activities.

G8.B2 The goal for the 2013-2014 school year is to increase the percent of participation in STEM related activities to 50%.

G8.B2.S1 Increase student exposure to university and industry experts in science, technology, engineering, and mathematics (STEM) through all disciplines by providing opportunities for students in SECME and TSA to work together •Provide increased opportunities for students to participate in SECME, Mad Science Club, TSA and Fairchild Garden competitions.

Action Step 1

Establish a SECME club

Person or Persons Responsible

Administration

Target Dates or Schedule

September

Evidence of Completion

Number of students joining the SECME club, TSA, and Mad Science Club.

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Advertise SECME Club and enter Science Fair, Mad Science Club, TSA, and Fairchild Challenge competition.

Person or Persons Responsible

SECME and TSA Club Sponsor.

Target Dates or Schedule

Monthly

Evidence of Completion

Number to students joining the SECME Club and participating in Science Fair and Fairchild Challenge competitions.

Plan to Monitor Effectiveness of G8.B2.S1

Review the number of students participating in SECME Club and enter Science Fair, Mad Science Club, TSA, and Fairchild Challenge competition.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results of competition for the SECME Club, Science Fair, Mad Science Club, TSA, and Fairchild Challenge.

G9. The goal for the 2013-2014 school year is to increase the number of students enrolled in CTE courses, taking accelerated courses, CTE program concentrators, students taking CTE exams, and teachers holding industry certifications.

G9.B1 Students have knowledge limited knowledge of CTE course offerings. the goal for the 2013-2014 school year is to increase CTE students in accelerated courses from 40% to 50%.

G9.B1.S1 Highlight CTE courses during Curriculum Fair through display of student work.

Action Step 1

Review master schedule for number of students enrolled.

Person or Persons Responsible

Vocational Teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Student enrollment in CTE courses

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

Review master schedule

Person or Persons Responsible

Vocational Teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Students taking and passing Certification Tests enrolled in CTE courses

Plan to Monitor Effectiveness of G9.B1.S1

Master Schedule

Person or Persons Responsible

Vocational Teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Increased enrollment in CTE courses

G9.B2 The goal of the 2013-2014 school year is to increase the number of student taking CET exams from 0% to 3%.

G9.B2.S1 EESAC and PTSA will update technology and purchase industry certification tests.

Action Step 1

EESAC and PTSA will purchase industry certification exam.

Person or Persons Responsible

Vocational Teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Student taking Industry Certification Exams.

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

Review results of students taking Industry Certification Exams.

Person or Persons Responsible

Vocational Teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Students passing the Industry Certification Exams.

Plan to Monitor Effectiveness of G9.B2.S1

Master Schedule

Person or Persons Responsible

Vocational Teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Increased students taking Industry Certification Exam.

G9.B3 The goal for the 2013-2014 school year is to increase CTE program concentrators from 1% to 2%.

G9.B3.S1 Highlight CTE courses during Curriculum Fair through display of student work.

Action Step 1

Review master schedule for number of students enrolled.

Person or Persons Responsible

Vocational Teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Student enrollment in CTE courses

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

Review master schedule

Person or Persons Responsible

Vocational Teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Students taking and passing Certification Tests enrolled in CTE courses

Plan to Monitor Effectiveness of G9.B3.S1

Master Schedule

Person or Persons Responsible

Vocational Teachers

Target Dates or Schedule

Yearly

Evidence of Completion

Increased enrollment in CTE courses

G10. The goal for the 2013-2014 school year is 70% or higher of all student to score proficient on the District Civics Baseline Assessment.

G10.B1 Students have difficulty transferring writing and Language Arts skills to the content area. Students have limited knowledge in Organization and Function of a Government.

G10.B1.S1 Administration will provide time for regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.

Action Step 1

Teachers will participate in professional development throughout the year in the following areas: •Providing opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. •Providing activities that allow students to interpret primary and secondary sources of information. •Providing opportunities for students to examine opposing points of view on a variety of issues. •Providing students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. •Providing opportunities for students to write to inform and to persuade.

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Results of District Baseline Assessment

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

Administration will conduct weekly walk-throughs, and monthly data chats and review student folder to ensure implementation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Results for District Civics Baseline Assessment

Plan to Monitor Effectiveness of G10.B1.S1

Review student folders and results of District Civics Baseline Assessment

Person or Persons Responsible

Administrtion

Target Dates or Schedule

Monthly

Evidence of Completion

Results of District Civics Baseline Assessment

G11. The goal for the 2013-2014 school year is to decrease the percentage of students missing instructional time, decrease the number of student failing math and Language Arts and, decrease the number of behavior referrals.

G11.B1 The goal for the 2013-2014 school year is to decrease the percentage of students missing 10% of instructional time from 8% to 7%.

G11.B1.S1 In monitoring the Early Warning Signs System, our school will increase student attendance, by referring students that display an attendance problem or are not progressing academically to the MTSS/RTI team.

Action Step 1

•Students that display an attendance problem or are not progressing academically will be referred to the MTSS/RTI team.

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Increase in student attendance that display an attendance problem.

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

The attendance report will be reviewed to target students with low attendance.

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

Daily

Evidence of Completion

Increase in student attendance that display an attendance problem.

Plan to Monitor Effectiveness of G11.B1.S1

Review attendance report

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

Daily

Evidence of Completion

Increase in student attendance that display an attendance problem.

G11.B2 The goal for the 2013-2014 school year is to decrease the percentage of students failing math from 3% to 2%; percentage of students failing English Language Arts from 3% to 2%; and percentage of students failing two or more subjects from 2% to 1%.

G11.B2.S1 In monitoring the Early Warning Signs System, students displaying Early Warning Signs will be given a mentor to ensure academic progress. Students will be given an Agenda Book to help them stay organized.

Action Step 1

Students that are not progressing academically will be referred to the MTSS/RTI team.

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Decreased number of students failing math and English Language Arts.

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

The failure list will be reviewed to target students failing any subject.

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

Daily

Evidence of Completion

Decreased number of students failing math and English Language Arts.

Plan to Monitor Effectiveness of G11.B2.S1

Review failure report

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

Weekly

Evidence of Completion

Decreased number of students failing math and English Language Arts.

G11.B3 The goal for the 2013-2014 is to decrease the number of students receiving two or more behavior referrals from 17% to 16% and students who receive one or more behavior referrals that lead to a suspension from 14% to 13%.

G11.B3.S1 •Students receiving two or more behavioral referrals will be provided counseling with parental assistance.

Action Step 1

Students receiving two or more behavioral referrals will be provided counseling with parental assistance and will be referred to the MTSS/RTI team.

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Decreased number of students receiving two or more behavior referrals that lead to a suspension.

Plan to Monitor Fidelity of Implementation of G11.B3.S1

The suspension report will be reviewed to target students failing any subject.

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

Monthly

Evidence of Completion

Decreased number of students receiving two or more behavior referrals that lead to a suspension.

Plan to Monitor Effectiveness of G11.B3.S1

Review suspension report

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Decreased number of students receiving two or more behavior referrals that lead to a suspension.

G12. The goal for the 2013-2014 school year is to increase parent involvement from 27% to 30% and to increase parent involvement from parents of students from the lowest quartile.

G12.B1 Although Palmetto Middle has one of the largest PTSA memberships in Florida, there is lack of parental participation in school-wide activities and conferences by parents of students in the lower quartile.

G12.B1.S1 •Increase the number of opportunities for parent engagement opportunities, parents in attendance, and participation at school functions by distributing a needs survey to the parents. The feedback from the survey will be used to provide parent workshops and coordinate school events. •Administration will work with the PTSA to increase the number of school committees. •Administration will hold parent informational meetings in close proximity to the neighborhood of the students in the lowest quartile. •Team leaders schedule parent/team conferences targeting students in the lowest quartile

Action Step 1

Administration will determine timeline for distributing the needs survey and scheduling events throughout the year based on parent feedback. Administration will review sign in sheets/logs to determine the number of parents of students in the lower quartile attending team conferences, school or community events.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Committee sign-up sheets provided by the PTSA and sign-in sheets from FCAT Family Night.

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

Number of parents on PTSA committees.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Committee sign-up sheets provided by the PTSA and sign-in sheets from FCAT Family Night.

Plan to Monitor Effectiveness of G12.B1.S1

Review PTSA committee sign-up sheet

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Committee sign-up sheets provided by the PTSA and sign-in sheets from FCAT Family Night.

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. There will be an increase in the number of students reaching proficiency in Reading on the 2014 FCAT 2.0.

G1.B1 To goal for 2013-2014 school year is to increase the number of students making learning gains from 73% to 76%.

G1.B1.S1 •Students will receive explicit instruction in analyzing the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas. •Teachers will increase usage of Reading Plus. •Teachers will establish use of Socratic Circles.

PD Opportunity 1

Language Arts and Reading teachers will meet in their Professional Learning Communities to analyze results of mini-assessments, share best practices and develop lessons in Informational Text/ Research Process. Social Studies and Language Arts teachers will meet twice a month to plan thematic units integrating the use of the research process. Administration will establish a school-wide incentive program to support the teacher in increasing the use of Reading Plus. Students will receive explicit instruction in summarizing and text marking.

Facilitator

Graciela Figueiras and Warren Martin

Participants

Language Arts and Social Studies teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Chats and student work folders

G1.B2 The goal of the 2013-2014 school year is to increase the percentage of FCAT Level 3 students from 26% to 33% in Reading.

G1.B2.S1 •Students will receive explicit instruction in citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PD Opportunity 1

In lieu of a faculty meeting once a month, Language Arts and Reading teachers will meet in their Professional Learning Communities to analyze results of mini-assessments, share best practices and develop lessons in Reading Application. Administration will establish a school-wide incentive program to support the teacher in increasing the use of Reading Plus.

Facilitator

Graciela Figueiras and Warren Martin

Participants

Language Arts and Social Studies teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Chats and student work folders

G1.B4 The goal of the 2013-2014 school year is to increase the percentage of FCAT Level 4 and 5 students from 46% to 49% in Reading.

G1.B4.S1 •Students will receive explicit instruction in Analyzing how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. •Teachers will increase usage of Reading Plus. •Teachers will establish use of Socratic Circles.

PD Opportunity 1

•Students will receive explicit instruction in Analyzing how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. •Teachers will increase usage of Reading Plus. •Teachers will establish use of Socratic Circles.

Facilitator

Graciela Figueiras and Warren Martin

Participants

Language Arts and Social Studies teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Chats and student work folders

G1.B5 The percentage of students making learning gains in the lowest 25% on the Reading FCAT 2.0 will increase from 74% to 77% for the 2013-2014 school year.

G1.B5.S1 •Students will receive explicit instruction in paraphrasing and text marking. •Teachers will increase usage of Reading Plus. •Teachers will establish use of Socratic Circles.

PD Opportunity 1

Language Arts and Reading teachers will meet in their Professional Learning Communities to analyze results of mini-assessments, share best practices and develop lessons that include text coding strategies. Social Studies and Language Arts teachers will meet twice a month to plan thematic units integrating the use of text coding. Administration will establish a school-wide incentive program to support the teacher in increasing the use of Reading Plus.

Facilitator

Graciela Figueiras and Warren Martin

Participants

Language Arts and Social Studies teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data Chats and student work folders

G2. The percentage of 8th grade students making a 3.5 or above on the FCAT Writes will increase from 58% to 62% for the 2013-2014 school year.

G2.B1 Students lack exposure to prewriting Informative/Explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes drafting and revising an essay.

G2.B1.S1 Implement John Collins' 10% summary writing strategy providing opportunities for students to routinely write over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Provide students with explicit instruction in supporting claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Provide students with explicit instruction in concluding statement or section that follows from the supports the argument presented. Increase use of interactive writing notebook to revise and edit text.

PD Opportunity 1

Language Arts teachers will assign writing assignments for a variety of audiences. Teachers from each discipline will use John Collins'10% summary strategy at least once a week to give students the opportunity to cite sources and evidence from the text. Social Studies and Language Arts teachers will meet twice a month to develop writing assignments where students have to read a text and write argumentative essays to support their claim.

Facilitator

Tiffany Anderson

Participants

All instructional personnel.

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

G3. There will be an increase in the number of students reaching proficiency in Math on the 2014 FCAT 2.0.

G3.B1 The area of deficiency as noted on the 2013 administration of the FCAT Math for all subgroups were were (6th Grade) Fractions, Ratios, Proportional Relationships, and Statistics; (7th Grade) Ratios, Proportional Relationships; (8th Grade) Geometry and Measurement. The percentage of students making an FCAT Level 3 will increase from 21% to 24%.

G3.B1.S1 •Students in Grade 6 will be provided opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. •Students in Grade 6 will be provided with increased opportunities to explain, justify, and defend their solutions. •Students in Grade 6 will be provided with increased opportunities to create multiple representations of solutions to real-world problems. •Students in Grade 7 will be provided opportunities to develop the ability to make sense of real world application problems involving ratios, rates, and proportional and non-proportional relationships by using think a louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. •Students in Grade 7 will be provided with opportunities to use multiple representations to translate and model multi-step real world application problems involving ratios, rates, and proportional and non-proportional relationships. •Students in Grade 8 will be provided with opportunities to develop the ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

PD Opportunity 1

Math teachers will increase use of common problem solving routines: Solve It, and Step-It-Up Teachers will use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Facilitator

Frankie Hurlburt

Participants

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

PD Opportunity 2

In lieu of a faculty meeting once a month, grade 6 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. On Mondays and in lieu of a faculty meeting once a month, grade 7 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of ratios, rates, and proportional and non-proportional relationships. On Mondays and in lieu of a faculty meeting once a month, grade 8 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Facilitator

Frankie Hurlburt

Participants

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

G3.B1.S2 [copied strategy - enter new description]

PD Opportunity 1

Math teachers will increase use of common problem solving routines: Solve It, and Step-It-Up Teachers will use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Facilitator

Frankie Hurlburt

Participants

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

PD Opportunity 2

In lieu of a faculty meeting once a month, grade 6 math teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. In lieu of a faculty meeting once a month, grade 7 Math teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of ratios, rates, and proportional and non-proportional relationships. In lieu of a faculty meeting once a month, grade 8 math teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Facilitator

Frankie Hurlburt

Participants

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

G3.B2 The percentage of students making an FCAT Level 4 or above on the Math FCAT 2.0 will increase from 38% to 45% for the 2013-2014 school year.

G3.B2.S1 Students in Grade 6 will be provided opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. •Students in Grade 6 will be provided with increased opportunities to explain, justify, and defend their solutions. •Students in Grade 6 will be provided with increased opportunities to create multiple representations of solutions to real-world problems. •Students in Grade 7 will be provided opportunities to develop the ability to make sense of real world application problems involving ratios, rates, and proportional and non-proportional relationships by using think a louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. •Students in Grade 7 will be provided with opportunities to use multiple representations to translate and model multi-step real world application problems involving ratios, rates, and proportional and non-proportional relationships. •Students in Grade 8 will be provided with opportunities to develop the ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

PD Opportunity 1

Teachers will increase use of common problem solving routines: Solve It, and Step-It-Up Teachers will use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. In lieu of a faculty meeting once a month, grade 6 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. in lieu of a faculty meeting once a month, grade 7 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of ratios, rates, and proportional and non-proportional relationships. In lieu of a faculty meeting once a month, grade 8 teachers will meet in their Professional Learning Communities to plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of geometry and measurement.

Facilitator

Frankie Hurlburt

Participants

Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and classroom walkthroughs

G3.B3 The percentage of students making learning gains on the Math FCAT 2.0 will increase from 67% to 70% for the 2013-2014 school year.

G3.B3.S1 Teachers will provide students in Grade 6 with a variety of models of representation and hands-on activities (pattern blocks, rods, fraction bars) to develop students' understanding of and fluency with multiplication and division of fractions and decimals. •Teachers will provide Grade 7 students with opportunities to use multiple representations (graph, table, situation) to model real world situations to determine if they represent a direct or inverse variation. Teachers will provide Grade 8 students with instruction in mathematical fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

In lieu of a faculty meeting once a month, teachers will meet in their Professional Learning Communities to plan lessons infusing real-world activities. Teachers will use department meetings to view videos on Teachingchannel.org, on how to infuse real-world situations into a math lesson.

Facilitator

Frankie Hurlburt

Participants

Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work folders and classroom walkthroughts

G5. The goal for the 2013-2014 school year is to increase the number of levels 3, 4, and 5 on the Algebra EOC

G5.B1 The percentage of students making Levels 4 and 5 on the Algebra EOC will remain at 72% for the 2013-2014 school year.

G5.B1.S1 •Provide opportunities for students to use Venn diagrams to explore and make arguments about relationships among sets. •Provide opportunities for students to solve real-world problems using quadratic equations.

PD Opportunity 1

Teachers will increase use Venn Diagrams to explore and make arguments. Teachers will use the Pacing Guide, District Assessments, and the FLDOE Florida Achieves! Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content.

Facilitator

Frankie Hurlburt

Participants

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and student work folders

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G9.	The goal for the 2013-2014 school year is to increase the number of students enrolled in CTE courses, taking accelerated courses, CTE program concentrators, students taking CTE exams, and teachers holding industry certifications.	$2,000
G11.	The goal for the 2013-2014 school year is to decrease the percentage of students missing instructional time, decrease the number of student failing math and Language Arts and, decrease the number of behavior referrals.	$3,200
G12.	The goal for the 2013-2014 school year is to increase parent involvement from 27% to 30% and to increase parent involvement from parents of students from the lowest quartile.	$500
	Total	$5,700

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
PTSA	$500	$0	$500
PTSA and EESAC	$0	$2,000	$2,000
EESAC	$0	$3,200	$3,200
Total	$500	$5,200	$5,700

Budget Details

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

G9. The goal for the 2013-2014 school year is to increase the number of students enrolled in CTE courses, taking accelerated courses, CTE program concentrators, students taking CTE exams, and teachers holding industry certifications.

G9.B2 The goal of the 2013-2014 school year is to increase the number of student taking CET exams from 0% to 3%.

G9.B2.S1 EESAC and PTSA will update technology and purchase industry certification tests.

Action Step 1

EESAC and PTSA will purchase industry certification exam.

Resource Type

Evidence-Based Program

Resource

Industry Certification EXam

Funding Source

PTSA and EESAC

Amount Needed

$2,000

G11. The goal for the 2013-2014 school year is to decrease the percentage of students missing instructional time, decrease the number of student failing math and Language Arts and, decrease the number of behavior referrals.

G11.B2 The goal for the 2013-2014 school year is to decrease the percentage of students failing math from 3% to 2%; percentage of students failing English Language Arts from 3% to 2%; and percentage of students failing two or more subjects from 2% to 1%.

G11.B2.S1 In monitoring the Early Warning Signs System, students displaying Early Warning Signs will be given a mentor to ensure academic progress. Students will be given an Agenda Book to help them stay organized.

Action Step 1

Students that are not progressing academically will be referred to the MTSS/RTI team.

Resource Type

Evidence-Based Program

Resource

Agenda Books

Funding Source

EESAC

Amount Needed

$3,200

G12. The goal for the 2013-2014 school year is to increase parent involvement from 27% to 30% and to increase parent involvement from parents of students from the lowest quartile.

G12.B1 Although Palmetto Middle has one of the largest PTSA memberships in Florida, there is lack of parental participation in school-wide activities and conferences by parents of students in the lower quartile.

G12.B1.S1 •Increase the number of opportunities for parent engagement opportunities, parents in attendance, and participation at school functions by distributing a needs survey to the parents. The feedback from the survey will be used to provide parent workshops and coordinate school events. •Administration will work with the PTSA to increase the number of school committees. •Administration will hold parent informational meetings in close proximity to the neighborhood of the students in the lowest quartile. •Team leaders schedule parent/team conferences targeting students in the lowest quartile

Action Step 1

Administration will determine timeline for distributing the needs survey and scheduling events throughout the year based on parent feedback. Administration will review sign in sheets/logs to determine the number of parents of students in the lower quartile attending team conferences, school or community events.

Resource Type

Evidence-Based Materials

Resource

Resources from the Department of Education website

Funding Source

PTSA

Amount Needed

$500