



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pahokee Middle Senior High

900 LARRIMORE RD

Pahokee, FL 33476

561-924-6400

www.palmbeach.k12.fl.us/pahokeemiddlesrhigh

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 95%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 D
---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	27
Goals Summary	34
Goals Detail	34
Action Plan for Improvement	43
Part III: Coordination and Integration	60
Appendix 1: Professional Development Plan to Support Goals	61
Appendix 2: Budget to Support Goals	65

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
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Pahokee Middle Senior High

Principal

Lavoise Smith (6-8) Ariel Alejo (9-12)

School Advisory Council chair

Diane Walker

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

Name	Title
Michael Aronson	Assistant Principal
Ariel Alejo (9-12)	Principal
Oscar Villanueva	Assistant Principal
Dwayne Dennard	Assistant Principal
Lavoise Smith (6-8)	Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

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

Chair- Ms. Walker

Vice Chair- Mr. Crawford

Secretary - Ms. Martinez

Treasurer - Ms. Holloway

Historian - Ms. San

Involvement of the SAC in the development of the SIP

The school site team constructs the SIP based current and past data and the needs of the students and share the plan with the SAC for approval. If any changes need to be made, the school's administration presents the changes to the SAC in the next scheduled meeting.

Activities of the SAC for the upcoming school year

Review of minutes
Review of treasurer's report
Principals' Reports Middle and High school
We go over Old Businesses and New Businesses
Review of PBSA #2248 (SIP) checklist
Review Family Involvement Policy Plan
Review of School Compact
Review Test Scores (FCAT, EOC, IB, AP)
Elections, Trainings(edline, volunteers, lunch forms) and Business Partnerships from our community will be invited.

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

SAC has allocated funding for the implementation of AVID in the amount of \$5,000.
SAC has allocated funding for food for SAC meetings.

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

Not In Compliance

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

We are working towards compliance. We currently have too many district employees and not enough representation from our White and Hispanic communities. We hope to resolve this in the next couple of meetings.

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lavoise Smith (6-8) Ariel Alejo (9-12)

Principal

Years as Administrator: 15

Years at Current School: 4

Credentials

BA – Biology, Fisk University,
 M.Ed. Counselor Education, University of Florida,
 Ed.S. Counselor Education, University of Florida,
 Certification in Education Leadership, Florida Atlantic University,
 Principal Certification – State of Florida

Performance Record

Principal of Pahokee Middle High School - Middle School Campus
 2012-2013-Grade Pending

Reading:

Mastery 31% Learning Gains Lowest 25 percent 67%

Math:

Mastery 28%, Learning gains , Lowest 25 percent,

Writing Mastery 58%

Science Mastery 27%

2011-2012-Grade- C

Reading:

Mastery 28% Learning Gains, 55%, Lowest 25 percent, 67%, ,

Math:

Mastery 29%, Learning gains, 53%, Lowest 25 percent, 67%,

Writing Mastery 78%

Science Mastery 23%

2010-2011- Grade - D

Reading:

Mastery 34%, Learning Gains, 45%, Lowest 25 percent, 50%,
 No subgroups made AYP in reading.

Math:

Mastery 44%, Learning gains, 45%, Lowest 25 percent, 52%,

No subgroups made AYP in math

Writing Mastery 81%

Science Mastery 18%

Principal of KEC Canal Point Elementary School in 2008-2009:
 Grade B,

Reading Mastery: 52%, Math Mastery: 62%, Writing Mastery:
 96%, Science Mastery: 36%.

92% of AYP protocols were met. All subgroups met AYP through
 Safe Harbor in Reading.

Total, Black & Economically Disadvantaged did not make AYP in
 Math.

2007-2008: Grade B, Reading Mastery:45%, Math Mastery: 63%,
 Writing Mastery: 94%, Science Mastery: 34%. 87% of AYP
 protocols were met. Students with Disabilities met AYP through
 Safe Harbor in

Reading. Blacks and SWD met AYP through Safe Harbor in Math.

All other subgroups met AYP through Growth Model in Math.

Total Black, Hispanic, Economically Disadvantaged and ELL did
 not meet AYP in Reading.

Michael Aronson 6-8

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Bachelor of Science in Physical Education and Health and a Masters in Educational Leadership. He is certified in Physical Education, Educational Leadership and School Principal.

Performance Record

Assistant Principal
 Pahokee Middle High School - Middle School Campus
 2012-2013-Grade Pending
 Reading:
 Mastery 31% Learning Gains Lowest 25 percent
 Math:
 Mastery 28%, Learning gains , Lowest 25 percent,
 Writing Mastery 58%
 Science Mastery 27%
 2011-2012-Grade- C
 Reading Mastery 28% Learning Gains, 55%, Lowest 25 percent, 67%,
 Math Mastery 29%, Learning gains, 53%, Lowest 25 percent, 67%,
 Writing Mastery 78%
 Science Mastery 23%
 2010-2011- Grade - D
 Reading Mastery 34%, Learning Gains, 45%, Lowest 25 percent, 50%, No subgroups made AYP in reading.
 Math Mastery 44%, Learning gains, 45%, Lowest 25 percent, 52%,
 No subgroup made AYP in math
 Writing Mastery 81%
 Science Mastery 18%
 2009-2010- Grade - B
 Reading Mastery 34%, Learning Gains, 50%, Lowest 25 percent, 50%, , No subgroups made AYP in reading.
 Math Mastery 61%, Learning gains, 68%, Lowest 25 percent, 73%,
 No subgroup made AYP in math
 2008-2009: Grade C.
 Reading Mastery 32%, Learning Gains, 48%, Lowest 25 percent 60%, No subgroup made AYP in reading.
 Math Mastery 61%, Learning Gains 70%, Lowest 25 percent 68%, Hispanic is the only subgroup that made AYP in math.
 2007-2008: Grade C.
 Reading Mastery32%, Learning Gains 50%, Lowest 25 percent 56%,
 No subgroup made AYP in reading.
 Math Mastery 58%, Learning Gains 72%, Lowest 25 percent 73%, All Subgroups except Black made AYP.
 2006-2007: Grade D.
 Reading Mastery 28%, Learning Gains 49%, Lowest 25 percent

56%,

No subgroup made AYP.

Math Mastery 52%, Learning Gains 71%, Lowest 25 percent 75%.
Hispanic is the only subgroup that made AYP.

Ariel Alejo 9-12

Principal

Years as Administrator: 9

Years at Current School: 7

Credentials

Bachelor of Science Degree in Special Education and a Master's Degree in Guidance and Counseling. He is certified in Exceptional student Education and Educational Leadership.

Performance Record

Principal of Pahokee Middle High School - High School Campus
2012-2013-Grade Pending

Reading:

Mastery 31% Learning Gains Lowest 25 percent 67%

Math:

Mastery 28%, Learning gains , Lowest 25 percent,

Writing Mastery 58%

Science Mastery 27%

2011-2012-Grade- C

Reading:

Mastery 28% Learning Gains, 55%, Lowest 25 percent, 67%, ,

Math:

Mastery 29%, Learning gains, 53%, Lowest 25 percent, 67%,

Writing Mastery 78%

Science Mastery 23%

2010-2011- Grade - D

Reading:

Mastery 34%, Learning Gains, 45%, Lowest 25 percent, 50%,
No subgroups made AYP in reading.

Math:

Mastery 44%, Learning gains, 45%, Lowest 25 percent, 52%,

No subgroups made AYP in math

Writing Mastery 81%

Science Mastery 18%

2009-2010- Grade - B

Reading Mastery 34%, Learning Gains, 50%, Lowest 25 percent,
50%, , No subgroups made AYP in reading.

Math Mastery 61%, Learning gains, 68%, Lowest 25 percent,
73%,

No subgroup made AYP in math

2008-2009: Grade C.

Reading Mastery 32%, Learning Gains, 48%, Lowest 25 percent
60%, No subgroup made AYP in reading.

Math Mastery 61%, Learning Gains 70%, Lowest 25 percent 68%,
Hispanic is the only subgroup that made AYP in math.

2007-2008: Grade C.

Reading Mastery32%, Learning Gains 50%, Lowest 25 percent
56%,

No subgroup made AYP in reading.

Math Mastery 58%, Learning Gains 72%, Lowest 25 percent 73%,
All Subgroups except Black made AYP.

Oscar Villanueva 9-12

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Bachelor's of Arts in Languages and Linguistics from Florida Atlantic University
 Master's of Science in Educational Leadership from Nova Southeastern University

Performance Record

Gove Elementary
 Assistant Principal
 2012-2013 Grade - B
 Reading-45%, Learning Gains-66%, Lowest 25%-74%
 Math-60%, Learning Gains-54, Lowest 25%-49
 Writing-74%
 Science-56%
 2011-2012 Grade A
 Reading
 Mastery-43%
 Math-39%
 Writing-76%
 Science-59%
 Pahokee High School
 TOSA
 2010-2011- Grade - D
 Reading:
 Mastery 34%, Learning Gains, 45%, Lowest 25 percent, 50%,
 No subgroups made AYP in reading.
 Math:
 Mastery 44%, Learning gains, 45%, Lowest 25 percent, 52%,
 No subgroups made AYP in math
 Writing Mastery 81%
 Science Mastery 18%

Dwayne Dennard 9-12

Asst Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

Bachelor's of Arts - Justice Administration - University of South Florida
 Master's Degrees in Public Administration - Troy University and
 Masters of Business Administration - Nova Southeastern
 University
 Educational Specialist Degree - Educational Leadership - Nova
 Southeastern
 Certifications - 5-9 Social Sciences, 6-12 Social Sciences
 Endorsements - ESOL

Performance Record

2012-2013 Assistant Principal at Middleton High School
 School Grade-Pending
 Reading:43%
 Math:60%
 Writing:50%
 Science:53%
 2011-2012
 School Grade:B
 Reading:75%
 Math:51%
 Writing:75%
 Science:94%
 2010-2011
 School Grade: D
 Reading-28%
 Math-49%
 Writing-85%
 Science-33%

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Fannie Hart 6-8

Full-time / School-based Years as Coach: 10 Years at Current School: 11

Areas Mathematics

Credentials Bachelor's degree in education and Master's of science degree in Mathematics Education.

Performance Record

Math Coach Pahokee Middle High School- Middle School Campus
 2012-2013 - Grade Pending
 Math:
 Mastery 28%, Learning gains , Lowest 25 percent,
 Algebra I (MS) - 95%
 2011-2012-Grade- C
 Math Mastery 29%, Learning gains, 53%, Lowest 25 percent, 67%,
 2010-2011- Grade - D .
 Math Mastery 44%, Learning gains, 45%, Lowest 25 percent, 52%,
 No subgroup made AYP in math
 2009-2010- Grade - B
 Math Mastery 61%, Learning gains, 68%, Lowest 25 percent, 73%,
 No subgroup made AYP in math
 2008-2009: Grade C.
 Math Mastery 61%, Learning Gains 70%, Lowest 25 percent 68%,
 Hispanic is the only subgroup that made AYP in math.
 2007-2008: Grade C.
 Math Mastery 58%, Learning Gains 72%, Lowest 25 percent 73%,
 All Subgroups except Black made AYP.
 2006-2007: Grade D.
 Math Mastery 52%, Learning Gains 71%, Lowest 25 percent 75%.
 Hispanic is the only subgroup that made AYP.

Veronica Shaw 6-8		
Full-time / School-based	Years as Coach: 4	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Bachelor's degree in Social Science. Master's is Educational Leadership. Reading and ESOL Endorsement.	
Performance Record	Reading Coach Pahokee Middle High School - Middle School Campus 2012-2013 - Grade Pending Reading Mastery 31%, Learning gains , Lowest 25 percent, 2011-2012-Grade- C Reading Mastery 28% Learning Gains, 55%, Lowest 25 percent, 67%, 2010-2011- Grade - D Reading Mastery 34%, Learning Gains, 45%, Lowest 25 percent, 50%, No subgroups made AYP in reading. 2009-2010- Grade - B Reading Mastery 34%, Learning Gains, 50%, Lowest 25 percent, 50%, , No subgroups made AYP in reading.	

Ester Boyd Mitchell 9-12		
Full-time / School-based	Years as Coach: 1	Years at Current School: 35
Areas	Reading/Literacy	
Credentials	Bachelor's Degree in Sociology - Florida Agricultural & Mechanical University Master's Degree in Reading - Nova Southeastern University Certifications: ESOL Endorsements; English (6-12); Reading (6-12); Social Science (6-12)	
Performance Record	Literacy Coach of Pahokee Middle High School - High School Campus 2012-2013-Grade Pending Reading: Mastery 31% Learning Gains Lowest 25 percent 67% ELA Teacher 2011-2012-Grade- C Reading: Mastery 28% Learning Gains, 55%, Lowest 25 percent, 67%, , ELA Teacher 2010-2011- Grade - D Reading: Mastery 34%, Learning Gains, 45%, Lowest 25 percent, 50%,	

Janay Mullins Vereen 9-12		
Full-time / School-based	Years as Coach: 1	Years at Current School: 4
Areas	Mathematics, Science	
Credentials	Bachelor's of Science in Psychology- Florida Agricultural & Mechanical University. Master's Degree in Teaching and Learning - Nova Southeastern University Certifications - Middle Grades Integrated Curriculum (5-9)	
Performance Record	Pahokee Middle High School - High School Campus Math Teacher 2012-2013-Grade Pending Math: 28% Science: 27% 2011-2012 Glade View Elementary 5th grade Teacher Math 21%, Lowest 25% 33 Science 13% 2010-2011 Math-74% Science-67%	

Classroom Teachers

# of classroom teachers	60
# receiving effective rating or higher	100, 167%
# Highly Qualified Teachers	75%
# certified in-field	60, 100%
# ESOL endorsed	10, 17%
# reading endorsed	10, 17%
# with advanced degrees	14, 23%
# National Board Certified	2, 3%
# first-year teachers	9, 15%

with 1-5 years of experience

13, 22%

with 6-14 years of experience

18, 30%

with 15 or more years of experience

20, 33%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

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

13

receiving effective rating or higher

0%

Teacher Recruitment and Retention Strategies

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

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

Administration will attend job fairs and work with personnel to find highly qualified teachers.

Professional Development for new and struggling teachers will be provided by the District, school, coaches, and LTF.

Regular meetings of new teachers with principal and assistant principals and coaches, mentors, and department chairs.

Partnering new teachers with successful veteran teachers.

Providing all teachers with the ability to be a part of a professional learning community.

All teachers will be provided with a safe and secure working environment.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are paired with mentor teachers, to assist with the transition process. Teachers will be doing a book study on "The First Days of School" by Harry Wong to develop strong classroom management skills and

lesson development and delivery. New teachers will also participate in an ongoing bi-weekly discussion group with a focus on lesson development, classroom management, building classroom cultures and understanding the students we service.

New teachers are paired with a mentor that has the same subject area background whenever possible.

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 Middle School Campus Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan.

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the schoolbased MTSS Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate researchbased interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher and/or guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA.

Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

The High School's MTSS Leadership Team collaborated with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and

Summarizing); and aligned processes and procedures.

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion are inclusive of:

FCAT scores and the lowest 25%

strengthens and weaknesses of intensive programs--mentoring, tutoring, and other services.

School staff will provide professional development for the SAC members on the MTSS process.

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

The high school MTSS Leadership team is comprised of the principal, assistant principals, ESE contact, ELL contact, designated classroom teachers, instructional coaches, and guidance staff.

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

General Education Teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 and 3 activities.

Exceptional Education Teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities.

Instructional Coaches (Reading/Math/Science) develop, lead, and evaluate school core content standards/programs. They identify and analyze existing literature on Scientifically base curriculum/behavior assessment and intervention approaches. Additionally, they identify systematic patters of student needs while working with district personnel to identify appropriated, evidence-based intervention strategies and assist with whole school screening programs that provide early intervening services for children to be considered "at-risk." They also assist in the design and implementation for progress monitoring, data collection, and data analysis and participate in the design and delivery of professional development while providing support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on 9-12 Reading Plan; facilitates and supports data collection and analysis activities; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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

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

The school-based MTSS Leadership Team is comprised of the following members: Principals, Assistant

Principals, ESE contact, ELL contact, designated classroom teachers, Instructional Coaches and Guidance staff.

The Middle Schools Leadership team consists of the Guidance Counselor, ESE Coordinator, Math Coach, Reading Coach, School Administration and Learning Team Facilitator. Members use Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS

web), Florida Comprehensive Assessment Test (FCAT), SRI

Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, Interim Assessments (Core K12)

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading

Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT, SRI

Frequency of Data Days: twice a month for data analysis

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

The Middle and High School Campuses members use Classroom Walkthroughs, Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS

web), Florida Comprehensive Assessment Test (FCAT), SRI

Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, Interim Assessments (Core K12)

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT, SRI

Frequency of Data Days: twice a month for data analysis

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

The Middle School Campus uses SBT data, LTM data, Literacy Data, EDW reports on behavior and academics, terms data, diagnostic reports, FCAT, Core K-12 IBMs and MBAs and portfolios. SWPBS Data to include discipline on dashboard OSS, ISS and ODR records, attendance and tardy documentation as well as classroom walkthroughs.

The high school campus employs the use of:

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS

web), Florida Comprehensive Assessment Test (FCAT), SRI

Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, Interim Assessments (Core K12)

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading

Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT, SRI

Frequency of Data Days: twice a month for data analysis

(9-12) Baseline data:

Florida Comprehensive Assessment Test (FCAT)

Literacy Leadership Team (LLT)

Describe the plan to train staff on MTSS.

Describe the plan to support MTSS.

Curriculum Based Measurement

Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences
(9-12) Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
(9-12) End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
ACT/SAT/PERT
EOC
(9-12) Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

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

The Middle School Campus will work collaboratively to infuse MTSS into every classroom. Professional Development will be provided to all faculty to ensure that the MTSS is implemented with fidelity. At Preschool faculty meetings and department meetings staff discusses data, effective and ineffective strategies and progress monitoring. During PD staff members are trained in MTSS and RTI. Parents are informed during curriculum night, open house, SAC, newsletters, parent conferences and through parent link.

The high school will provide professional development during teachers' common planning time, and small sessions will occur throughout the year. Two PD sessions entitled: "MTSS: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/MTSS" and "MTSS: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

The MTSS team will also evaluate additional staff PD needs during the monthly MTSS Leadership Team meetings.

The MTSS team will also evaluate additional staff PD needs during the weekly MTSS Leadership Team Meetings.

The school-based Rtl/Inclusion Facilitator will provide in-service to the faculty on designated professional development days(PDD). These in-service opportunities will include, but are not limited to, the following:

Problem Solving Model

Consensus building

Positive Behavioral Intervention and Support (PBIS)

Data-based decision-making to drive instruction

Progress monitoring

Selection and availability of research-based interventions

Tools utilized to identify specific discrepancies in reading

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

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 360

Middle and School Students meet for 1 hour after school Monday -Thursday. High school students meet for two hours. They are grouped based on data from Diagnostics, SRI, Fair and Core K-12 assessments to ensure that we provide all students opportunities to meet proficient and advanced levels of achievement.

High School students meet from 3 until 5 Monday - Friday. Tutoring will be provided in all testes subjects including FCAT, EOCs, SAT and ACT.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Students are given pre and post tests to determine their growth.

Who is responsible for monitoring implementation of this strategy?

Administration is responsible for overseeing the implementation of the tutorial program. Teachers are responsible for the day to day tutorials. Teachers are to provide administration with daily student sign-in sheets.

Strategy: Weekend Program

Minutes added to school year: 360

Middle School Students meet for 4 hours on 15 Saturdays from January 11 until FCAT 2.0. They are grouped based on data From Diagnostics, SRI, Fair and Core K-12 to ensure that we provide all students opportunities to meet proficient and advanced levels of achievement.
 High school students meet for 2 hours every other Saturday from Sept 23, 2013 thru June 5 (last test date for SAT)

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students are given pre and post tests to determine their growth.

Who is responsible for monitoring implementation of this strategy?

Administration is responsible for overseeing the implementation of the tutorial program. Teachers are responsible for the day to day tutorials.

Strategy: Summer Program

Minutes added to school year: 14,400

The Middle School Summer reading Academy is designed to give students an opportunity to improve their reading skills and develop a love for reading. The Academy also focuses on study habits and proper social interaction.

Strategy Purpose(s)

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

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

Students are given pre and post tests to determine their growth.

Who is responsible for monitoring implementation of this strategy?

Administration is responsible for overseeing the implementation of the Summer Reading Academy. Teachers are responsible for the day to day activities and book clubs.

Literacy Leadership Team (LLT)

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

Name	Title
Veronica Shaw	Reading Coach
LaVoise Smith	Principal

Name	Title
Michael Aronson	Assistant Principal
Sharyn Greenhill	LTF
Camella Slydell	ESE Coordinator
Joann Finney	Magnet Coordinator
Ariel Alejo	Principal (HS)
Oscar Villanueva	Assistant Principal
Mia Pyfrom	LTF
Ester Boyd Mitchell	Reading Coach
Janay Vereen	Math/Science Coach
Shaneka Bryant	Reading Dept Chair
Aya Hasegawa	ELA Dept Chair

How the school-based LLT functions

The Middle School LLT meets by-weekly to discuss and plan for the reading instruction best practices both in Intensive Reading and across the curriculum. It also scrutinizes achievement data to determine the course of action needed to reach established assessment goals. Monthly professional development is given to the teachers for the Reader's Workshop Model.

The purpose of the High School Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The Principal and Literacy Team will meet with teachers regularly to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction assessment and differentiation to address individual student needs. Progress monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching and re-assessing. The team builds professional conversations, promotes collegiality, collaboration, and a literary culture. The principal takes the lead in the meetings. Instructional Reading Coach will assist teachers with the implementation of reading strategies into lessons by providing all teachers a copy of the Reading Focus Calendar. The Reading Coach will also model lessons for teachers. Additional needs and concerns will be investigated and plan and course of action will be implemented. This is a ongoing process throughout the year.

Major initiatives of the LLT

The Middle School has two major initiatives this school year. First, all students will participate in a daily vocabulary building unit that will be taught during DEAR time. Second, all intensive reading students will be participating in grade level book clubs.

The major initiative this year, for the high school, is to extend FCAT in the reading program to include ACT/SAT/PERT and College Readiness. The preparation for the ACT/SAT/PERT and College Preparedness will be considered on a school wide basis. The principal will provide professional development materials to support the team. Another major initiative is for all subgroups to make AYP. The Literacy Leadership Team will also meet regularly to review data, chart strengths/weaknesses and develop a plan for improvement. The team will also recommend research based professional development to help increase student achievement.

School Wide Literacy Instructional Focus Calendar- A monthly IFC will be provided to teachers which will include: prefixes, root words, FCAT strategies, how to develop interactive word walls and a print rich environment. Mrs. Mitchell, will schedule periodic modeling of popular strategies during common planning for all teachers. Mastery Check Mini-Assessment- A mini assessment will be given every two weeks based on the benchmarks in the IFC. Mrs. Mitchell, the reading coach, will complete assessment questions and provide to teachers prior to the scheduled assessment dates.

Enrichment Program- Will be provided to all retake students on Saturdays prior to the October retakes. After school tutoring will be provided the week before FCAT retakes in October. Enrichment will be provided to 9th and 10th grade students before the April FCAT. Administration will support and enforced all initiatives related to attendance accountability.

Every Teacher Contributes to Reading Instruction

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

The Middle School will be using vocabulary units that will be taught by all teachers during DEAR time. The units are intended to build vocabulary knowledge, therefore increasing reading fluency. Also, all teachers build unit plans incorporating common core and MYP initiatives that include content area reading.

The high school will disseminate the Reading Focus Calendar for all content area teachers to incorporate reading strategies into their content class Unit Plans. The LTF and Reading Coach will provide professional development training for teacher on reading strategies that will increase vocabulary use, reading fluency and reading comprehension. Teachers are expected to incorporate FCAT (NGSSS), common core, and MYP initiatives into their daily lesson plans.

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 high school will follow the District curriculum framework to incorporate district-wide secondary objectives and will use our Instructional Focus Calendar (IFC) to instill our primary objectives into every classroom on campus. Secondary objectives will go across all content areas and in all areas of study.

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

Guidance Counselors conducts individual student conferences. Throughout the year, students can meet with their

guidance counselor to discuss their progress and ensure they are on a continued path of success. Each student engages in career exploration by participating in the E-PEP in 9th grade and a 9th and 10th grade transitional Career Survey.

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. This relevance transfers into conscious efforts to master skills that will be necessary for students to secure a position in their chosen interest areas. Our school addresses and incorporates applied and integrated courses using the following strategies (select only those that apply specifically to your school):

- During specific classes guidance counselors expose students to careers curriculum focusing on real world experiences to help them see the relationship between the program and their career interests.
- Teachers utilize science notebooks, journals, or writing prompts as a tool to integrate science, reading, writing, and mathematics.

ASVAB exam is administered in the fall to all 11th and 12th grade students.

Strategies for improving student readiness for the public postsecondary level

FY14 all juniors and seniors will be given the opportunity to register online for the SAT and ACT. We also offer the ACT and SAT Exams on campus.

Our planned strategies include but are not limited to the following: ACT/SAT prep classes will be offered;

ACT/SAT prep strategies will be a part of lesson plans in core subject areas; we will continue offering a wide variety of AP/IB classes. We will utilize the AP potential report to identify more students that would be targeted to take AP classes; we will offer credit recovery through E2020 classes and also encourage students to take FLVS classes for credit recovery; we will utilize EDW reports to identify students that are at risk due to GPA, FCAT requirements, attendance, credits and/or discipline. Offer students the opportunity to experience college through college tours (College Out Reach Program), college site visits and round table discussions. Guidance Counselors conduct classroom presentations in the Fall and Winter to inform students of their status and requirements. They also meet one on one with students to help support them in this process. Palm Beach

State College sets up a table monthly to expose students to the advantages of dual enrollment classes. A college fair will be held on campus in the fall to expose students to community colleges, technical/vocational schools and universities.

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	41%	31%	No	47%
American Indian				
Asian				
Black/African American	34%	24%	No	41%
Hispanic	48%	40%	No	53%
White				
English language learners	27%	13%	No	34%
Students with disabilities	30%	19%	No	37%
Economically disadvantaged	40%	30%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	17%	25%
Students scoring at or above Achievement Level 4	78	10%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		43%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	366	59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	89	58%	63%

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)	10	44%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		13%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	33	31%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	133	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	35	60%	100%
Middle school performance on high school EOC and industry certifications	33	95%	100%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	32%	No	46%
American Indian				
Asian				
Black/African American	38%	23%	No	44%
Hispanic	43%	43%	Yes	48%
White				
English language learners	31%	15%	No	38%
Students with disabilities	32%	16%	No	39%
Economically disadvantaged	39%	31%	No	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	30%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	30%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	264	53%	59%
Students in lowest 25% making learning gains (EOC)	19	67%	72%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	33	31%	40%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	41%	47%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	22%	27%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		9%

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	26	19%	27%
Students scoring at or above Achievement Level 4	11	8%	17%

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			

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	14%	19%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		6%

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

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	90	11%	16%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		94%	98%
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	275	33%	38%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	56	48%	54%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		47%	52%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	5	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	3	1%	0%
Students who fail a mathematics course	29	8%	5%
Students who fail an English Language Arts course	40	10%	7%
Students who fail two or more courses in any subject	55	14%	10%
Students who receive two or more behavior referrals	85	22%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	80	21%	15%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	36	24%	10%
Students in ninth grade who fail two or more courses in any subject	43	30%	20%
Students with grade point average less than 2.0	81	18%	10%
Students who fail to progress on-time to tenth grade	15	10%	5%
Students who receive two or more behavior referrals	32	7%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	61	13%	7%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	13	2%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	80	76%	81%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	19	59%	64%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	80	76%	84%

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

We involve parents in the design, implementation, and evaluation of the schoolwide program during parent meetings such as 9th and 10th grade roundup, Open House, SAC meetings, and IB Parent Meetings.

Timely information will be delivered to parents about Title I program by meeting our Fall Title I deadlines. Information about the meetings will go out as a Robocall, Newspaper, Marquee, and Flyers.

Our Family Involvement Policy/Plan and Our School-Parent Compact are revise during the first SAC meeting in the month of August as well as during Title I Annual meeting/Open House in September.

Parents are given the opportunity to plan, implement and evaluate our policies.

We do a yearly parental evaluation of the schoolwide program at the end of the year. We send this forms home in students backpacks and we required for parents to fill them out. This information is used to improve our training, meetings, and parent communication as well.

Volunteer and business community programs are our focus this year, we are training people in our staff for the Five Star School Award. We hope to implement and document better all of our activities at our school.

Parent involvement will increase to over 35% with the help of added parent involvement activities and parent training's.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
35% increase of parent involvement	11	11%	35%

Area 10: Additional Targets

Additional targets for the school

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

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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: -History of the Holocaust -History of Africans and African Americans -Hispanic Contributions -Women's Contributions -Sacrifices of Veterans	100	100%	100%

Goals Summary

- G1.** Increase college and career readiness
- G2.** High School 50% of students will be proficient on the 2014 Algebra 1 EOC
- G3.** High School 30% of 10th grades students will be proficient on the Biology EOC
- G4.** 6-12 Parent involvement will increase to over 35% with the help of added parent involvement activities and parent training's.
- G5.** 6-12 85% Of our students will score at or above a 3.5 on the 2014 FCAT Writes.
- G6.** 6-8 32% of our students will be proficient on the 2014 FCAT 2.0 Science exam.
- G7.** To decrease student subject matter comprehension gaps in knowledge attainment through the use of AVID strategies. The High School will implement AVID during school year SY15
- G8.** 6-12 Teachers will meet during common planning to develop lessons for small group/ differentiated instruction infusing the "Gradual Release Model".
- G9.** 6-12 40% of students will be proficient on the 2014 FCAT Reading 2.0.
- G10.** 6-8 40% of students will be proficient on the 2014 FCAT Math 2.0.
- G11.** Teachers will implement MYP strategies to build on their students' knowledge and decrease their skill deficiencies.
- G12.** 6-12 100% of students taking EOC and industry certification exams will pass their exam.

Goals Detail

G1. Increase college and career readiness

Targets Supported

- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- AVID Implementation

Targeted Barriers to Achieving the Goal

- Funding to fully implement AVID complete with tutorial.

Plan to Monitor Progress Toward the Goal

AVID elective teacher will meet with the AVID site team on a monthly basis for class progress updates

Person or Persons Responsible

AVID site team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Minutes from the monthly meeting which are a necessary part of AVID certification and implementation.

G2. High School 50% of students will be proficient on the 2014 Algebra 1 EOC

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- 9-12 grade teachers will utilize subject area common planning periods to develop effective higher order lessons.

Targeted Barriers to Achieving the Goal

- Students lack the prior knowledge in Mathematics to make connections to real worlds experience.

Plan to Monitor Progress Toward the Goal

Summative Assessments, district diagnostic assessments, and mini assessments.

Person or Persons Responsible

Teachers, administration, LTF, and Math Coach

Target Dates or Schedule:

Biweekly

Evidence of Completion:

Improved scores on Algebra 1 EOC

G3. High School 30% of 10th grades students will be proficient on the Biology EOC

Targets Supported

- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teachers will receive instructional support from Area 3 and district resource teachers, and the LTF in developing and implementing higher order lessons.

Targeted Barriers to Achieving the Goal

- Teachers do not have common planning periods.
- Implementation of IB criteria as it pertains to linking the Areas of Interaction to the content.

Plan to Monitor Progress Toward the Goal

Core K -12 assessments, teacher created tests, ExamView, afterschool and weekend tutorials, fall and winter diagnostic tests.

Person or Persons Responsible

Administration, coaches, Area 3 team, teachers.

Target Dates or Schedule:

SY 15

Evidence of Completion:

Improved scores on the Biology EOC.

G4. 6-12 Parent involvement will increase to over 35% with the help of added parent involvement activities and parent training's.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- 6-12 We have a new parent liaison who is working diligently to get information out to the parents.

Targeted Barriers to Achieving the Goal

- Getting the information to the parents.

Plan to Monitor Progress Toward the Goal

Increase in parental involvement in parent meetings.

Person or Persons Responsible

Parent liaison and administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Sign in sheets and evaluations

G5. 6-12 85% of our students will score at or above a 3.5 on the 2014 FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- 6-12 Teachers will participate in professional development in the writing process.

Targeted Barriers to Achieving the Goal

- 6-12 Getting the students to enjoy writing to close the achievement gap.

Plan to Monitor Progress Toward the Goal

Student assessment results will be reviewed by teacher and reading coach, district support and department Chair and discussed during LTM meetings.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, and LTF.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Effectiveness will be determined by monthly Palm Beach Writes, school-wide writing assessments, and student performance on the 2014 FCAT Writes.

G6. 6-8 32% of our students will be proficient on the 2014 FCAT 2.0 Science exam.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Teachers will receive coaching support from area and district resource teachers in developing and implementing higher order lessons.

Targeted Barriers to Achieving the Goal

- All 3 science teachers are new to teaching science.

Plan to Monitor Progress Toward the Goal

EDW reports will be pulled by teachers to disaggregate in LTMs.

Person or Persons Responsible

LTF and Admin

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Mini and diagnostic assessments, Florida Achieves and Science FCAT

G7. To decrease student subject matter comprehension gaps in knowledge attainment through the use of AVID strategies. The High School will implement AVID during school year SY15

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Middle School
- CTE

Resources Available to Support the Goal

- Teachers will be trained in AVID strategies to help increase student achievement.

Targeted Barriers to Achieving the Goal

- Students depth of knowledge is only surface deep.

Plan to Monitor Progress Toward the Goal

Monitor classroom lesson planning and assessments to ensure that cross-curricular reading strategies are being implemented through Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Summative assessments, district diagnostic assessments, miniassessments, and 2014 FCAT and EOCs.

G8. 6-12 Teachers will meet during common planning to develop lessons for small group/differentiated instruction infusing the "Gradual Release Model".

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science - Middle School
- EWS - Middle School

Resources Available to Support the Goal

- 1. Teachers will analyze multiple sources of data to group students for small group/differentiated instruction.
- 2. Teachers will meet during common planning to develop lessons for small group/differentiated instruction infusing the "Gradual Release Model".

Targeted Barriers to Achieving the Goal

- Teachers struggle with utilizing data to make instructional decisions and differentiate instruction to all levels of student achievement.

Plan to Monitor Progress Toward the Goal

Administrators and Reading and Math Coach will monitor differentiated instruction in a small group infusing the "Gradual Release Model" by reviewing data binders, lesson plans, modeling and conducting classroom walkthroughs.

Person or Persons Responsible

Administrators, LTF and Reading and Math Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Diagnostics, Mini and Common Assessments and the FCAT. Reading will also use the Fair and SRI tests.

G9. 6-12 40% of students will be proficient on the 2014 FCAT Reading 2.0.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- EWS - Middle School

Resources Available to Support the Goal

- Students will be placed in an intensive reading or advanced reading class and will be reading one of three trilogies in a grade level book club. Students will be placed in an intensive reading or advanced reading class and will complete reading logs and research projects based on grade level appropriate novels of their choice

Targeted Barriers to Achieving the Goal

- Getting the students to read and enjoy enough fiction and non-fiction text to close the achievement gap.

Plan to Monitor Progress Toward the Goal

Administration will perform focused Classroom walkthroughs to monitor the implementation of the Readers Workshop and READ 180. Student reading logs will be monitored to ensure students are increasing reading time. Teacher conference notes will be monitored for individualized instruction to help students progress through reading strategies.

Person or Persons Responsible

Principal, Assistant Principal, Learning Team Facilitator and Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Summative assessments, district diagnostic assessments, Fair and SRI.

G10. 6-8 40% of students will be proficient on the 2014 FCAT Math 2.0.**Targets Supported****Resources Available to Support the Goal**

- 6-8 Teachers wisely utilizing subject area common planning to effectively develop higher order lessons.

Targeted Barriers to Achieving the Goal

- Students lack prior knowledge in Mathematics to make connections to the real world experiences.

Plan to Monitor Progress Toward the Goal

Teachers will utilize data to make instructional decisions and differentiate instruction to all levels of student achievement.

Person or Persons Responsible

Mathematics Coach and District personnel will provide professional development on implementing small group structures (clearly defining roles and responsibility of group members).

Target Dates or Schedule:

Based on Focus Calendar

Evidence of Completion:

Summative assessments, district diagnostic assessments and mini assessments.

G11. Teachers will implement MYP strategies to build on their students' knowledge and decrease their skill deficiencies.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teachers will collaborate during Learning Team Meeting to infuse MYP strategies into their daily lesson plan.

Targeted Barriers to Achieving the Goal

- Teacher's need professional development in developing MYP unit plans.

Plan to Monitor Progress Toward the Goal

Administration will review lesson and unit plans.

Person or Persons Responsible

Adminiistration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Summative assessments, district diagnostic assessments, and mini assessments.

G12. 6-12 100% of students taking EOC and industry certification exams will pass their exam.

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Inside Algebra will be used to support students who need support preparing for the Algebra EOC. A College and Career Readiness class has been added for industry Certification.

Targeted Barriers to Achieving the Goal

- The students ability to transfer mathematical Knowledge from familiar to unfamiliar situations.

Plan to Monitor Progress Toward the Goal

Utilize the FCIM to identify strategies that are working and implement them throughout the math department and the College and Career Readiness Class.

Person or Persons Responsible

Teachers, Admimistarion, LTF and Math Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

Summative assessments, district diagnostic assessments, miniassessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase college and career readiness

G1.B1 Funding to fully implement AVID complete with tutorial.

G1.B1.S1 Solicit funds from SAC for faculty training and resources for implementation.

Action Step 1

The High school will implement AVID with funds from SAC

Person or Persons Responsible

AVID Site Team

Target Dates or Schedule

SY2014

Evidence of Completion

AVID will be a part of the school's master board with the appropriate students enrolled.

Facilitator:

AVID Summer Institute

Participants:

Selected teachers and administrators for year one implementation.

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

AVID implementation will be monitored by the school based AVID site and the district AVID representatives

Person or Persons Responsible

School based site team and AVID district representatives

Target Dates or Schedule

The implementation of the AVID program will be monitored at least twice per year the district AVID representatives and monthly by the AVID coordinator and site team members

Evidence of Completion

Satisfactory rating from the AVID certification process

Plan to Monitor Effectiveness of G1.B1.S1

Graduation rate and college readiness increase

Person or Persons Responsible

Graduating seniors

Target Dates or Schedule

Upon their graduation

Evidence of Completion

increase number of students who achieve passing scores on college entrance exams and who gain college admission

G2. High School 50% of students will be proficient on the 2014 Algebra 1 EOC

G2.B1 Students lack the prior knowledge in Mathematics to make connections to real worlds experience.

G2.B1.S3 One on one pull-out by the math coach

Action Step 1

Students will be pulled out based on their weakness on certain benchmarks

Person or Persons Responsible

Math coach

Target Dates or Schedule

weekly

Evidence of Completion

Improved student scores after reassessment of the tested benchmark.

Plan to Monitor Fidelity of Implementation of G2.B1.S3

One to one pull-out by the math coach will be monitored by the assistant principal assigned to Math.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student samples and student score after reassessment.

Plan to Monitor Effectiveness of G2.B1.S3

Summative assessments, district diagnostic assessment, and mini assessments.

Person or Persons Responsible

Algebra 1 teachers and math coach

Target Dates or Schedule

weekly

Evidence of Completion

Improved scores on the Algebra EOC

G3. High School 30% of 10th grades students will be proficient on the Biology EOC

G3.B1 Teachers do not have common planning periods.

G3.B1.S1 Reorganization of the master board schedule.

Action Step 1

Reorganizing the master board schedule

Person or Persons Responsible

Administration

Target Dates or Schedule

SY 2015

Evidence of Completion

Teachers will be able to meet during their common planning periods as scheduled on a new Master Board Schedule.

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

New Master board Schedule

Person or Persons Responsible

Administration

Target Dates or Schedule

FY 15

Evidence of Completion

Teachers will be able to meet together during their common planning periods per the new Master Board Schedule

Plan to Monitor Effectiveness of G3.B1.S1

Common planning

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

FY 15

Evidence of Completion

Teacher collaboration for lesson planning will produce enhanced more effective lessons.

G4. 6-12 Parent involvement will increase to over 35% with the help of added parent involvement activities and parent training's.

G4.B1 Getting the information to the parents.

G4.B1.S3 Dinner will be served at parent trainings offered to help assist with FCAT prep. A new portable audio system will be purchased, so that trainings may take place in the courtyard.

Action Step 1

Parent training will be offered to help assist with FCAT prep.

Person or Persons Responsible

Parent liaison and Administration

Target Dates or Schedule

October 23, 2014 will be the writing training

Evidence of Completion

Sign in sheets and evaluations

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Parent trainings will take place in the areas of FCAT writing, reading, math, and EOCs .

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in sheets and evaluations

Plan to Monitor Effectiveness of G4.B1.S3

Increase in parental support for academic initiatives and behavioral consequences will Increase student achievement.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative assessments, district diagnostic assessments, Fair and SRI.

G5. 6-12 85% Of our students will score at or above a 3.5 on the 2014 FCAT Writes.

G5.B1 6-12 Getting the students to enjoy writing to close the achievement gap.

G5.B1.S1 Teachers in need of additional support will receive coaching assistance through the full coaching cycle from Middle School area support, High School Area Support, Learning Team Facilitator, and writing specialist from the secondary education office.

Action Step 1

Teachers will participate in professional development specific to providing descriptive feedback through each phase of the writing process.

Person or Persons Responsible

Writing Coach, LTF and Administration

Target Dates or Schedule

August 27, 2013

Evidence of Completion

Effectiveness will be determined by monthly Palm Beach Writes, school-wide writing assessments, and student performance on the 2014 FCAT Writes.

Facilitator:

Director of Secondary Education

Participants:

Language Arts teachers and 8th grade Social studies and Reading teachers.

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

Writing team will monitor the effective use of descriptive feedback by reviewing student portfolios.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Effectiveness will be determined by monthly Palm Beach Writes, school-wide writing assessments, and student performance on the 2014 FCAT Writes.

Plan to Monitor Effectiveness of G5.B1.S1

Administrators will monitor the fidelity of the writing process by attending common planning meetings and reviewing student work.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach and LTF.

Target Dates or Schedule

Weekly

Evidence of Completion

Effectiveness will be determined by monthly Palm Beach Writes, school-wide writing assessments, and student performance on the 2014 FCAT Writes.

G6. 6-8 32% of our students will be proficient on the 2014 FCAT 2.0 Science exam.

G6.B1 All 3 science teachers are new to teaching science.

G6.B1.S1 Teachers will receive coaching support from area and district resource teachers in developing and implementing higher order lessons.

Action Step 1

Teachers will receive coaching support from area and district resource teachers in developing and implementing higher order lessons, use of Gizmos and analyzing multiple sources of data to group students for small group/differentiated instruction.

Person or Persons Responsible

Area and District resource teachers

Target Dates or Schedule

2-3 days a week

Evidence of Completion

Mini and diagnostic assessments, Florida Achieves and Science FCAT

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

Teachers will meet during common planning to develop lessons for small group/differentiated instruction infusing the "Gradual Release Model".

Person or Persons Responsible

Science teachers, LTF and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Mini and diagnostic assessments, Florida Achieves and Science FCAT

Plan to Monitor Effectiveness of G6.B1.S1

Focus Calendars will be implemented and followed with fidelity. Teachers will infuse secondary benchmarks into the daily lesson.

Person or Persons Responsible

Monitored by Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

Mini and diagnostic assessments, Florida Achieves and Science FCAT

G7. To decrease student subject matter comprehension gaps in knowledge attainment through the use of AVID strategies. The High School will implement AVID during school year SY15

G7.B1 Students depth of knowledge is only surface deep.

G7.B1.S1 Teachers will be introduced to AVID strategies to help increase student achievement. Use if Cornell note taking, school wide.

Action Step 1

Teachers will be trained in AVID strategies to help increase student achievement.

Person or Persons Responsible

Avid team and Administration

Target Dates or Schedule

Avid national training and conferences.

Evidence of Completion

Teachers and administration will conduct in house trainings for other teachers

Facilitator:

AVID National Trainers and Kisa Permente from the school district.

Participants:

All teachers will participate in the local PD. Sonia Soto-Granville, LaVoise Smith, Michael Aronson and Oscar Villanueva will attend the national conference. Other staff members will attend training's, as needed.

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

Monitoring of lesson plans and classroom instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Summative assessments, district diagnostic assessments, and 2013 FCAT.

Plan to Monitor Effectiveness of G7.B1.S1

Teachers will be introduced to AVID strategies to help increase student achievement.

Person or Persons Responsible

Avid Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs, EDW reports and Review of student work samples

G8. 6-12 Teachers will meet during common planning to develop lessons for small group/differentiated instruction infusing the "Gradual Release Model".

G8.B1 Teachers struggle with utilizing data to make instructional decisions and differentiate instruction to all levels of student achievement.

G8.B1.S1 Teachers will participate in a Lesson Study to observe planning and delivering a higher order lesson.

Action Step 1

Teachers will utilize subject area common planning to effectively develop higher order lessons.

Person or Persons Responsible

Teachers, Reading and Math Coach, Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Administrators will monitor higher order lessons by conducting classroom walkthroughs and reviewing lesson plans.

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

Teachers will utilize subject area common planning to effectively develop higher order lessons.

Person or Persons Responsible

Teachers, Reading and Math Coach, Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Administrators will monitor higher order lessons by conducting classroom walkthroughs and reviewing lesson plans.

Plan to Monitor Effectiveness of G8.B1.S1

Teachers will receive coaching support from Reading and Math Coaches and the LTFs in developing and implementing higher order lessons.

Person or Persons Responsible

Teachers, Reading and Math Coach, Administrators, LTF

Target Dates or Schedule

Weekly

Evidence of Completion

Diagnostics, Mini and Common Assessments and the FCAT. Reading will also use the Fair and SRI tests.

G9. 6-12 40% of students will be proficient on the 2014 FCAT Reading 2.0.

G9.B1 Getting the students to read and enjoy enough fiction and non-fiction text to close the achievement gap.

G9.B1.S1 All teachers will be trained in the use of the IB instructional methodology. After the training, teachers will be required to implement the IB methodologies and plan with other departments to create unit plans and increase the use of Areas of Interaction across the curriculum. By infusing the IB Areas of Interaction across the curriculum students will have additional purpose to read nonfiction text.

Action Step 1

Targeted after school tutorial will take place.

Person or Persons Responsible

Administration and tutorial lead teacher

Target Dates or Schedule

Mon -Thurs, January 7- April 11 from 3-5.

Evidence of Completion

Pre and Post tests will be administered.

Action Step 2

Teachers and Administration will be aware of time on task and assess the effective reading practice times through dedicated independent reading time along with the review of plans, teacher conference logs, student reading notebooks and at-home reading logs, in addition to classroom walkthroughs where the IB Areas of Interaction and cross curriculum interactions will be an item expected to be included.

Person or Persons Responsible

Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, and IB Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

Diagnostics, Mini and Common Assessments Fair and SRI.

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

6-8 According to the protocols of Readers Workshop students will monitor independent reading activities through reading notebooks and reading logs to be monitored through individual conferences with reading teachers. Teachers will focus conferences on student selections and volume of reading to increase the amount of reading engagement and broaden the selection of texts made by students.

Person or Persons Responsible

Principal, Assistant Principal, Learning Team Facilitator and Reading Coach Classroom teacher.

Target Dates or Schedule

Student and teacher Conference Logs will be monitored during classroom Walkthroughs, Learning Team Meetings and Grade Level Meetings.

Evidence of Completion

Reading logs will be monitored for increased reading and broader selection of text read by students.

Plan to Monitor Effectiveness of G9.B1.S1

Reader's Workshop model of instruction and READ 180 will be used in conjunction to increase the amount of time students are engaged in the reading process. Teachers will utilize student conferences and conference notes to individualize instruction and monitor students engagement. Increase the selection in the classroom libraries to include more non-fiction text and high interest books.

Person or Persons Responsible

Principal, Assistant Principal, Learning Team Facilitator and Reading Coach

Target Dates or Schedule

Administration will perform focused Classroom walkthroughs to monitor the implementation of the Readers Workshop and READ 180. Student reading logs will be monitored to ensure students are increasing reading time. Teacher conference notes will be monitored for individualized instruction to help students progress through reading strategies.

Evidence of Completion

Summative assessments, district diagnostic assessments, Fair and SRI.

G10. 6-8 40% of students will be proficient on the 2014 FCAT Math 2.0.

G10.B1 Students lack prior knowledge in Mathematics to make connections to the real world experiences.

G10.B1.S1 6-8 Teachers will implement strategies to build students' foundational mathematical knowledge and skill deficiencies.

Action Step 1

Differentiating instruction to meet the needs of all learners by utilizing the FCIM to identify strategies that are working and implement them throughout the math department. This same information will be used for targeted after school and Saturday tutorial.

Person or Persons Responsible

Principal, Assistant Principal, Learning Team Facilitator and Math Coach.

Target Dates or Schedule

Daily

Evidence of Completion

Summative assessments, district diagnostic assessments, miniassessments, and 2013 FCAT.

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

Data Feedback Strategies and lesson plans will be monitored and reviewed during classroom walkthroughs, weekly learning team meetings, and grade level meetings with administration to ensure that they are aligned.

Person or Persons Responsible

Principal, Assistant Principal, Learning Team Facilitator and Math Coach

Target Dates or Schedule

Based on Focus Calendar

Evidence of Completion

Summative assessments, district diagnostic assessments, mini assessments, and 2014 FCAT.

Plan to Monitor Effectiveness of G10.B1.S1

Data Feedback Strategies and lesson plans will be monitored and reviewed during classroom walkthroughs, weekly learning team meetings, and grade level meetings with administration to ensure that they are aligned with formative assessment data.

Person or Persons Responsible

Principal, Assistant Principal, Learning Team Facilitator and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Summative assessments, district diagnostic assessments, miniassessments, and 2013 FCAT.

G11. Teachers will implement MYP strategies to build on their students' knowledge and decrease their skill deficiencies.

G11.B1 Teacher's need professional development in developing MYP unit plans.

G11.B1.S1 Teachers will be trained in the use of the IB instructional methodology. After the training, teachers will be required to implement the IB methodologies and plan with other departments to create unit plans and increase the use of Areas of Interaction across the curriculum.

Action Step 1

Teachers will be trained in the use of the IB instructional methodology. After the training, teachers will be required to implement the IB methodologies and plan with other departments to create unit plans and increase the use of Areas of Interaction across the curriculum.

Person or Persons Responsible

Magnet Coordinator, LTF and Administration

Target Dates or Schedule

October 16-18, 2013. Additional teachers may be trained in May.

Evidence of Completion

Teachers will return with a certificate documenting their training.

Facilitator:

IB Workshop Facilitator

Participants:

Teachers who need initial and refresher training in MYP subject areas.

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

Administrators, LTF, Magnet Coordinator and Reading and Math Coaches will monitor infusion of MYP instruction by reviewing data binders, lesson and unit plans, and conducting classroom walkthroughs.

Person or Persons Responsible

Administrators, LTF, Magnet Coordinator and Reading and Math Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Data Feedback Strategies and lesson plans will be monitored and reviewed during classroom walkthroughs, weekly learning team meetings, and grade level meetings with administration to ensure that they are aligned with formative assessment data.

Plan to Monitor Effectiveness of G11.B1.S1

Teachers will receive coaching support through the full coaching cycle (co-planning, modeling, co-teaching, observing, and debriefing).

Person or Persons Responsible

Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Magnet Coordinator, Math Coach and Resource Teacher

Target Dates or Schedule

As necessary

Evidence of Completion

Diagnostics, Mini and Common Assessments and the FCAT. Reading will also use the Fair and SRI tests.

G12. 6-12 100% of students taking EOC and industry certification exams will pass their exam.

G12.B1 The students ability to transfer mathematical Knowledge from familiar to unfamiliar situations.

G12.B1.S1 Getting the students to use prior knowledge in Mathematics to make connections to the real world.

Action Step 1

Infusing Higher Order Questioning techniques during daily instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Daily and Summative assessments, district diagnostic assessments, mini-assessments

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

Administrators and Math Coach will monitor differentiated instruction in a small group infusing the "Gradual Release Model" by reviewing data binders, lesson plans, and conducting classroom walkthroughs.

Person or Persons Responsible

Administrators and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Summative assessments, district diagnostic assessments, miniassessments

Plan to Monitor Effectiveness of G12.B1.S1

Data Feedback Strategies and lesson plans will be monitored and reviewed during classroom walkthroughs, weekly learning team meetings, and grade level meetings with administration to ensure that they are aligned with formative assessment data.

Person or Persons Responsible

Administration, LTF and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Summative assessments, district diagnostic assessments, miniassessments

Coordination and Integration

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

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

Pahokee Middle High School integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents and monitoring SwPBS. We update our action plans during monthly PBIS meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs, "Pahokee Pride"

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The school purchases coaches and a learning team facilitator to assist with professional development and instructional support. Materials are provided to teachers and students with the purpose of enhancing student learning gains and increasing literacy throughout the school and in the community. Funds are also used to encourage and increase parental involvement in the school and academic school functions.

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Title II funds at Pahokee Middle Senior High School are used to purchase professional development through safe schools regarding single school culture. District Coaches are paid through Title II funds as well as character education programs.

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. Increase college and career readiness

G1.B1 Funding to fully implement AVID complete with tutorial.

G1.B1.S1 Solicit funds from SAC for faculty training and resources for implementation.

PD Opportunity 1

The High school will implement AVID with funds from SAC

Facilitator

AVID Summer Institute

Participants

Selected teachers and administrators for year one implementation.

Target Dates or Schedule

SY2014

Evidence of Completion

AVID will be a part of the school's master board with the appropriate students enrolled.

G5. 6-12 85% Of our students will score at or above a 3.5 on the 2014 FCAT Writes.

G5.B1 6-12 Getting the students to enjoy writing to close the achievement gap.

G5.B1.S1 Teachers in need of additional support will receive coaching assistance through the full coaching cycle from Middle School area support, High School Area Support, Learning Team Facilitator, and writing specialist from the secondary education office.

PD Opportunity 1

Teachers will participate in professional development specific to providing descriptive feedback through each phase of the writing process.

Facilitator

Director of Secondary Education

Participants

Language Arts teachers and 8th grade Social studies and Reading teachers.

Target Dates or Schedule

August 27, 2013

Evidence of Completion

Effectiveness will be determined by monthly Palm Beach Writes, school-wide writing assessments, and student performance on the 2014 FCAT Writes.

G7. To decrease student subject matter comprehension gaps in knowledge attainment through the use of AVID strategies. The High School will implement AVID during school year SY15

G7.B1 Students depth of knowledge is only surface deep.

G7.B1.S1 Teachers will be introduced to AVID strategies to help increase student achievement. Use if Cornell note taking, school wide.

PD Opportunity 1

Teachers will be trained in AVID strategies to help increase student achievement.

Facilitator

AVID National Trainers and Kisa Permente from the school district.

Participants

All teachers will participate in the local PD. Sonia Soto-Granville, LaVoise Smith, Michael Aronson and Oscar Villanueva will attend the national conference. Other staff members will attend training's, as needed.

Target Dates or Schedule

Avid national training and conferences.

Evidence of Completion

Teachers and administration will conduct in house trainings for other teachers

G11. Teachers will implement MYP strategies to build on their students' knowledge and decrease their skill deficiencies.

G11.B1 Teacher's need professional development in developing MYP unit plans.

G11.B1.S1 Teachers will be trained in the use of the IB instructional methodology. After the training, teachers will be required to implement the IB methodologies and plan with other departments to create unit plans and increase the use of Areas of Interaction across the curriculum.

PD Opportunity 1

Teachers will be trained in the use of the IB instructional methodology. After the training, teachers will be required to implement the IB methodologies and plan with other departments to create unit plans and increase the use of Areas of Interaction across the curriculum.

Facilitator

IB Workshop Facilitator

Participants

Teachers who need initial and refresher training in MYP subject areas.

Target Dates or Schedule

October 16-18, 2013. Additional teachers may be trained in May.

Evidence of Completion

Teachers will return with a certificate documenting their training.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase college and career readiness	\$5,500
G4.	6-12 Parent involvement will increase to over 35% with the help of added parent involvement activities and parent training's.	\$2,934
G7.	To decrease student subject matter comprehension gaps in knowledge attainment through the use of AVID strategies. The High School will implement AVID during school year SY15	\$6,000
G9.	6-12 40% of students will be proficient on the 2014 FCAT Reading 2.0.	\$24,000
G10.	6-8 40% of students will be proficient on the 2014 FCAT Math 2.0.	\$15,000
G11.	Teachers will implement MYP strategies to build on their students' knowledge and decrease their skill deficiencies.	\$9,000
Total		\$62,434

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Personnel	Total
Title I	\$30,000	\$0	\$6,000	\$36,000
Title I and magnet	\$0	\$9,000	\$0	\$9,000
Title 1	\$2,934	\$0	\$0	\$2,934
SAC	\$5,500	\$0	\$0	\$5,500
Title 1 and Magnet Budget	\$0	\$9,000	\$0	\$9,000
Total	\$38,434	\$18,000	\$6,000	\$62,434

Budget Details

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

G1. Increase college and career readiness

G1.B1 Funding to fully implement AVID complete with tutorial.

G1.B1.S1 Solicit funds from SAC for faculty training and resources for implementation.

Action Step 1

The High school will implement AVID with funds from SAC

Resource Type

Professional Development

Resource

Teacher and one high school administrator to attend AVID training

Funding Source

SAC

Amount Needed

\$5,500

G4. 6-12 Parent involvement will increase to over 35% with the help of added parent involvement activities and parent training's.

G4.B1 Getting the information to the parents.

G4.B1.S3 Dinner will be served at parent trainings offered to help assist with FCAT prep. A new portable audio system will be purchased, so that trainings may take place in the courtyard.

Action Step 1

Parent training will be offered to help assist with FCAT prep.

Resource Type

Professional Development

Resource

Ms. Shaw, Ms. Hart and Ms. Soto Granville will be presenting parents with tips to help students with prepare for the reading, writing and math FCAT. Dinner will be served and a portable sound system will be purchased.

Funding Source

Title 1

Amount Needed

\$2,934

G7. To decrease student subject matter comprehension gaps in knowledge attainment through the use of AVID strategies. The High School will implement AVID during school year SY15

G7.B1 Students depth of knowledge is only surface deep.

G7.B1.S1 Teachers will be introduced to AVID strategies to help increase student achievement. Use if Cornell note taking, school wide.

Action Step 1

Teachers will be trained in AVID strategies to help increase student achievement.

Resource Type

Personnel

Resource

AVID National Conference

Funding Source

Title I

Amount Needed

\$6,000

G9. 6-12 40% of students will be proficient on the 2014 FCAT Reading 2.0.

G9.B1 Getting the students to read and enjoy enough fiction and non-fiction text to close the achievement gap.

G9.B1.S1 All teachers will be trained in the use of the IB instructional methodology. After the training, teachers will be required to implement the IB methodologies and plan with other departments to create unit plans and increase the use of Areas of Interaction across the curriculum. By infusing the IB Areas of Interaction across the curriculum students will have additional purpose to read nonfiction text.

Action Step 1

Targeted after school tutorial will take place.

Resource Type

Professional Development

Resource

Targeted reading and Math tutorials.

Funding Source

Title I

Amount Needed

\$15,000

Action Step 2

Teachers and Administration will be aware of time on task and assess the effective reading practice times through dedicated independent reading time along with the review of plans, teacher conference logs, student reading notebooks and at-home reading logs, in addition to classroom walkthroughs where the IB Areas of Interaction and cross curriculum interactions will be an item expected to be included.

Resource Type

Evidence-Based Program

Resource

IB training

Funding Source

Title 1 and Magnet Budget

Amount Needed

\$9,000

G10. 6-8 40% of students will be proficient on the 2014 FCAT Math 2.0.

G10.B1 Students lack prior knowledge in Mathematics to make connections to the real world experiences.

G10.B1.S1 6-8 Teachers will implement strategies to build students' foundational mathematical knowledge and skill deficiencies.

Action Step 1

Differentiating instruction to meet the needs of all learners by utilizing the FCIM to identify strategies that are working and implement them throughout the math department. This same information will be used for targeted after school and Saturday tutorial.

Resource Type

Professional Development

Resource

Targeted reading and Math tutorials.

Funding Source

Title I

Amount Needed

\$15,000

G11. Teachers will implement MYP strategies to build on their students' knowledge and decrease their skill deficiencies.

G11.B1 Teacher's need professional development in developing MYP unit plans.

G11.B1.S1 Teachers will be trained in the use of the IB instructional methodology. After the training, teachers will be required to implement the IB methodologies and plan with other departments to create unit plans and increase the use of Areas of Interaction across the curriculum.

Action Step 1

Teachers will be trained in the use of the IB instructional methodology. After the training, teachers will be required to implement the IB methodologies and plan with other departments to create unit plans and increase the use of Areas of Interaction across the curriculum.

Resource Type

Evidence-Based Program

Resource

IB Training

Funding Source

Title I and magnet

Amount Needed

\$9,000