2013-2014 SCHOOL IMPROVEMENT PLAN

Tradewinds Middle School

5090 HAVERHILL RD S
Greenacres, FL 33463
561-493-6400
www.edline.net/pages/tradewinds_middle_school

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	Yes	82%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	84%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
B	B	B	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Tradewinds Middle School

Principal
Rebecca Subin

School Advisory Council chair
Lawrence Haynes

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

Name	Title
Rhonda Couey Brisson	Assistant Principal
Aaron Keevey	Assistant Principal
Greg Kirkwood	Assistant 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 principal and an appropriately balanced number of teachers, education support employees, students , parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

SAC reviewed the school's data for fy13 and approved/disapproved of budgetary items for the SIP

Activities of the SAC for the upcoming school year

SAC will meet monthly to determine approve changes to the school improvement plan and expenditures of monies.

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

Monies will be used to provide additional classroom supplies and incentives/rewards for students

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

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

Highly Qualified Staff

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

Administrators

# of administrators
4

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

Administrator Information:

Rebecca Subin		
Principal	Years as Administrator: 15	Years at Current School: 4

Credentials	Bachelors - Exceptional Student Education - University of Wisconsin-Madison; Masters - Educational Leadership - Florida Atlantic University School Principal (All levels) Mentally Handicapped (K-12) Specific Learning Disabilities (K-12) ESOL Endorsed
Performance Record	Principal of Tradewinds Middle for 2012-2103 school year - Grade B; Reading Mastery 53%, Math Mastery 55%, Science Mastery 37%, Writing Mastery 59%, Learning Gains Math 67%, Lowest 25% gains 59%, Learning Gains Reading 69%, Lowest 25% Reading Gains 72% 2011-2012 school year - Grade B; Reading Mastery: 53%; Math Mastery: 55%; Science Mastery -37%; Writing Mastery: 79%; Learning Gains - Math - 68%, Lowest 25% - 64%, Reading - Learning Gains - 65%, Lowest 25%-68% 2010-2011 - Grade A 64% of Criteria met; Reading Mastery: 64%; Math Mastery: 67%; Science Mastery -49%; Writing Mastery: 88%; Learning Gains - Math - 66%, Lowest 25% - 70%, Reading - Learning Gains - 61%, Lowest 25%-70% AYP: No subgroup made AYP in reading; No subgroup made AYP in math. Principal of Egret Lakes Elementary School 2009-2010 - Grade A; Reading Mastery: 74%; Math Mastery: 79%; Science Mastery -59%; Writing Mastery: 88%; Learning Gains: Lowest 25% - Reading - 70%; Math - 71%; Learning Gains Total: Reading - 67%; Math - 70% AYP: 85% of AYP components were met Blacks and ED made AYP in reading; no other subgroup made AYP in reading and math. 2008-2009 – Grade: A; Reading Mastery:68%, Math mastery: 68%,Science Mastery: 48%; Writing - 99%. AYP:All subgroups made AYP in reading. All subgroups made AYP in mathematics.

Rhonda Couey Brisson		
Asst Principal	Years as Administrator: 15	Years at Current School: 10

Credentials	B.S. Florida State - Social Studies Education; M.S. NSU - Educational Leadership, ESOL and Gifted Endorsed.
Performance Record	Assistant Principal of Tradewinds Middle School 2012-2103 school year - Grade B; Reading Mastery 53%, Math Mastery 55%, Science Mastery 37%, Writing Mastery 59%, Learning Gains Math 67%, Lowest 25% gains 59%, Learning Gains Reading 69%, Lowest 25% Reading Gains 72% 2011-2012 school year - Grade B; Grade B; Reading Mastery: 53%; Math Mastery: 55%; Science Mastery -37%; Writing Mastery: 79%; Learning Gains - Math - 68%, Lowest 25% - 64%, Reading - Learning Gains - 65%, Lowest 25%-68%;2010-2011 - Grade A 64% of Criteria met; Reading Mastery: 64%; Math Mastery: 67%; Science Mastery -49%; Writing Mastery: 88%; Learning Gains - Math - 66%, Lowest 25% - 70%, Reading - Learning Gains - 61%, Lowest 25%-70% AYP: No subgroup made AYP in reading; No subgroup made AYP in math. 2009-2010 - Grade A 72% of Criteria met; Reading Mastery: 67%; Math Mastery: 74%; Science Mastery -54%; Writing Mastery: 89%; Learning Gains - Math - 80%, Lowest 25% - 76%, Reading - Learning Gains - 67%, Lowest 25%-68% AYP: SWD made AYP in reading; no other subgroup made AYP in reading. No subgroup made AYP in math. 2008-2009 – Grade: A; Reading Mastery:67%, Math mastery: 73%,Science Mastery: 49%; Writing Mastery: 95%. Learning Gains - Math - 76%, Lowest 25% - 79%; Reading - 70%, Lowest 25% -84%;AYP:ELL, ED and SWD subgroups did not make AYP in reading. All subgroups made AYP in mathematics

Aaron Keevey		
Asst Principal	Years as Administrator: 9	Years at Current School: 8

Credentials	B.S.-Elementary Education, Ohio State University; M.S.-Educational Leadership, Florida Atlantic University
Performance Record	Assistant Principal of Tradewinds Middle School for 2012-2103 school year - Grade B; Reading Mastery 53%, Math Mastery 55%, Science Mastery 37%, Writing Mastery 59%, Learning Gains Math 67%, Lowest 25% gains 59%, Learning Gains Reading 69%, Lowest 25% Reading Gains 72% 2011-2012 school year - Grade B; Grade B; Reading Mastery: 53%; Math Mastery: 55%; Science Mastery -37%; Writing Mastery: 79%; Learning Gains - Math - 68%, Lowest 25% - 64%, Reading - Learning Gains - 65%, Lowest 25%-68%;2010-2011 - Grade A 64% of Criteria met; Reading Mastery: 64%; Math Mastery: 67%; Science Mastery -49%; Writing Mastery: 88%; Learning Gains - Math - 66%, Lowest 25% - 70%, Reading - Learning Gains - 61%, Lowest 25%-70% AYP: No subgroup made AYP in reading; No subgroup made AYP in math. 2009-2010 - Grade A 72% of Criteria met; Reading Mastery: 67%; Math Mastery: 74%; Science Mastery -54%; Writing Mastery: 89%; Learning Gains - Math - 80%, Lowest 25% - 76%, Reading - Learning Gains - 67%, Lowest 25%-68% AYP: SWD made AYP in reading; no other subgroup made AYP in reading. No subgroup made AYP in math. 2008-2009 – Grade: A; Reading Mastery:67%, Math mastery: 73%,Science Mastery: 49%; Writing Mastery: 95%. Learning Gains - Math - 76%, Lowest 25% - 79%; Reading - 70%, Lowest 25% -84%;AYP:ELL, ED and SWD subgroups did not make AYP in reading. All subgroups made AYP in mathematics.

Gregory Kirkwood		
Asst Principal	Years as Administrator: 9	Years at Current School: 4
Credentials	B.S. - Elementary Education - FAMU; M.S. - Educational Leadership - FAMU; Educational Specialist - FAMU	
Performance Record	Assistant Principal of Tradewinds Middle School 2012-2103 school year - Grade B; Reading Mastery 53%, Math Mastery 55%, Science Mastery 37%, Writing Mastery 59%, Learning Gains Math 67%, Lowest 25% gains 59%, Learning Gains Reading 69%, Lowest 25% Reading Gains 72% 2011-2012 school year - Grade B; Grade B; Reading Mastery: 53%; Math Mastery: 55%; Science Mastery -37%; Writing Mastery: 79%; Learning Gains - Math - 68%, Lowest 25% - 64%, Reading - Learning Gains - 65%, Lowest 25%-68%; 2010-2011 - Grade A 64% of Criteria met; Reading Mastery: 64%; Math Mastery: 67%; Science Mastery -49%; Writing Mastery: 88%; Learning Gains - Math - 66%, Lowest 25% - 70%, Reading - Learning Gains - 61%, Lowest 25%-70% AYP: No subgroup made AYP in reading; No subgroup made AYP in math.2009-2010 - Grade- tbd; Reading Mastery: 33%; Math Mastery: 68%; Science Mastery -39%; Writing Mastery: 90%; AYP: Hispanics and Whites made AYP in reading; no other subgroup made AYP in reading. Hispanics, Whites and ED made AYP in math. No other subgroups made AYP in reading or math. 2008-2009 – Grade: D; Reading Mastery:31%, Math mastery: 64%,Science Mastery: 31%; Writing mastery - 86%. AYP: No subgroups made AYP in reading. Whites made AYP in mathematics. No other subgroups made AYP in math.	

Instructional Coaches

# of instructional coaches
2
 # receiving effective rating or higher
(not entered because basis is < 10)
Instructional Coach Information:

Kendrah Kelly		
Part-time / District-based	Years as Coach: 3	Years at Current School: 6

Areas	Reading/Literacy
Credentials	B.S. in K-6 Elementary Education ESOL Endorsement Reading Endorsement Coach
Performance Record	Tradewinds Middle School 2012-2103 school year - Grade B; Reading Mastery 53%, Math Mastery 55%, Science Mastery 37%, Writing Mastery 59%, Learning Gains Math 67%, Lowest 25% gains 59%, Learning Gains Reading 69%, Lowest 25% Reading Gains 72% 2011-2012 Grade B; Grade B; Reading Mastery: 53%; Math Mastery: 55%; Science Mastery -37%; Writing Mastery: 79%; Learning Gains - Math - 68%, Lowest 25% - 64%, Reading - Learning Gains - 65%, Lowest 25%-68%Tradewinds Middle School 2010-2011 - Grade A 64% of Criteria met; Reading Mastery: 64%; Math Mastery: 67%; Science Mastery -49%; Writing Mastery: 88%; Learning Gains - Math - 66%, Lowest 25% - 70%, Reading - Learning Gains - 61%, Lowest 25%-70% AYP: No subgroup made AYP in reading; No subgroup made AYP in math.

Lynn Collins		
Part-time / District-based	Years as Coach: 4	Years at Current School: 7

Areas	Reading/Literacy, Science, Data, Other
Credentials	B.S. in Business Education; Certified in Business Education; English 6-12; Endorsed in Reading and ESOL
Performance Record	Tradewinds Middle School 2012-2103 school year - Grade B; Reading Mastery 53%, Math Mastery 55%, Science Mastery 37%, Writing Mastery 59%, Learning Gains Math 67%, Lowest 25% gains 59%, Learning Gains Reading 69%, Lowest 25% Reading Gains 72% Tradewinds Middle School 2011-2012 Grade B; Grade B; Reading Mastery: 53%; Math Mastery: 55%; Science Mastery -37%; Writing Mastery: 79%; Learning Gains - Math - 68%, Lowest 25% - 64%, Reading - Learning Gains - 65%, Lowest 25%-68%Tradewinds Middle School 2010-2011 - Grade A 64% of Criteria met; Reading Mastery: 64%; Math Mastery: 67%; Science Mastery -49%; Writing Mastery: 88%; Learning Gains - Math - 66%, Lowest 25% - 70%, Reading - Learning Gains - 61%, Lowest 25%-70% AYP: No subgroup made AYP in reading; No subgroup made AYP in math.

Classroom Teachers

# of classroom teachers
78

 # receiving effective rating or higher
78, 100%

 # Highly Qualified Teachers
96%

 # certified in-field
72, 92%

 # ESOL endorsed
16, 21%

 # reading endorsed
13, 17%

 # with advanced degrees
29, 37%

 # National Board Certified
3, 4%

 # first-year teachers
2, 3%

 # with 1-5 years of experience
12, 15%

 # with 6-14 years of experience
40, 51%

 # with 15 or more years of experience
24, 31%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

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

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

New teachers will receive frequent professional development regarding educational technology, teaching strategies and data analysis. They will also be assigned a buddy teacher/peer to help acclimate them to the school's operating procedures.

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

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

The mentor and mentee are meeting bi-weekly to review Accomplished Educator Practices. The mentor is providing support and feedback through multiple observations, meetings and classroom visits. Mentors and mentees are paired according to needs

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

At Tradewinds Middle School we have multiple levels of instruction including core classes, intensive classes and supplemental support. Members of TMS faculty provide tutoring and additional in class or pull out instruction. Our School Based Team (SBT) meets bi-weekly to address the needs of students who are experiencing issues of an academic or behavioral nature. Our liaisons for each student being provided services or monitoring by the SBT meet bi-weekly with the teachers providing the services to ensure students are receiving appropriate interventions in a timely manner.
Our faculty members meet weekly with members of our administrative staff or our Learning Team Facilitator (LTF) to revise instruction as needed using the Florida Continuous Improvement Model. Copies of assessments, minutes and sign in sheets are maintained by the chair and administrator in charge of each department as well as the LTF.
SwPBS meets monthly to review and address concerns related to the programs and behavioral matrixes and expectations (STARs, I ACHIEVE, and BUC HOUSE RULES).To ensure this is done, minutes are kept for each meeting.

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

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principals, ESE contact, ELL contact, school psychologist, reading coach, guidance counselors and nurse. The team uses
Baseline Data such as Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measurement Florida Assessment for Instruction in Reading (FAIR), Palm Beach County Fall and Winter Diagnostics, Palm Beach Writes, Comprehensive English Language Learning Assessment (CELLA), Office Discipline Referrals, Retentions, Absences to identify students as risk for behavioral and academic concerns. The interventions are seleceted from the variety of interventions shown on the MTSS Train U website. Multiple agencies are used to help students through counseling groups during the school year. Professional Development is offered through our PD committee to ensure that all faculty and staff members understand the MTSS/RtI process.

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

Administrators and coaches use multiple sources of data (EDW reports, RtI checklists,Mainframe, Diagnostics, FCIM information) to ensure that appropriate procedures are followed in a timely manner.

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

SBT data, LTM data, Literacy data, EDW reports (behavior and academic), TERMS, diagnostic, FCAT, SwPBS data, discipline and attendance data as well as classroom observations are used to assess and analyze the effectiveness of support and instruction in classrooms.

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

At preschool Faculty Meetings, Department meetings, grade level meetings, faculty groups discuss data and
effective and ineffective strategies as well as progress monitoring. Staff development on strategies and data use are done throughout the school year to ensure that faculty is successful in working with our students.
To build capacity in parents, TMS provides information and training at curriculum night, SAC, Edline blasts, newsletters and call outs. Parents are invited to attend parent conferences and multiple trainings related to school success throughout the year.

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: 8,400

Students receive additional instruction in math, reading, science, writing and U.S. History through the after school and morning tutorial programs.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students are given a diagnostic assessment for the subject. The diagnostic tool shows the area(s) needing improvement. Instructional strategies and resources are determined and implemented using this diagnostic information. At the end of the instruction, another assessment is given. The scores are compared. This strategy includes the use of Discovery Education - a resource that provides the diagnostic assessments and the resources for the remediation.

Who is responsible for monitoring implementation of this strategy?

Teachers and the tutorial program coordinator are responsible for monitoring this strategy. They meet with an administrator weekly during tutorial to determine the effectiveness of this.

Strategy: Summer Program
Minutes added to school year: 1,440

Provide summer enrichment lessons/activities to students who need the support to maintain current skill levels

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?

Pre/post assessments are given to determine gain or maintenance of skills

Who is responsible for monitoring implementation of this strategy?

administration

Literacy Leadership Team (LLT)

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

Name	Title
Rebecca Subin	Principal
Rhonda Couey Brisson	Assistant Principal
Aaron Keevey	Assistant Principal
Greg Kirkwood	Assistant Principal
Kendrah Kelly	Reading Coach
Amy McLeod	Language Arts Teacher
William Rizzo	Science Teacher
Jennifer Blakeslee	Social Studies Teacher
Carol Mercado	ELL Coordinator
Kristina Curley	SLP/ PDD Lead Teacher
Jamie Ehlers	Math Teacher
Janice Carlson	Media Specialist

How the school-based LLT functions

The team will meet monthly to discuss data and differentiated instruction and reading strategies.

Major initiatives of the LLT

Reading Initiative program through 3rd period classes - teachers will receive training on presentation techniques for each component of reading including but not limited to main idea, text features, vocabulary. LLT will provide the materials, support and training.

Every Teacher Contributes to Reading Instruction

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

The entire school will participate in a reading initiative during the extended third period in which each teacher will utilize reading strategies to improve students' reading abilities.
The PDD team members and selected staff will model strategies which will be utilized school-wide.

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

At TMS, students in 8th grade have the opportunity to take US History virtually. This prepares them for the upcoming high school requirement to take a virtual class to graduate. I

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

Gudiance counselors meet each semester with students to discuss goals and promotion status. This allows the students and parents to make appropriate and meaningful choices for their courses.

Strategies for improving student readiness for the public postsecondary level

TMS has increased the number of students taking Algebra, Geometry and Science (high school credit classes) so that they have fewer electives to take at the high school level and are better prepared for the opportunity to take higher level math or science at high schools.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	53%	No	63%
American Indian	62%	67%	Yes	66%
Asian	79%	70%	No	81%
Black/African American	47%	44%	No	52%
Hispanic	56%	47%	No	60%
White	74%	75%	Yes	77%
English language learners	29%	27%	No	36%
Students with disabilities	39%	20%	No	45%
Economically disadvantaged	51%	47%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	338	28%	35%
Students scoring at or above Achievement Level 4	278	23%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		36%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	807	69%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	202	72%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	60	58%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	31%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	27	26%	29%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	235	59%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	55%	No	66%
American Indian	62%	83%	Yes	66%
Asian	86%	72%	No	87%
Black/African American	51%	45%	No	56%
Hispanic	62%	52%	No	66%
White	73%	76%	Yes	76%
English language learners	40%	34%	No	46%
Students with disabilities	41%	25%	No	47%
Economically disadvantaged	55%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	348	31%	34%
Students scoring at or above Achievement Level 4	230	20%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		36%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	783	67%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	171	59%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	239	90%	95%
Middle school performance on high school EOC and industry certifications	217	91%	96%

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	62%	55%	No	66%
American Indian	62%	83%	Yes	66%
Asian	86%	72%	No	87%
Black/African American	51%	45%	No	56%
Hispanic	62%	52%	No	66%
White	73%	76%	Yes	76%
English language learners	40%	34%	No	46%
Students with disabilities	41%	25%	No	47%
Economically disadvantaged	55%	49%	No	60%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	783	67%	74%
Students in lowest 25% making learning gains (EOC)			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	54%	59%
Students scoring at or above Achievement Level 4	77	37%	41%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		12%
Students scoring at or above Achievement Level 4	24	83%	88%

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	85	21%	23%
Students scoring at or above Achievement Level 4	64	16%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	600	50%	55%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	524	44%	48%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications		0%	0%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	56	5%	3%
Students who fail a mathematics course	8	1%	1%
Students who fail an English Language Arts course	11	1%	1%
Students who fail two or more courses in any subject	19	2%	0%
Students who receive two or more behavior referrals	162	14%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	153	13%	10%

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

There will be an increase of 5% of parents who participate in school activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents attending trainings offered by Title I (includes Title I parent night)	250	20%	25%

Area 10: Additional Targets

Additional targets for the school

Tradewinds Middle 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 %
Tradewinds teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b).		100%	100%

Goals Summary

G1. Decrease the number of students receiving referrals that lead to OSS by 10% to 138

G2. Decrease the number of students who receive Fs as a final grade in courses

G3. Decrease the number of students who miss 10% or more of available instructional time by 10% to 50.

G4. Increase parent involvement by 5% for school activities.

G5. Eighth grade students will demonstrate proficiency in writing by scoring a level 4 on the FY14 FCAT Writes

G6. Ninety percent of students enrolled in Algebra Honors and Geometry Honors will pass the end of course exam.

G7. Students in grade 6-8 will demonstrate proficiency in reading (level 3 on the FY14 FCAT or level 4 on the FY14 FAA).

G8. Students in grades 6-8 will demonstrate math proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.

G9. Eighth grade students will demonstrate science proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.

Goals Detail

G1. Decrease the number of students receiving referrals that lead to OSS by 10% to 138

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- SwPBS system
- teachers
- SwPBS system
- teachers

Targeted Barriers to Achieving the Goal
- students lack guidance on how to comply with rules of school

Plan to Monitor Progress Toward the Goal

Discipline data showing OSS will be monitored. It will be reviewed to find out what offenses led to OSS. Additional services will be provided by SBT if needed. SBT will be notified by guidance

Person or Persons Responsible
SBT, administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
SBT logs, discipline data

G2. Decrease the number of students who receive Fs as a final grade in courses

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

- teachers, guidance

Targeted Barriers to Achieving the Goal

- parents are unaware of grades

Plan to Monitor Progress Toward the Goal

report cards will be reviewed for Fs. Information will be given to administration and teachers. Administration will meet with teachers to determine needed changes in grading or work policies. If

Person or Persons Responsible
guidance administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
chart showing Fs. EDW reports, PASS rolls

G3. Decrease the number of students who miss 10% or more of available instructional time by 10% to 50.

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- teachers, guidance
- title I funding

Targeted Barriers to Achieving the Goal
- Attendance is not accurately tracked.
- parents don't attend truancy meetings

Plan to Monitor Progress Toward the Goal

attendance records and truancy paperwork will be reviewed and compared to see if improvement in attendance is occurring

Person or Persons Responsible
administration

Target Dates or Schedule:
each semester's end

Evidence of Completion:
attendance records, truancy meeting

G4. Increase parent involvement by 5% for school activities.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Title I funds
- personnel with parent liaison experiences

Targeted Barriers to Achieving the Goal
- Families are unaware of activities due to lack of contact information. They cannot be reached when the school staff sends out a Parent Link message due to the lack of contact information.
- Families need translations services.
- variety of trainings

Plan to Monitor Progress Toward the Goal

review the VIPs, sign in sheets for school activities including training opportunities to look for an increase in the number of parents attending activities

Person or Persons Responsible
administration, volunteer coordinator

Target Dates or Schedule:
quarterly

Evidence of Completion:
VIPS log, sign in sheets

G5. Eighth grade students will demonstrate proficiency in writing by scoring a level 4 on the FY14 FCAT Writes

Targets Supported
- Writing

Resources Available to Support the Goal
- Top Score Writing program
- tutorials
- personnel
- Top Score Writing program
- tutorials
- personnel

Targeted Barriers to Achieving the Goal
- Students need improved writing skills in grammar, punctuation, support, etc. and are not responding to traditional instruction.
- Writing practice is not supported enough across the curriculum.

Plan to Monitor Progress Toward the Goal

Progress toward goal is monitored through a review of all data sources - teacher assessments, TOP SCORE assessments, district assessments. Improved scores will allow teachers to continue on course.

Person or Persons Responsible
teachers, administration, DIL

Target Dates or Schedule:
monthly

Evidence of Completion:
scores from multiple writing assessments, agendas from LTM where this was discussed

G6. Ninety percent of students enrolled in Algebra Honors and Geometry Honors will pass the end of course exam.

Targets Supported

- Math (Middle School Acceleration)

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- tutoring

- personnel

- paper, writing utensils, white boards

- Core K 12, FCAT Explorer, Algebra resources from UF

Targeted Barriers to Achieving the Goal

- Students need improved math skills and are not responding to traditional instruction

Plan to Monitor Progress Toward the Goal

Progress toward goal will be monitored using data from fall and winter diagnostics, weekly assessments, progress reports from Khan, Discovery Education and student tracking sheets Successful implementation will show a consistent increase in scores on benchmark assessments for the majority of students . Questionable/poor implementation will show little or no improvement on benchmark assessments. Poor results will lead to change in strategies or use of resources for specified students.

Person or Persons Responsible
teachers, administration, lead tutorial teacher

Target Dates or Schedule:
weekly

Evidence of Completion:
lesson plans, progress reports from Khan Academy and/or Discovery Education

G7. Students in grade 6-8 will demonstrate proficiency in reading (level 3 on the FY14 FCAT or level 4 on the FY14 FAA).

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach, LTF, Marzano Liaison

- tutorial for reading using Discovery Education resources in addition to READ 180, FCAT Explorer, Pearson Core K-12, magazines and other reading materials

- paper, writing utensils, toner, white boards, sticky notes

Targeted Barriers to Achieving the Goal

- Teachers lack training in a variety of reading, math,writing and science strategies that will increase student achievement (Marzano strategies will be used)

- Students need improved reading skills and are not responding to traditional instruction.

- Teachers need common focus to assist students in reaching academic goals

- Teachers do not consistently utilize data to make instruction more effective.

- students need additional support over the summer to maintain reading skills

- students need more choices for highly engaging reading materials

Plan to Monitor Progress Toward the Goal

Data chats with administration/LTF to determine if action plan is appropriate, review and revise action plans/ focus calendars after diagnostic scores are made available

Person or Persons Responsible

teachers, admin, LTF

Target Dates or Schedule:

bi-weekly FCIM learning team meetings with teachers; data chats after the receipt of diagnostic scores; in tutorial bi weekly data chat with lead teacher and teachers

Evidence of Completion:

agendas, sign in sheets, revised lesson plans/actions plans for students

G8. Students in grades 6-8 will demonstrate math proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.

Targets Supported

- 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)

Resources Available to Support the Goal

- Acaletics and Discovery Learning

- tutorials for math

- supplies including papers, writing utensils, white boards, toner

- personnel to facilitate math tutorials

Targeted Barriers to Achieving the Goal

- teacher lack of common focus and lack of knowledge of programs for tutorials (Discovery Education) and core (Acaletics)

- Teachers lack training in a variety of reading, science and math strategies that will increase student achievement.

- Teachers do not consistently use data to improve instruction

- Students need improved math skills and are not responding to traditional instruction

- Students need support during the summer to maintain math skills

Plan to Monitor Progress Toward the Goal

Using the data from the tutorials, FCIM, diagnostic tests, teachers and administration will determine if implementation of strategies is successful. Successful implementation will show improved scores on the diagnostic tests from fall to winter for the majority of the students. Another measure of success will be improved FCIM scores/benchmark assessments scores throughout tutorials and school year. Questionable/ poor implementation will show improved scores for fewer students.

Person or Persons Responsible

teachers, administration

Target Dates or Schedule:

weekly at LTMs, diagnostic score data chats after fall and winter scores are received, meetings with tutorial teachers.

Evidence of Completion:

sign in sheets, agendas, FCIM information, diagnostic score information, benchmark assessment information.

G9. Eighth grade students will demonstrate science proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Discovery Education

- personnel - coach, ltf, liaison, dil

- supplies that include but are not limited to: paper, ink, toner, writing utensils, note pads, sticky notes, white boards

- tutorials for science students

Targeted Barriers to Achieving the Goal

- Teachers lack training in a variety of reading, science and math strategies that will increase student achievement

- Teachers do not consistently use data to improve instruction

- Students need improved science skills and are not responding to traditional instruction

- Teachers lack a common focus for goals and plans for students

Plan to Monitor Progress Toward the Goal

Data collected will be analyzed. post test scores that show mastery of content will show positive use of strategy. Those scores showing less than mastery will be considered questionable or poor. At that time, teachers will alter resources and/or strategies

Person or Persons Responsible
teachers, DIL

Target Dates or Schedule:
bi-weekly

Evidence of Completion:
LTM sign in sheets, agendas, progress monitoring reports

Action Plan for Improvement

Problem Solving Key

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

G1. Decrease the number of students receiving referrals that lead to OSS by 10% to 138

G1.B1 students lack guidance on how to comply with rules of school

G1.B1.S1 Review BUCs HOUSE rules each semester and provide incentives for compliance and counseling upon return from suspension

Action Step 1

Each semester teachers and administration will review rules and expectations. Rules and expectations will be shared in all 3 languages with families. The STARs program will be implemented throughout the year. Counselors will meet with those given OSS and provide mediation (if needed) or guidance on making better choices.

Person or Persons Responsible

teachers, students and administration

Target Dates or Schedule

ongoing August-June

Evidence of Completion

STARs tallies for year, incentives receipt, guidance logs for mediation

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

Infractions listed on behavior correction form will be reviewed. Discipline data will be reviewed to ensure that teachers and students are following BUCs HOUSE Rules. Mediation logs will be reviewed to ensure students are following requests.

Person or Persons Responsible

administration, guidance

Target Dates or Schedule

quarterly

Evidence of Completion

discipline data report from EDW, detention list, STAR tallies, guidance logs

Plan to Monitor Effectiveness of G1.B1.S1

STARs receipts will be reviewed each quarter. If STARs is effective, there will be fewer infractions each quarter and more STARs given out. Mediation/counseling logs will be reviewed to ensure students are making progress and/or keeping commitments.

Person or Persons Responsible

STAR coordinator/guidance

Target Dates or Schedule

quarterly

Evidence of Completion

STARs tallies, guidance logs

G2. Decrease the number of students who receive Fs as a final grade in courses

G2.B1 parents are unaware of grades

G2.B1.S1 Teachers will contact all parents of students receiving D or F during each 9 week prior to grade for 9 weeks being submitted

Action Step 1

Teachers will be given contact information and subs to cover meetings with parents when needed

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing throughout year

Evidence of Completion

phone logs

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

administration will check phone logs to ensure teachers are contacting parents

Person or Persons Responsible

administration

Target Dates or Schedule

quarterly

Evidence of Completion

phone logs

Plan to Monitor Effectiveness of G2.B1.S1

Effective implementation will show improved grades as parents and teachers work together to bring success to students. Fewer students will be in PASS each quarter.

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

quarterly

Evidence of Completion

report cards with grades

G3. Decrease the number of students who miss 10% or more of available instructional time by 10% to 50.

G3.B1 Attendance is not accurately tracked.

G3.B1.S1 Monitor student attendance weekly and confirm that it was sent in as needed.

Action Step 1

run report showing missing period absences. Send teachers a copy of report and ask them to confirm absences. Correct as necessary.

Person or Persons Responsible

secretaries

Target Dates or Schedule

weekly throughout year

Evidence of Completion

corrected a17 and a15 screens

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

Monthly run an attendance/truancy report

Person or Persons Responsible

administration

Target Dates or Schedule

monthly September - June

Evidence of Completion

report and corrected TERMS screens

Plan to Monitor Effectiveness of G3.B1.S1

Effective implementation - There will be a decrease in the number of students missing instructional time as shown by improved attendance.

Person or Persons Responsible

administration/guidance

Target Dates or Schedule

each semester

Evidence of Completion

attendance records

G3.B2 parents don't attend truancy meetings

G3.B2.S1 Hold truancy meetings via phone if needed or conduct home visits.

Action Step 1

Guidance and other school personnel will call parent and ask questions from truancy meeting form. Forms will be sent home or mailed home for signature. Guidance and school personnel will conduct home visits and hold truancy meetings at home.

Person or Persons Responsible

guidance, attendance clerk, teachers, administration

Target Dates or Schedule

every other month Sept - June

Evidence of Completion

truancy meeting forms

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

Check of truancy meeting forms to determine that meetings were held

Person or Persons Responsible

administration

Target Dates or Schedule

semester end December and June

Evidence of Completion

truancy meeting paperwork

Plan to Monitor Effectiveness of G3.B2.S1

successful implementation will show decreased numbers of students missing school as shown by attendance records

Person or Persons Responsible

administration

Target Dates or Schedule

semester

Evidence of Completion

attendance records

G4. Increase parent involvement by 5% for school activities.

G4.B1 Families are unaware of activities due to lack of contact information. They cannot be reached when the school staff sends out a Parent Link message due to the lack of contact information.

G4.B1.S1 On schedule pick up day and throughout the year when parents come to school, school personnel will ask for updated information. School will send home update sheets for information.

Action Step 1

Distribute registration/update forms to parents.

Person or Persons Responsible

school personnel

Target Dates or Schedule

August-June

Evidence of Completion

completed update form or registration form

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

TERMS screens will be checked periodically to confirm updated information

Person or Persons Responsible

administration

Target Dates or Schedule

quarterly

Evidence of Completion

corrected TERMS screen

Plan to Monitor Effectiveness of G4.B1.S1

Successful implementation will be demonstrated as an increase in the number of accepted phones calls when using the Parent Link system

Person or Persons Responsible

SITSA

Target Dates or Schedule

quarterly

Evidence of Completion

report of Parent Link acitivity

G4.B2 Families need translations services.

G4.B2.S1 Provide translators at parent conferences and parent trainings

Action Step 1

Community Language Facilitators will provide Creole and Spanish translation at parent conferences/ phone calls and at parent trainings.

Person or Persons Responsible

CLFs

Target Dates or Schedule

ongoing August - June

Evidence of Completion

conference notes, agendas, sign in sheets

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

Conference and meeting notes will make reference to translation

Person or Persons Responsible

administration, teachers, guidance

Target Dates or Schedule

ongoing throughout school year August-June

Evidence of Completion

conference and meeting notes

Plan to Monitor Effectiveness of G4.B2.S1

Successful implementation will be demonstrated by increased parent involvement at meeting/ conferences.

Person or Persons Responsible

guidance, administration

Target Dates or Schedule

ongoing August-June

Evidence of Completion

conference or meeting notes/ phone logs

G4.B3 variety of trainings

G4.B3.S1 TMS will offer a variety of training opportunities at various times. These trainings will be related to academics (reading, writing, math, science, social studies) and building capacity to help children at home.

Action Step 1

Plan a training for middle school pupil progression, academics and using a variety of resources to improve child's academic success.

Person or Persons Responsible

administration, teachers

Target Dates or Schedule

at least 3 times during the year (November, February, March)

Evidence of Completion

agendas, sign in sheets, minutes, evaluations

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

1 administrator will attend each training to ensure that training is done as planned and topic goal is met.

Person or Persons Responsible

administration

Target Dates or Schedule

at trainings

Evidence of Completion

sign in sheets, evaluations. agenda

Plan to Monitor Effectiveness of G4.B3.S1

Successful implementation will show a decrease in the number of "failure" letters sent out during the 4th quarter of school and a decrease in number of students attending PASS each quarter. There will be an increase in the number of students showing progress on standardized tests.

Person or Persons Responsible

administration, guidance, teachers, parents

Target Dates or Schedule

ongoing at quarterly breaks

Evidence of Completion

number of failure letter, PASS rolls, FCAT/diagnostic data

G5. Eighth grade students will demonstrate proficiency in writing by scoring a level 4 on the FY14 FCAT Writes

G5.B1 Students need improved writing skills in grammar, punctuation, support, etc. and are not responding to traditional instruction.

G5.B1.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in writing through READ 180, TOP SCORE WRITING and the tutoring program

Action Step 1

have tutorials for students needing additional support

Person or Persons Responsible

tutorial teachers

Target Dates or Schedule

November- February

Evidence of Completion

student sign in sheets, lesson plans

Action Step 2

train in teachers in use of TOP SCORE WRITING

Person or Persons Responsible

trainer from TOP SCORE WRITING

Target Dates or Schedule

August

Evidence of Completion

sign in sheets from training; lesson plans and implementation of those plans as seen through class visits

Facilitator:

TOP SCORE TRAINER

Participants:

LA teachers

Action Step 3

purchase TOP SCORE WRITING

Person or Persons Responsible

principal

Target Dates or Schedule

August 2013

Evidence of Completion

use of program

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

Samples of writing will be reviewed at LTMs, tracking of progress on specific writing targets will be reviewed. Class visits will be done weekly by administration to ensure program is being used

Person or Persons Responsible

LTF, teachers administration

Target Dates or Schedule

weekly

Evidence of Completion

agendas, sign in sheets, tracking sheets of students showing improved scores, PB Writes scores

Plan to Monitor Effectiveness of G5.B1.S1

Score on PB Writes will be reviewed with each teacher. Improved scores for the majority of students will demonstrate successful implementation.

Person or Persons Responsible

teachers, LTF, administration

Target Dates or Schedule

bi weekly

Evidence of Completion

graphs/charts of scores from PB Writes, sign in sheets, modified action plans for writing

G5.B2 Writing practice is not supported enough across the curriculum.

G5.B2.S1 Have Writing Wednesdays in which all teacers/classes participate in extended writing.

Action Step 1

Provide teachers with modeling and writing assignments as requested

Person or Persons Responsible

Reading Coach, LA DIL, Marzano Liaison, district personnel

Target Dates or Schedule

monthly at department meetings

Evidence of Completion

agendas, minutes, sign in sheets

Facilitator:

LA DIL, reading coach, PDD team members

Participants:

all teachers

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

Administration will conduct weekly visits to determine that writing is being implemented as requested

Person or Persons Responsible

administration

Target Dates or Schedule

weekly

Evidence of Completion

logs of classroom visits

Plan to Monitor Effectiveness of G5.B2.S1

scores on assessments prior to students receiving extended practice will be compared to those after receiving extended writing practice. Successful implementation will show improved scores.

Person or Persons Responsible

teachers, LTF, administration

Target Dates or Schedule

bi weekly

Evidence of Completion

scores for writing from TOP SCORE, PB Writes

G6. Ninety percent of students enrolled in Algebra Honors and Geometry Honors will pass the end of course exam.

G6.B1 Students need improved math skills and are not responding to traditional instruction

G6.B1.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in Algebra or Geometry

Action Step 1

supply tutorial classes with needed materials including but not limited to: writing utensils, white boards, paper, toner, colored ink for printers, posters, magazines

Person or Persons Responsible

lead tutorial teacher

Target Dates or Schedule

October 2013

Evidence of Completion

supplies order

Action Step 2

hire and train tutorial teachers

Person or Persons Responsible

lead tutorial teacher

Target Dates or Schedule

October 2013

Evidence of Completion

sign in sheets for training and tutorials

Action Step 3

Students will attend before, after during school tutorial for Algebra. Resources used will include Discovery Education, Core K12, FCAT Explorer, Khan Academy and supplies as needed for the tutorial classroom

Person or Persons Responsible

teachers, lead tutorial teacher

Target Dates or Schedule

weekly (October-May)

Evidence of Completion

student sign in sheets, lesson plans, teacher attendance sheets

Facilitator:

DIL

Participants:

teachers

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

Administration will visit tutoring classrooms weekly to ensure use of tutorial materials. Students will receive weekly information on progress towards their goals

Person or Persons Responsible

teachers, lead tutorial teacher, administration

Target Dates or Schedule

weekly

Evidence of Completion

student sign in sheets, scores on assessments, tracking sheets, teacher lesson plans

Plan to Monitor Effectiveness of G6.B1.S1

Successful implementation will show a consistent increase in scores on benchmark assessments for the majority of students receiving tutoring. Questionable/poor implementation will show little or no improvement on benchmark assessments. Poor results will lead to change in strategies or use of resources for specified students.

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

weekly

Evidence of Completion

scores of assessments, lesson plans sign in sheets for teachers and students

G7. Students in grade 6-8 will demonstrate proficiency in reading (level 3 on the FY14 FCAT or level 4 on the FY14 FAA).

G7.B1 Teachers lack training in a variety of reading, math,writing and science strategies that will increase student achievement (Marzano strategies will be used)

G7.B1.S1 Hire a reading coach and utilize a part time Marzano liaison to facilitate trainings and teacher development using Marzano strategies.

Action Step 1

Coach and liaison will provide training, modeling and assistance to all teachers with using high yield strategies for reading

Person or Persons Responsible

coach and liaison

Target Dates or Schedule

weekly -August through June, on PDD

Evidence of Completion

coach log, sign in sheets for PDD, agendas for PDD

Facilitator:

Coach and liaison

Participants:

all teachers

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

Administration will conduct class visits to determine implementation of strategies.

Person or Persons Responsible

administration, coach, liaison, dil

Target Dates or Schedule

weekly

Evidence of Completion

I observation report, common assessments, diagnostics

Plan to Monitor Effectiveness of G7.B1.S1

Comparison of fall and winter diagnostics scores for improvement; within each content area, compare initial common assessment to ones written and used after training; review assessment for students improved scores and improved questioning on assessments by teachers

Person or Persons Responsible

administration, LTF

Target Dates or Schedule

at bi weekly LTM

Evidence of Completion

agenda, FCIM reports

G7.B2 Students need improved reading skills and are not responding to traditional instruction.

G7.B2.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in reading through READ 180/Reading Plus, and the tutoring program using Discovery Education

Action Step 1

hire tutorial teachers

Person or Persons Responsible

lead teacher

Target Dates or Schedule

October 2013

Evidence of Completion

teacher sign in sheets

Action Step 2

Tutorials (11/15/13-4/15/14) will be offered to all students whose fall/winter diagnostic scores indicate a predicated level 1 or 2

Person or Persons Responsible

tutorial staff

Target Dates or Schedule

M-Th (11/15-4/15)

Evidence of Completion

lesson plans, student sign in sheets

Facilitator:

tutorial lead teacher

Participants:

tutorial teachers

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

weekly review of progress reports from Discovery Education as well as review of tracking in class. Administration will conduct regular class visits to ensure that strategies are being used

Person or Persons Responsible

teachers, administration, lead tutorial teacher

Target Dates or Schedule

weekly

Evidence of Completion

iobservation, progress reports, tracking sheets for studetns

Plan to Monitor Effectiveness of G7.B2.S1

Successful implementation will show a consistent increase in scores on benchmark assessments for the majority of students receiving tutoring. Questionable/poor implementation will show little or no improvement on benchmark assessments. Poor results will lead to change in strategies or use of resources for specified students.

Person or Persons Responsible

teachers, lead tutorial teacher, administration

Target Dates or Schedule

weekly reports and regular pre/post assessments

Evidence of Completion

progress reports, diagnostic scores

G7.B3 Teachers need common focus to assist students in reaching academic goals

G7.B3.S1 provide curriculum planning time to allow for the creation of focus calendars, lesson plans and units

Action Step 1

Teachers will develop focus calendars, lesson plans, assessments to assist the start of each quarter. Planning for focus calendar will be done during school day or after school. Substitutes will be used during school day. Teachers will be paid for work done after school hours.

Person or Persons Responsible

teachers

Target Dates or Schedule

planning days, before/after school

Evidence of Completion

lesson plans, calendars

Facilitator:

DIL

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G7.B3.S1

DIL/adminstration will review lesson plans/calendars created during this time. Administration will monitor the use of focus calendars through class visits and discussions at LTMs

Person or Persons Responsible

DIL administration

Target Dates or Schedule

bi weekly throughout the school year.

Evidence of Completion

focus calendars, lesson/unit plans

Plan to Monitor Effectiveness of G7.B3.S1

FCIM data will be collected to determine that the focus calendars/lesson plans are successful in helping students improve achievement.

Person or Persons Responsible

teachers, DIL, adminstration

Target Dates or Schedule

data will be produced bi weekly and discussed at LTMs

Evidence of Completion

agendas, sign in sheets, revised focus calendars.

G7.B4 Teachers do not consistently utilize data to make instruction more effective.

G7.B4.S1 conduct weekly LTMs with administration and LTF with a focus on the FCIM model of instruction. Data chats are also held once diagnostic scores are available.

Action Step 1

LTF/administration will meet weekly with core academic teachers to review information gathered from FCIM

Person or Persons Responsible

teachers, administration, LTF

Target Dates or Schedule

weekly throughout the school year

Evidence of Completion

agendas, sign in sheets revised action plans

Facilitator:

LTF, administration

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Regular classroom visits will be done by administration to ensure that steps agreed upon in LTM are implemented. Scores on FCIM assessments will be reviewed bi-weekly

Person or Persons Responsible

administration, LTF, DIL

Target Dates or Schedule

bi -weekly classroom visits/assessment reviews

Evidence of Completion

i observation information , FCIM assessment information

Plan to Monitor Effectiveness of G7.B4.S1

FCIM data will be collected. All data is based on benchmark assessments. Successful implementation will produce improved scores on a consistent basis for most students. Questionable or poor implementation will show continued stagnant or decline FCIM scores.

Person or Persons Responsible

Teachers will chart their data to bring to weekly LTMs for discussion. The group of teachers and admin/LTF will review and discuss needed changes

Target Dates or Schedule

FCIM data is reviewed bi-weekly throughout the school year

Evidence of Completion

FCIM data, agendas, revised action plans

G7.B5 students need additional support over the summer to maintain reading skills

G7.B5.S1 Offer summer enrichment classes for students in the area of reading

Action Step 1

summer enrichment classes

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

July - August

Evidence of Completion

lesson plans, sign in sheets, attendance

Plan to Monitor Fidelity of Implementation of G7.B5.S1

an administrator will visit each class weekly to determine that lesson plan is being followed

Person or Persons Responsible

administration

Target Dates or Schedule

July

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G7.B5.S1

post assessments will show an increase in student skills

Person or Persons Responsible

teachers

Target Dates or Schedule

July

Evidence of Completion

pre/post assessments

G7.B6 students need more choices for highly engaging reading materials

G7.B6.S1 purchase additional books for classroom libraries

Action Step 1

Reading coach will work with teams to determine what types of additional books need to be purchased

Person or Persons Responsible

reading coach, teachers

Target Dates or Schedule

by December 2013

Evidence of Completion

book order

Plan to Monitor Fidelity of Implementation of G7.B6.S1

Coach will visit classes receiving books to determine that they are in use in class

Person or Persons Responsible

coach

Target Dates or Schedule

in February and May

Evidence of Completion

book check out log

Plan to Monitor Effectiveness of G7.B6.S1

Effective implemetation will show an increase in book checkouts from class libraries.

Person or Persons Responsible

teacher, coach

Target Dates or Schedule

semester

Evidence of Completion

checkout logs

G8. Students in grades 6-8 will demonstrate math proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.

G8.B1 teacher lack of common focus and lack of knowledge of programs for tutorials (Discovery Education) and core (Acaletics)

G8.B1.S1 Provide curriculum planning time for use of both programs (acaletics and discovery learning) and for creation of focus calendars

Action Step 1

Purchase Acaletics for classroom use

Person or Persons Responsible

principal, teachers

Target Dates or Schedule

August 2013

Evidence of Completion

use of program

Action Step 2

Math teachers and math tutorial teachers will be given time to plan for use of both programs and to create focus calendars

Person or Persons Responsible

DIL for math, teachers

Target Dates or Schedule

summer pre school planning for acaletics; 1 day planning for tutorial teachers prior to start of 11/15 tutorial; pre school planning for focus calendars

Evidence of Completion

agendas, curriculum calendars, pacing charts

Facilitator:

DIL, tutorial lead teacher

Participants:

math teachers

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

Administration will review the pacing charts and curriculum guides created by the teachers. Observations will be done by administration and DIL/lead tutorial teacher to determine appropriate use of created pacing guides

Person or Persons Responsible

administration

Target Dates or Schedule

bi weekly

Evidence of Completion

focus calendars and revised focus calendars, classroom visit log from Marzano

Plan to Monitor Effectiveness of G8.B1.S1

FCIM data will be collected to determine that the focus calendars/lesson plans are successful in helping students improve achievement.

Person or Persons Responsible

teachers admininstration DIL LTF

Target Dates or Schedule

bi weekly

Evidence of Completion

sign in sheets, agendas, minutes of LTMs, revised action plans/focus calendars/unit and lesson plans

G8.B2 Teachers lack training in a variety of reading, science and math strategies that will increase student achievement.

G8.B2.S1 Hire a reading coach and utilize a part time Marzano liaison to facilitate trainings and teacher development using Marzano strategies.

Action Step 1

Coach and liaison will provide training, modeling and assistance to all teachers with using high yield strategies for reading

Person or Persons Responsible

coach and liaison

Target Dates or Schedule

bi weekly and at PDD meetings and before/after school trainings

Evidence of Completion

agendas sign in sheets PDD handouts, coaches logs

Facilitator:

marzano liaison, pdd team, coach

Participants:

teachers

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

Administration will conduct class visits to determine implementation of strategies

Person or Persons Responsible

administration, dil, liaison, coach

Target Dates or Schedule

weekly August - June

Evidence of Completion

iObservation information, class visit log

Plan to Monitor Effectiveness of G8.B2.S1

Comparison of fall and winter diagnostics scores for improvement; within each content area, compare initial common assessment to ones written and used after training; review assessment for students improved scores and improved questioning on assessments by teachers

Person or Persons Responsible

teachers, administration, dil, liaison, coach

Target Dates or Schedule

diagnostic data chats, weekly LTM meetings

Evidence of Completion

diagnostic scores, fcim information showing improved scores

G8.B3 Teachers do not consistently use data to improve instruction

G8.B3.S1 Using weekly LTMs, LTF and administration will guide teachers to utilize data to make appropriate decisions that will improve instruction

Action Step 1

In LTMs, teachers will review data to ensure it is used appropriately to increase student achievement. After fall and winter diagnostics, departments with guidance from the LTF, liaison, coach and administration will create a focus calendar for secondary math benchmarks. Administration will monitor use of focus calendar through classroom visits and LTM notes

Person or Persons Responsible

teachers, administration, LTF, liaison, coach

Target Dates or Schedule

bi weekly LTMs

Evidence of Completion

agendas, sign in sheets, notes for all LTM, FCIM informatoin

Facilitator:

LTF administration

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Administration will conduct weekly class visits to classes to monitor that the agreed upon strategies, instruction is being delivered

Person or Persons Responsible

administration teachers

Target Dates or Schedule

weekly August-June

Evidence of Completion

Iobservation, logs of class visits

Plan to Monitor Effectiveness of G8.B3.S1

FCIM data will be collected. All data is based on benchmark assessments. Successful implementation will produce improved scores on a consistent basis for most students. Questionable or poor implementation will show continued stagnant or decline FCIM scores.

Person or Persons Responsible

teachers, administration, LTF, liaison, coach

Target Dates or Schedule

bi weekly at LTM

Evidence of Completion

FCIM information, sign in sheets agendas and minutes for LTMs

G8.B4 Students need improved math skills and are not responding to traditional instruction

G8.B4.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in math through Discovery Education resources

Action Step 1

hire and train teachers

Person or Persons Responsible

lead tutorial teacher

Target Dates or Schedule

October 2013

Evidence of Completion

sign in sheets for training and tutorials

Facilitator:

lead tutorial teacher

Participants:

tutorial teachers

Action Step 2

Tutorials (11/15/13-4/15/14) will be offered to all students whose fall/winter diagnostic scores indicate a predicated level 1 or 2

Person or Persons Responsible

administration, teachers, students

Target Dates or Schedule

11/15/13-4/15/14

Evidence of Completion

lesson plans, students sign in sheets, diagnostic scores on benchmark assessments, teacher sign in sheets

Plan to Monitor Fidelity of Implementation of G8.B4.S1

weekly review of progress reports from Discovery Education as well as review of tracking in class. Administration will conduct regular class visits to ensure that strategies are being used

Person or Persons Responsible

administration, teachers, lead tutorial teacher

Target Dates or Schedule

weekly November through April

Evidence of Completion

class room visit log, scores on benchmark assessments.

Plan to Monitor Effectiveness of G8.B4.S1

Successful implementation will show a consistent increase in scores on benchmark assessments for the majority of students receiving tutoring. Questionable/poor implementation will show little or no improvement on benchmark assessments. Poor results will lead to change in strategies or use of resources for specified students.

Person or Persons Responsible

teachers, administration, lead tutoring teacher

Target Dates or Schedule

weekly November through April

Evidence of Completion

benchmark assessments, diagnostics scores, class visit logs

G8.B5 Students need support during the summer to maintain math skills

G8.B5.S1 provide enrichment classes to help students maintain skills in math

Action Step 1

plan and implement lessons for summer enrichment classes

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

July

Evidence of Completion

lessons, sign in sheets, attendance

Plan to Monitor Fidelity of Implementation of G8.B5.S1

an administrator will visit the class weekly to ensure that lesson plans are being followed

Person or Persons Responsible

administration

Target Dates or Schedule

July

Evidence of Completion

class visit checklist

Plan to Monitor Effectiveness of G8.B5.S1

pre/post assessments will be reviewed to see if there is an increase in scores

Person or Persons Responsible

administration. teachers

Target Dates or Schedule

July

Evidence of Completion

pre/post assessments

G9. Eighth grade students will demonstrate science proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.

G9.B1 Teachers lack training in a variety of reading, science and math strategies that will increase student achievement

G9.B1.S1 Hire a coach and utilize a part time Marzano liaison to facilitate trainings and teacher development using Marzano strategies including differentiated instruction

Action Step 1

Differentiated Instruction Training (including monitoring practices and multiple teaching strategies) will be done. Teachers will be trained on how to set up learning stations as needed, monitoring student progress and facilitating learning. Trainers will also model as needed for teachers

Person or Persons Responsible

Reading Coach and other district personnel

Target Dates or Schedule

Initial Training in October, monthly training at LTMs through May

Evidence of Completion

Sign in sheets, agendas, hand outs

Facilitator:

Reading Coach, liaison

Participants:

Teachers

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

After initial training, coach, DILs will visit rooms to ensure strategies are being implemented. Teachers in need of additional support will meet with DIL or coach torecieve additional assistance

Person or Persons Responsible

coach DIL

Target Dates or Schedule

bi-weekly

Evidence of Completion

notes in logs

Plan to Monitor Effectiveness of G9.B1.S1

progress monitoring reports and pre/post assessments. Good implementation will produce improved post test scores and increasing success as shown on the progress monitoring reports.

Person or Persons Responsible

science teachers,DIL

Target Dates or Schedule

weekly at LTM

Evidence of Completion

copies of LTM notes which include PMR

G9.B2 Teachers do not consistently use data to improve instruction

G9.B2.S1 Teachers will use the Fab 5 daily assessment of lesson to determine what needs to be retaught if anything. This will be the equivalent of a daily FCIM

Action Step 1

LTF/administration will meet weekly with core academic teachers to review information gathered from Fab 5. Data will be reviewed. Best practices will be discussed at LTMs. Teachers will make adjustments to instruction or resources as needed

Person or Persons Responsible

teachers, LTF, administration

Target Dates or Schedule

weekly through June

Evidence of Completion

Fab 5 samples of work, charts of FCIM,

Facilitator:

LTF, administration

Participants:

teachers

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

Regular classroom visits will be done by administration to ensure that steps agreed upon in LTM are implemented. Scores on FCIM assessments will be reviewed

Person or Persons Responsible

teachers, administration, dil

Target Dates or Schedule

weekly

Evidence of Completion

logs of visits or iobservation information

Plan to Monitor Effectiveness of G9.B2.S1

Fab 5 data will be collected. All data is based on benchmark assessments. Successful implementation will produce improved scores on a consistent basis for most students. Questionable or poor implementation will show continued stagnant or decline Fab 5 scores. This can be seen on tracking sheets as well as Fab 5 informatoin

Person or Persons Responsible

teachers administration

Target Dates or Schedule

weekly

Evidence of Completion

student tracking sheets, Fab 5 information, LTM agendas, sign in sheets, notes

G9.B3 Students need improved science skills and are not responding to traditional instruction

G9.B3.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in science through using Discovery Education resources.

Action Step 1

All 8th grade students will utilize Discovery Education resources during the school day. Additionally, tutorials (11/15/13-4/15/14) will be offered to all students whose fall/winter diagnostic scores indicate a predicated level 1 or 2

Person or Persons Responsible

teachers, DIL, lead tutoring teachers

Target Dates or Schedule

daily in class instruction, weekly tutoring before or after school

Evidence of Completion

lesson plans (science classes during day); tutoring lesson plans, student sign in sheets, attendance, teacher attendance/sign in sheets

Facilitator:

DIL, distrcit personnel (using Discovery Education), lead tutoring teacher

Participants:

science teachers and tutorial teachers

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

weekly review of progress reports from Discovery Education as well as review of tracking in class. Administration will conduct regular class visits to ensure that strategies are being used

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

weekly

Evidence of Completion

tracking sheets, progress reports from discovery education, class visit log

Plan to Monitor Effectiveness of G9.B3.S1

Successful implementation will show a consistent increase in scores on benchmark assessments for the majority of students receiving class room instruction and tutoring through discovery education. Questionable/poor implementation will show little or no improvement on benchmark assessments. Poor results will lead to change in strategies or use of resources for specified students. Scores will be reviewed at weekly LTMs or regular tutorial meetings/visits

Person or Persons Responsible

teachers, administration, DIL,

Target Dates or Schedule

weekly

Evidence of Completion

scores on Discovery Education assessments, LTM notes, agendas and sign in sheets.

G9.B4 Teachers lack a common focus for goals and plans for students

G9.B4.S1 Teachers will develop focus calendars, lesson plans, assessments to assist the start of each quarter. Planning for focus calendar will be done during school day or after school. Substitutes will be used during school day. Teachers will be paid for work done after school hours.

Action Step 1

DIL/adminstration will review lesson plans/calendars created during this time. Administration will monitor the use of focus calendars through class visits and discussions at LTMs

Person or Persons Responsible

teachers, LTF, administration

Target Dates or Schedule

weekly

Evidence of Completion

calendars, lesson/unit plans and their revisions

Facilitator:

DIL,

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G9.B4.S1

FCIM data will be collected to determine that the focus calendars/lesson plans are successful in helping students improve achievement. If calendars/lessons are not successful in helping students, adjustments will be made during LTM meetings

Person or Persons Responsible

teachers, LTF, administration

Target Dates or Schedule

weekly

Evidence of Completion

calendars, sign in sheets agendas

Plan to Monitor Effectiveness of G9.B4.S1

Successful implementation will show a consistent increase in scores on benchmark assessments for the majority of students. Questionable/poor implementation will show little or no improvement on benchmark assessments. Poor results will lead to change in strategies or use of resources for specified students.

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, calendars, revisions to both

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

Tradewinds Middle School integrates Single School Culture by sharing and following our guidelines for success. These are known as our "Buc House Rules" and our "I will A.C.H.I.E.V.E." matrix of behavior expectations. We teach the expected behaviors. We communicate with parents through our newsletters, Parent Link (a telephone message system), phone calls, parent training workshops and parent conferences. We monitor our School wide Positive Behavior Support (SwPBS) plan and make changes as needed. In our Learning Team Meetings (LTM), we update our action plans and focus calendars. Our LTMs are held weekly with our administrators or Learning Team Facilitator. Our reading coach works with all faculty members on using high yield strategies to improve reading comprehension across the curriculum. We provide before and after school tutoring and enrichment. We instill appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and the implementation of the Tradewinds Middle School SwPBS programs such as STARs - Students Taking Academic Responsibility.

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.

G5. Eighth grade students will demonstrate proficiency in writing by scoring a level 4 on the FY14 FCAT Writes

G5.B1 Students need improved writing skills in grammar, punctuation, support, etc. and are not responding to traditional instruction.

G5.B1.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in writing through READ 180, TOP SCORE WRITING and the tutoring program

PD Opportunity 1

train in teachers in use of TOP SCORE WRITING

Facilitator

TOP SCORE TRAINER

Participants

LA teachers

Target Dates or Schedule

August

Evidence of Completion

sign in sheets from training; lesson plans and implementation of those plans as seen through class visits

G5.B2 Writing practice is not supported enough across the curriculum.

G5.B2.S1 Have Writing Wednesdays in which all teacers/classes participate in extended writing.

PD Opportunity 1

Provide teachers with modeling and writing assignments as requested

Facilitator

LA DIL, reading coach, PDD team members

Participants

all teachers

Target Dates or Schedule

monthly at department meetings

Evidence of Completion

agendas, minutes, sign in sheets

G6. Ninety percent of students enrolled in Algebra Honors and Geometry Honors will pass the end of course exam.

G6.B1 Students need improved math skills and are not responding to traditional instruction

G6.B1.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in Algebra or Geometry

PD Opportunity 1

Students will attend before, after during school tutorial for Algebra. Resources used will include Discovery Education, Core K12, FCAT Explorer, Khan Academy and supplies as needed for the tutorial classroom

Facilitator

DIL

Participants

teachers

Target Dates or Schedule

weekly (October-May)

Evidence of Completion

student sign in sheets, lesson plans, teacher attendance sheets

G7. Students in grade 6-8 will demonstrate proficiency in reading (level 3 on the FY14 FCAT or level 4 on the FY14 FAA).

G7.B1 Teachers lack training in a variety of reading, math,writing and science strategies that will increase student achievement (Marzano strategies will be used)

G7.B1.S1 Hire a reading coach and utilize a part time Marzano liaison to facilitate trainings and teacher development using Marzano strategies.

PD Opportunity 1

Coach and liaison will provide training, modeling and assistance to all teachers with using high yield strategies for reading

Facilitator

Coach and liaison

Participants

all teachers

Target Dates or Schedule

weekly -August through June, on PDD

Evidence of Completion

coach log, sign in sheets for PDD, agendas for PDD

G7.B2 Students need improved reading skills and are not responding to traditional instruction.

G7.B2.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in reading through READ 180/Reading Plus, and the tutoring program using Discovery Education

PD Opportunity 1

Tutorials (11/15/13-4/15/14) will be offered to all students whose fall/winter diagnostic scores indicate a predicated level 1 or 2

Facilitator

tutorial lead teacher

Participants

tutorial teachers

Target Dates or Schedule

M-Th (11/15-4/15)

Evidence of Completion

lesson plans, student sign in sheets

G7.B3 Teachers need common focus to assist students in reaching academic goals

G7.B3.S1 provide curriculum planning time to allow for the creation of focus calendars, lesson plans and units

PD Opportunity 1

Teachers will develop focus calendars, lesson plans, assessments to assist the start of each quarter. Planning for focus calendar will be done during school day or after school. Substitutes will be used during school day. Teachers will be paid for work done after school hours.

Facilitator

DIL

Participants

teachers

Target Dates or Schedule

planning days, before/after school

Evidence of Completion

lesson plans, calendars

G7.B4 Teachers do not consistently utilize data to make instruction more effective.

G7.B4.S1 conduct weekly LTMs with administration and LTF with a focus on the FCIM model of instruction. Data chats are also held once diagnostic scores are available.

PD Opportunity 1

LTF/administration will meet weekly with core academic teachers to review information gathered from FCIM

Facilitator

LTF, administration

Participants

teachers

Target Dates or Schedule

weekly throughout the school year

Evidence of Completion

agendas, sign in sheets revised action plans

G8. Students in grades 6-8 will demonstrate math proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.

G8.B1 teacher lack of common focus and lack of knowledge of programs for tutorials (Discovery Education) and core (Acaletics)

G8.B1.S1 Provide curriculum planning time for use of both programs (acaletics and discovery learning) and for creation of focus calendars

PD Opportunity 1

Math teachers and math tutorial teachers will be given time to plan for use of both programs and to create focus calendars

Facilitator

DIL, tutorial lead teacher

Participants

math teachers

Target Dates or Schedule

summer pre school planning for acaletics; 1 day planning for tutorial teachers prior to start of 11/15 tutorial; pre school planning for focus calendars

Evidence of Completion

agendas, curriculum calendars, pacing charts

G8.B2 Teachers lack training in a variety of reading, science and math strategies that will increase student achievement.

G8.B2.S1 Hire a reading coach and utilize a part time Marzano liaison to facilitate trainings and teacher development using Marzano strategies.

PD Opportunity 1

Coach and liaison will provide training, modeling and assistance to all teachers with using high yield strategies for reading

Facilitator

marzano liaison, pdd team, coach

Participants

teachers

Target Dates or Schedule

bi weekly and at PDD meetings and before/after school trainings

Evidence of Completion

agendas sign in sheets PDD handouts, coaches logs

G8.B3 Teachers do not consistently use data to improve instruction

G8.B3.S1 Using weekly LTMs, LTF and administration will guide teachers to utilize data to make appropriate decisions that will improve instruction

PD Opportunity 1

In LTMs, teachers will review data to ensure it is used appropriately to increase student achievement. After fall and winter diagnostics, departments with guidance from the LTF, liaison, coach and administration will create a focus calendar for secondary math benchmarks. Administration will monitor use of focus calendar through classroom visits and LTM notes

Facilitator

LTF administration

Participants

teachers

Target Dates or Schedule

bi weekly LTMs

Evidence of Completion

agendas, sign in sheets, notes for all LTM, FCIM informatoin

G8.B4 Students need improved math skills and are not responding to traditional instruction

G8.B4.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in math through Discovery Education resources

PD Opportunity 1

hire and train teachers

Facilitator

lead tutorial teacher

Participants

tutorial teachers

Target Dates or Schedule

October 2013

Evidence of Completion

sign in sheets for training and tutorials

G9. Eighth grade students will demonstrate science proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.

G9.B1 Teachers lack training in a variety of reading, science and math strategies that will increase student achievement

G9.B1.S1 Hire a coach and utilize a part time Marzano liaison to facilitate trainings and teacher development using Marzano strategies including differentiated instruction

PD Opportunity 1

Differentiated Instruction Training (including monitoring practices and multiple teaching strategies) will be done. Teachers will be trained on how to set up learning stations as needed, monitoring student progress and facilitating learning. Trainers will also model as needed for teachers

Facilitator

Reading Coach, liaison

Participants

Teachers

Target Dates or Schedule

Initial Training in October, monthly training at LTMs through May

Evidence of Completion

Sign in sheets, agendas, hand outs

G9.B2 Teachers do not consistently use data to improve instruction

G9.B2.S1 Teachers will use the Fab 5 daily assessment of lesson to determine what needs to be retaught if anything. This will be the equivalent of a daily FCIM

PD Opportunity 1

LTF/administration will meet weekly with core academic teachers to review information gathered from Fab 5. Data will be reviewed. Best practices will be discussed at LTMs. Teachers will make adjustments to instruction or resources as needed

Facilitator

LTF, administration

Participants

teachers

Target Dates or Schedule

weekly through June

Evidence of Completion

Fab 5 samples of work, charts of FCIM,

G9.B3 Students need improved science skills and are not responding to traditional instruction

G9.B3.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in science through using Discovery Education resources.

PD Opportunity 1

All 8th grade students will utilize Discovery Education resources during the school day. Additionally, tutorials (11/15/13-4/15/14) will be offered to all students whose fall/winter diagnostic scores indicate a predicated level 1 or 2

Facilitator

DIL, distrcit personnel (using Discovery Education), lead tutoring teacher

Participants

science teachers and tutorial teachers

Target Dates or Schedule

daily in class instruction, weekly tutoring before or after school

Evidence of Completion

lesson plans (science classes during day); tutoring lesson plans, student sign in sheets, attendance, teacher attendance/sign in sheets

G9.B4 Teachers lack a common focus for goals and plans for students

G9.B4.S1 Teachers will develop focus calendars, lesson plans, assessments to assist the start of each quarter. Planning for focus calendar will be done during school day or after school. Substitutes will be used during school day. Teachers will be paid for work done after school hours.

PD Opportunity 1

DIL/adminstration will review lesson plans/calendars created during this time. Administration will monitor the use of focus calendars through class visits and discussions at LTMs

Facilitator

DIL,

Participants

teachers

Target Dates or Schedule

weekly

Evidence of Completion

calendars, lesson/unit plans and their revisions

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Decrease the number of students receiving referrals that lead to OSS by 10% to 138	$6,000
G4.	Increase parent involvement by 5% for school activities.	$7,100
G5.	Eighth grade students will demonstrate proficiency in writing by scoring a level 4 on the FY14 FCAT Writes	$17,200
G6.	Ninety percent of students enrolled in Algebra Honors and Geometry Honors will pass the end of course exam.	$7,000
G7.	Students in grade 6-8 will demonstrate proficiency in reading (level 3 on the FY14 FCAT or level 4 on the FY14 FAA).	$166,800
G8.	Students in grades 6-8 will demonstrate math proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.	$72,000
G9.	Eighth grade students will demonstrate science proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.	$18,000
	Total	$294,100

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Other	Evidence-Based Program	Evidence-Based Materials	Total
Title I	$12,000	$153,000	$95,100	$0	$3,000	$263,100
title i	$0	$0	$0	$25,000	$0	$25,000
title I	$0	$0	$0	$0	$0	$0
candy sale monies from fundraiser	$0	$0	$6,000	$0	$0	$6,000
	$0	$0	$0	$0	$0	$0
TITLE I	$0	$0	$0	$0	$0	$0
Total	$12,000	$153,000	$101,100	$25,000	$3,000	$294,100

Budget Details

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

G1. Decrease the number of students receiving referrals that lead to OSS by 10% to 138

G1.B1 students lack guidance on how to comply with rules of school

G1.B1.S1 Review BUCs HOUSE rules each semester and provide incentives for compliance and counseling upon return from suspension

Action Step 1

Each semester teachers and administration will review rules and expectations. Rules and expectations will be shared in all 3 languages with families. The STARs program will be implemented throughout the year. Counselors will meet with those given OSS and provide mediation (if needed) or guidance on making better choices.

Resource Type

Other

Resource

incentives for STARs

Funding Source

candy sale monies from fundraiser

Amount Needed

$6,000

G2. Decrease the number of students who receive Fs as a final grade in courses

G2.B1 parents are unaware of grades

G2.B1.S1 Teachers will contact all parents of students receiving D or F during each 9 week prior to grade for 9 weeks being submitted

Action Step 1

Teachers will be given contact information and subs to cover meetings with parents when needed

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Increase parent involvement by 5% for school activities.

G4.B1 Families are unaware of activities due to lack of contact information. They cannot be reached when the school staff sends out a Parent Link message due to the lack of contact information.

G4.B1.S1 On schedule pick up day and throughout the year when parents come to school, school personnel will ask for updated information. School will send home update sheets for information.

Action Step 1

Distribute registration/update forms to parents.

Resource Type

Other

Resource

paper, toner, ink, staples

Funding Source

Title I

Amount Needed

$100

G4.B2 Families need translations services.

G4.B2.S1 Provide translators at parent conferences and parent trainings

Action Step 1

Community Language Facilitators will provide Creole and Spanish translation at parent conferences/ phone calls and at parent trainings.

Resource Type

Personnel

Resource

community language facilitators

Funding Source

Title I

Amount Needed

$1,000

G4.B3 variety of trainings

G4.B3.S1 TMS will offer a variety of training opportunities at various times. These trainings will be related to academics (reading, writing, math, science, social studies) and building capacity to help children at home.

Action Step 1

Plan a training for middle school pupil progression, academics and using a variety of resources to improve child's academic success.

Resource Type

Other

Resource

teachers to conduct trainings, paper, ink, sticky notes, writing utensils, toner, postage for mailing home quarterly newsletters announcing trainings, food, child care, translation by CLF

Funding Source

Title I

Amount Needed

$6,000

G5. Eighth grade students will demonstrate proficiency in writing by scoring a level 4 on the FY14 FCAT Writes

G5.B1 Students need improved writing skills in grammar, punctuation, support, etc. and are not responding to traditional instruction.

G5.B1.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction for students needing tier 2 and 3 interventions and direct instruction in writing through READ 180, TOP SCORE WRITING and the tutoring program

Action Step 1

have tutorials for students needing additional support

Resource Type

Other

Resource

teachers and supplies for tutorials

Funding Source

Title I

Amount Needed

$5,000

Action Step 2

train in teachers in use of TOP SCORE WRITING

Resource Type

Other

Resource

substitutes for teachers in training

Funding Source

TITLE I

Amount Needed

$1,200

Action Step 3

purchase TOP SCORE WRITING

Resource Type

Evidence-Based Program

Resource

TOP SCORE WRITING

Funding Source

TITLE I

Amount Needed

$5,000

G5.B2 Writing practice is not supported enough across the curriculum.

G5.B2.S1 Have Writing Wednesdays in which all teacers/classes participate in extended writing.

Action Step 1

Provide teachers with modeling and writing assignments as requested

Resource Type

Other

Resource

DIL, COACH, paper, writing utensils, journals, notebooks, white boards, ink toner

Funding Source

title I

Amount Needed

$6,000

G6. Ninety percent of students enrolled in Algebra Honors and Geometry Honors will pass the end of course exam.

G6.B1 Students need improved math skills and are not responding to traditional instruction

G6.B1.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in Algebra or Geometry

Action Step 1

supply tutorial classes with needed materials including but not limited to: writing utensils, white boards, paper, toner, colored ink for printers, posters, magazines

Resource Type

Other

Resource

paper, binders, post it chart paper, easels for anchor charts to be displayed, books ,staplers, pens, pencils, folders for student work samples, toner, ink cartridges, mini white boards, math strategies materials, professional books,

Funding Source

title I

Amount Needed

$2,000

Action Step 2

hire and train tutorial teachers

Resource Type

Personnel

Resource

teachers certified in algebra/geometry who have also been trained in Discovery Education resources use

Funding Source

Title I

Amount Needed

$2,000

Action Step 3

Students will attend before, after during school tutorial for Algebra. Resources used will include Discovery Education, Core K12, FCAT Explorer, Khan Academy and supplies as needed for the tutorial classroom

Resource Type

Evidence-Based Materials

Resource

Khan Academy, Discovery Education, Core K12

Funding Source

Title I

Amount Needed

$3,000

G7. Students in grade 6-8 will demonstrate proficiency in reading (level 3 on the FY14 FCAT or level 4 on the FY14 FAA).

G7.B1 Teachers lack training in a variety of reading, math,writing and science strategies that will increase student achievement (Marzano strategies will be used)

G7.B1.S1 Hire a reading coach and utilize a part time Marzano liaison to facilitate trainings and teacher development using Marzano strategies.

Action Step 1

Coach and liaison will provide training, modeling and assistance to all teachers with using high yield strategies for reading

Resource Type

Personnel

Resource

LTF (paid .5 by district and .5 by Title I), reading coach, Marzano Liaison with one period for coaching

Funding Source

Title I

Amount Needed

$100,000

G7.B2 Students need improved reading skills and are not responding to traditional instruction.

G7.B2.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in reading through READ 180/Reading Plus, and the tutoring program using Discovery Education

Action Step 1

hire tutorial teachers

Resource Type

Personnel

Resource

personnel who have received training in Discovery Education resource use

Funding Source

Title I

Amount Needed

$20,000

Action Step 2

Tutorials (11/15/13-4/15/14) will be offered to all students whose fall/winter diagnostic scores indicate a predicated level 1 or 2

Resource Type

Other

Resource

Discovery Education, writing utensils, paper, white boards, magazines

Funding Source

title I

Amount Needed

$4,800

G7.B3 Teachers need common focus to assist students in reaching academic goals

G7.B3.S1 provide curriculum planning time to allow for the creation of focus calendars, lesson plans and units

Action Step 1

Teachers will develop focus calendars, lesson plans, assessments to assist the start of each quarter. Planning for focus calendar will be done during school day or after school. Substitutes will be used during school day. Teachers will be paid for work done after school hours.

Resource Type

Other

Resource

CC/NGSS, paper, ink, toner, professional books for ideas, personnel to create calendars

Funding Source

Title I

Amount Needed

$15,000

G7.B4 Teachers do not consistently utilize data to make instruction more effective.

G7.B4.S1 conduct weekly LTMs with administration and LTF with a focus on the FCIM model of instruction. Data chats are also held once diagnostic scores are available.

Action Step 1

LTF/administration will meet weekly with core academic teachers to review information gathered from FCIM

Resource Type

Other

Resource

LTF, paper, binders, post it chart paper, magazines, easels for anchor charts to be displayed, books ,staplers, pens, pencils, folders for student work samples, toner, ink cartridges, mini white boards, reading strategies materials, professional books, headsets and microphones, printers for use to print tier 2/3 interventions

Funding Source

Title I

Amount Needed

$10,000

G7.B5 students need additional support over the summer to maintain reading skills

G7.B5.S1 Offer summer enrichment classes for students in the area of reading

Action Step 1

summer enrichment classes

Resource Type

Personnel

Resource

teachers to lead summer enrichment program

Funding Source

Title I

Amount Needed

$10,000

G7.B6 students need more choices for highly engaging reading materials

G7.B6.S1 purchase additional books for classroom libraries

Action Step 1

Reading coach will work with teams to determine what types of additional books need to be purchased

Resource Type

Other

Resource

books for classroom libraries

Funding Source

title i

Amount Needed

$7,000

G8. Students in grades 6-8 will demonstrate math proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.

G8.B1 teacher lack of common focus and lack of knowledge of programs for tutorials (Discovery Education) and core (Acaletics)

G8.B1.S1 Provide curriculum planning time for use of both programs (acaletics and discovery learning) and for creation of focus calendars

Action Step 1

Purchase Acaletics for classroom use

Resource Type

Evidence-Based Program

Resource

ACALETICS

Funding Source

title i

Amount Needed

$20,000

Action Step 2

Math teachers and math tutorial teachers will be given time to plan for use of both programs and to create focus calendars

Resource Type

Professional Development

Resource

Discovery Education and Acaletics - planning time to develop appropriate pacing and assessment use of these resources

Funding Source

Title I

Amount Needed

$5,000

G8.B2 Teachers lack training in a variety of reading, science and math strategies that will increase student achievement.

G8.B2.S1 Hire a reading coach and utilize a part time Marzano liaison to facilitate trainings and teacher development using Marzano strategies.

Action Step 1

Coach and liaison will provide training, modeling and assistance to all teachers with using high yield strategies for reading

Resource Type

Other

Resource

coach, liaison, pdd team members; planning time for trainings, , paper, binders, post it chart paper, magazines, easels for anchor charts to be displayed, books ,staplers, pens, pencils, folders for student work samples, toner, ink cartridges, mini white boards, reading strategies materials, professional books,

Funding Source

Title I

Amount Needed

$10,000

G8.B3 Teachers do not consistently use data to improve instruction

G8.B3.S1 Using weekly LTMs, LTF and administration will guide teachers to utilize data to make appropriate decisions that will improve instruction

Action Step 1

In LTMs, teachers will review data to ensure it is used appropriately to increase student achievement. After fall and winter diagnostics, departments with guidance from the LTF, liaison, coach and administration will create a focus calendar for secondary math benchmarks. Administration will monitor use of focus calendar through classroom visits and LTM notes

Resource Type

Other

Resource

LTF to help develop teachers ability to use Higher Order Learning Strategies: Marzano; Rigor and Relevance and item specs; copy paper, writing utensils; chart paper, staples, highlighters, other professional books; toner; ink for color copies binders for teachers notes and training, chart paper, pens, toner, ink, post it notes, substitutes for school wide training

Funding Source

Title I

Amount Needed

$5,000

G8.B4 Students need improved math skills and are not responding to traditional instruction

G8.B4.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in math through Discovery Education resources

Action Step 1

hire and train teachers

Resource Type

Personnel

Resource

tutorial teachers certified in math

Funding Source

Title I

Amount Needed

$20,000

Action Step 2

Tutorials (11/15/13-4/15/14) will be offered to all students whose fall/winter diagnostic scores indicate a predicated level 1 or 2

Resource Type

Other

Resource

personnel, Discover Education resources, ink, writing utensils,white boards

Funding Source

title i

Amount Needed

$5,000

G8.B5 Students need support during the summer to maintain math skills

G8.B5.S1 provide enrichment classes to help students maintain skills in math

Action Step 1

plan and implement lessons for summer enrichment classes

Resource Type

Other

Resource

teachers

Funding Source

title i

Amount Needed

$7,000

G9. Eighth grade students will demonstrate science proficiency (level 3 or better on FCAT 2.0) as shown by FY14 FCAT 2.0 scoring/(level 4 on the FY 14 FAA) as shown by FY 14 FAA scoring.

G9.B1 Teachers lack training in a variety of reading, science and math strategies that will increase student achievement

G9.B1.S1 Hire a coach and utilize a part time Marzano liaison to facilitate trainings and teacher development using Marzano strategies including differentiated instruction

Action Step 1

Differentiated Instruction Training (including monitoring practices and multiple teaching strategies) will be done. Teachers will be trained on how to set up learning stations as needed, monitoring student progress and facilitating learning. Trainers will also model as needed for teachers

Resource Type

Professional Development

Resource

differentiated instruction model training

Funding Source

Title I

Amount Needed

$5,000

G9.B2 Teachers do not consistently use data to improve instruction

G9.B2.S1 Teachers will use the Fab 5 daily assessment of lesson to determine what needs to be retaught if anything. This will be the equivalent of a daily FCIM

Action Step 1

LTF/administration will meet weekly with core academic teachers to review information gathered from Fab 5. Data will be reviewed. Best practices will be discussed at LTMs. Teachers will make adjustments to instruction or resources as needed

Resource Type

Professional Development

Resource

subs for teachers to meet with LTF, paper

Funding Source

title i

Amount Needed

$2,000

G9.B3 Students need improved science skills and are not responding to traditional instruction

G9.B3.S1 Students in targeted groups will receive before, during or after school tutoring; differentiated instruction and direct instruction in science through using Discovery Education resources.

Action Step 1

All 8th grade students will utilize Discovery Education resources during the school day. Additionally, tutorials (11/15/13-4/15/14) will be offered to all students whose fall/winter diagnostic scores indicate a predicated level 1 or 2

Resource Type

Other

Resource

Teachers for tutorials, supplies for tutorials including but not limited to paper ink, post it notes, science magazines, staplers/staples, writing utensils

Funding Source

Title I

Amount Needed

$10,000

G9.B4 Teachers lack a common focus for goals and plans for students

G9.B4.S1 Teachers will develop focus calendars, lesson plans, assessments to assist the start of each quarter. Planning for focus calendar will be done during school day or after school. Substitutes will be used during school day. Teachers will be paid for work done after school hours.

Action Step 1

DIL/adminstration will review lesson plans/calendars created during this time. Administration will monitor the use of focus calendars through class visits and discussions at LTMs

Resource Type

Other

Resource

paper, toner, ink

Funding Source

title i

Amount Needed

$1,000