

2013-2014 SCHOOL IMPROVEMENT PLAN

Parkway Middle School
3600 NW 5TH CT
Lauderhill, FL 33311
754-322-4000

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 87%
Alternative/ESE Center No	Charter School No	Minority Rate 96%

School Grades History

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

Parkway Middle School

Principal

Bradford Mattair

School Advisory Council chair

Ellen Morris and Latonya Dixon

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

Name	Title
Bradford G. Mattair	Principal
Corey D. Wilson	Assistant Principal
Michelle D'Alessandro	Assistant Principal
Natasha Bell	Assistant Principal
Keisha Jones-Lewis	Literacy Coach
Marilyn Tarver/Charmaine Crooks	Science Co-Chairs
Ellen Morris/Zharmille Ford	Social Studies Co-Chairs
Yolanda Murray	Reading Department Chair
Tonya Brown	Mathematics Department Chair
Chiante Jones	ESE Specialist
Ashley Smart	Language Department Chair
Latonya Dixon	Science Teacher
Shawn Williams	Behavior Specialist
Debra Stahl	Guidance Director

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

Pending

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 SAC positions and titles consist of a combination of teachers, staff, parents and the community. The position titles are Co-Chairs, Principal, I-Zone Representative, School Advisory Forum (SAF) Chair, ESOL Parents, ESE Parent, Gifted Parent, Community/Business Representative, Non-Instructional Employee, BTU Representative and Teacher. The membership consists of 12 members.

Involvement of the SAC in the development of the SIP

SAC's involvement in the development of this school's improvement plan will be the driver behind the SIP. This will be done through meetings of the committee, data collection, analyzing data and monitoring by the designated staff.

Activities of the SAC for the upcoming school year

The different activities of the SAC are Family Fun Nights, Saturday FCAT Camp, Parent Training and Workshops, Community Projects/Initiative Projects.

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

The projected use of SIP funds includes a Saturday Academy which will target students enrolled in Algebra 1 Honors, 8th grade writing, 8th grade science, and students in the lowest 25% in reading and math. The allocated amount for this project is \$22,437 for teacher salaries and \$5000 for instructional material.

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

N/A

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:

Bradford Mattair

Principal

Years as Administrator: 14

Years at Current School: 7

Credentials

Bachelors of Arts Music
 Masters of Science Administration and Supervision
 Certifications:
 Music (Grades K-12), School Principal (All Levels)

Performance Record

2012-2013
 Grade: D
 Reading Mastery - 49%
 Learning Gains - 60%
 Lowest 25% - 57%
 Math Mastery - 50%
 Learning Gains - 58%
 Lowest Quartile 53%
 EOC participation points - 34
 EOC Acceleration points - 48
 Science Mastery - 36%
 Writing Mastery - 40%

2011-2012
 Grade: C
 Reading Mastery: 47%
 Learning Gains: 62%
 Adequate progress lowest quartile: 65%
 Math mastery: 56%
 Adequate progress lowest quartile; 66%
 Writing: 3.5 and above 8th grade 70%
 Science: 35% 8th grade

2010-2011
 Grade: C
 Reading Mastery: 58%
 Learning Gains: 66%
 Adequate progress lowest quartile: 66%
 Grade Level Mastery
 6th: 57% 7th 60% 8th:49%
 Math mastery: 66%
 Adequate progress lowest quartile; 69%
 Grade Level Mastery
 6th: 59% 7th 62% 8th 71%
 Writing: 4.0 and above 8th grade 75%
 4.0 and above 4th grade 70%
 Science: 34% 8th grade
 70% 4th grade
 AYP: Black, ED, SWD, Hispanic did not make AYP

Michelle D'Alessandro

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Bachelors Degree: Varying Exceptionalities
 Master Degree: Educational Leadership
 Certifications: Varying Exceptionalities, Educational Leadership
 Endorsements: ESOL

Performance Record

2012-2013
 Grade: D
 Reading Mastery - 49%
 Learning Gains - 60%
 Lowest 25% - 57%
 Math Mastery - 50%
 Learning Gains - 58%
 Lowest Quartile 53%
 EOC participation points - 34
 EOC Acceleration points - 48
 Science Mastery - 36%
 Writing Mastery - 40%

2011-2012
 Grade: C
 Reading Mastery: 47%
 Learning Gains: 62%
 Adequate progress lowest quartile: 65%
 Math mastery: 56%
 Adequate progress lowest quartile; 66%
 Writing: 3.5 and above 8th grade 70%
 Science: 35% 8th grade

2010-2011
 Grade: C
 Reading Mastery: 58%
 Learning Gains: 66%
 Adequate progress lowest quartile: 66%
 Grade Level Mastery
 6th: 57% 7th 60% 8th:49%
 Math mastery: 66%
 Adequate progress lowest quartile; 69%
 Grade Level Mastery
 6th: 59% 7th 62% 8th 71%
 Writing: 4.0 and above 8th grade 75%
 4.0 and above 4th grade 70%
 Science: 34% 8th grade
 70% 4th grade
 AYP: Black, ED, SWD, Hispanic did not make AYP

Corey Wilson

Asst Principal

Years as Administrator: 10

Years at Current School: 6

Credentials

Bachelors of Science - Political Science
 Masters of Arts in Education - Educational Leadership
 Certification: Education Leadership (all levels), Political Science
 6-12, and School Principal (all levels)

Performance Record

2012-2013

Grade: D

Reading Mastery - 49%

Learning Gains - 60%

Lowest 25% - 57%

Math Mastery - 50%

Learning Gains - 58%

Lowest Quartile 53%

EOC participation points - 34

EOC Acceleration points - 48

Science Mastery - 36%

Writing Mastery - 40%

2011-2012

Grade: C

Reading Mastery: 47%

Learning Gains: 62%

Adequate progress lowest quartile: 65%

Math mastery: 56%

Adequate progress lowest quartile; 66%

Writing: 3.5 and above 8th grade 70%

Science: 35% 8th grade

2010-2011

Grade: C

Reading Mastery: 58%

Learning Gains: 66%

Adequate progress lowest quartile: 66%

Grade Level Mastery

6th: 57% 7th 60% 8th:49%

Math mastery: 66%

Adequate progress lowest quartile; 69%

Grade Level Mastery

6th: 59% 7th 62% 8th 71%

Writing: 4.0 and above 8th grade 75%

4.0 and above 4th grade 70%

Science: 34% 8th grade

70% 4th grade

AYP: Black, ED, SWD, Hispanic did not make AYP

Natasha Bell

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

Bachelors of Science: Economics and Finance
 Master of Arts: Teaching with a specialization in Secondary Math
 Educational Specialist: Curriculum and Instructional Management and Administration
 Certifications: Math 5-9 and Educational Leadership (All Levels)

Performance Record

2013-2014
 Grade: F
 Reading Mastery - 23%
 Learning Gains - 49%
 Adequate Progress Lowest Quartile - 55%
 Math Mastery - 25%
 Learning Gains- 48%
 Adequate Progress Lowest Quartile - 63%
 Writing Mastery - 39%
 Science Master 17%
 2011-2012
 Grade: C
 Reading Mastery: 47%
 Learning Gains: 62%
 Adequate progress lowest quartile: 65%
 Math mastery: 56%
 Adequate progress lowest quartile; 66%
 Writing: 3.5 and above 8th grade 70%
 Science: 35% 8th grade
 2010-2011
 Grade: C
 Reading Mastery: 58%
 Learning Gains: 66%
 Adequate progress lowest quartile: 66%
 Grade Level Mastery
 6th: 57% 7th 60% 8th:49%
 Math mastery: 66%
 Adequate progress lowest quartile; 69%
 Grade Level Mastery
 6th: 59% 7th 62% 8th 71%
 Writing: 4.0 and above 8th grade 75%
 4.0 and above 4th grade 70%
 Science: 34% 8th grade
 70% 4th grade
 AYP: Black, ED, SWD, Hispanic did not make AYP

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tonya Brown

Part-time / District-based Years as Coach: 1 Years at Current School: 8

Areas Mathematics

Credentials Bachelors Degree in Accounting
 Masters Degree in Educational Leadership
 Educational Specialist Degree in Mathematics Education
 Certified: Math 5-9 and 6-12
 ESOL Endorsed

Performance Record 2010 - 2011 - Teacher : 79% Learning Gains in Math
 2011 - 2012 - Teacher : 88% Learning Gains in Math
 2012 - 2013 : - 50% Proficiency, 66% Learning Gains,

Kiesha Jones-Lewis

Part-time / District-based Years as Coach: 2 Years at Current School: 8

Areas Reading/Literacy

Credentials Bachelors Degree in Elementary Education
 Masters Degree in Curriculum and Instruction

Performance Record

Classroom Teachers

of classroom teachers

87

receiving effective rating or higher

0%

Highly Qualified Teachers

0%

certified in-field

84, 97%

ESOL endorsed

40, 46%

reading endorsed

12, 14%

with advanced degrees

25, 29%

National Board Certified

2, 2%

first-year teachers

6, 7%

with 1-5 years of experience

3, 3%

with 6-14 years of experience

18, 21%

with 15 or more years of experience

22, 25%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

There are several strategies that will be used to recruit and retain highly qualified teachers at Parkway Middle School. Teachers in the CITY (Center for Intellectually Talented Youth) Academy participated in planning and on July 2nd and August 8th. Mr. Corey Wilson, the administrator in charge of CITY will be responsible for monitoring that group of teachers to ensure that they are implementing the strategies and lessons that they worked on during this time. Department chairs worked throughout the summer planning the curriculum for their departments. All administrators are responsible for monitoring the implementation of curriculum. Teachers will be provided with temporary duty authorizations to support necessary district training to fulfill district requirements when necessary. New educators to Parkway Middle School will be paired with an experienced member of their department. They will also be assigned an instructional coach who has completed the Clinical Educator training to work with them when necessary. The NESS coordinator and the assistant principal in charge of NESS will be responsible for monitoring the program. NESS meetings will be held monthly and new educators and their coaches will meet weekly. At these meetings they will discuss any concerns and provide feedback on any classroom visits. Professional Learning Communities will be held weekly. At these meetings department chairs, the literacy coach and the math coach will conduct trainings on effective instructional strategies, that teachers will be able to implement in their classrooms. Teachers will plan by grade level and department bi weekly.

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

Parkway Middle mentoring program/plan includes the new educators being paired with a Clinical Educator that has been trained to mentor teachers in any subject area. However, we like to pair new teachers with a mentor teacher within the same department. Once new teachers are paired, they meet weekly with their mentor teacher and monthly as a whole group to discuss, share best practices, have administrators, department coaches and district personnel to come in and share information as well as have some role play to assist the new educators in improving their craft of being an excellent educator.

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

Debra Stahl (Guidance Director) coordinates, schedules and facilitates meetings with team members, parents, instructional coaches, grade level counselors and administrators when a child is brought up for discussion before the CPS team. A calendar is set for the school year and all staff receives those dates in writing in their pre-planning packet as well as our cab conference email. Our first meeting on 09/10/2013 will address the format we will use this school year in order to better utilize the RtI/CPS model in analyzing data and working with targeted students more efficiently with both academic and behavioral issues. The MTSS Leadership Team serves as a resource for both academic teams and subject area departments in helping them to interpret data, complete RtI logs and data sheets.

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

The function and responsibility of each member on the team are to conduct review of the cum folders, analyze student data using resources within the school system, parent contact, student monitoring and follow up with feedback to the team. Each member play a vital role in relation to the school's MTSS to ensure that student's needs are met and the Response to Intervention processes are carried out according the district model of RtI.

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

The school based MTSS Leadership Team serves as a resource for all staff members. Our academic teams and departments meet every other Mondays and RtI meet on the 2nd, 3rd, and 4th Fridays . Academic teams of teachers meet to discuss students, interpret data, complete RtI logs, data sheets, and prepare documentation for the CPS Team. Jennifer Marrero-Fitzgerald, our School Psychologist helps to assist with the graphing of data. Tier I data are routinely inspected in the areas of reading, math, writing, science and behavior. These data are used to make decisions about modifications needed to core curriculum in order to meet our SIP goals and our school-wide approach to behavior management. These data are also used as a means of screening to help identify students who are struggling with either academics or behavior and who may be in need of Tier 2 and 3 interventions. The tiers are followed in accordance to the model provided. This will ensure proper documentation are provided to parents and data collection on students are accurate.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school based MTSS Leadership Team use the BASIS database along with data sources like TERMS and Virtual Counselor/Pinnacle to review and analyze data used to monitor student's progress. Academically and behaviorally, students are monitored by data to ensure accurate attendance, academic, and behavior intervention process. The team also utilized instructional coaches as a resource for extra assistance in properly monitoring student performance and progress. Using the Florida Standardized Test (FCAT) to measure the level of academic performance allow the school base MTSS Leadership team to analyze the function of the student to resolve and create an intervention plan.

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

In order to build and increase capacity in supporting the understanding of MTSS Leadership team communication via email, phone, pinnacle, and meetings are transmitted to staff and parents regarding student's progress in reference to their Rtl plan. Parent conferences and student daily monitoring progress reports are utilized to continue daily communication from school to home. Teachers and parents are invited into our CPST meetings in order to capture a full understanding of the problem and response to intervention based on individual student during our meetings.

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: Weekend Program**Minutes added to school year:** 2,520

A Saturday Academy will be held starting in October. It will be held on 2 Saturdays in each month from October to April. Specific students will be targeted for this program. These students include:

1. Level 3 students in Algebra 1 Honors
2. 8th grade students in Writing who based on writing prompts are close to earning a level 4
3. 8th grade science students who based on the most recent in house BAT test earned a level 3, and earned a high level 2
4. Select 6th, 7th, and 8th grade math students who are in the lowest quartile
5. Select 6th, 7th and 8th grade reading students who are in the lowest quartile.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The data of students participating in this program will be monitored closely. BAT 1 data will be used as baseline data. We will then use in house assessments and BAT 2 data for these students to monitor if growth is being shown.

FCAT 2.0 data will be used to determine if this strategy was effective.

Who is responsible for monitoring implementation of this strategy?

Kiesha Jones-Lewis; Literacy Coach, Yolanda Murray; Reading Department Chair, Tonya Brown; Math Department Chair and Coach, Marilyn Tarver and Charmaine Crooks; Science Department Co-Chairs.

Corey Wilson; Assistant Principal, Michelle D'Alessandro; Assistant Principal; Natasha Bell; Assistant Principal

Strategy: Before or After School Program**Minutes added to school year:** 4,000

Parkway Pizzaz. This a dance troupe that is offered after school to students in our dance program.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

These students participate in local and state competitions. The results from these competitions will determine if these additional after school practices are successful.

Who is responsible for monitoring implementation of this strategy?

Denyse Murguia, Dance Teacher and Mary Meillier, Artistic Director.

Strategy: Before or After School Program

Minutes added to school year: 4,000

Thespian Club

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Students in this group participate in local and state competitions. The results from these competitions will be analyzed to see if this club has helped students reach mastery

Who is responsible for monitoring implementation of this strategy?

Michelle Terl, Drama Teacher and Mary Meilier, Artistic Director

Strategy: Before or After School Program

Minutes added to school year: 2,160

After school tutoring in math

Strategy Purpose(s)

- Instruction in core academic subjects

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

For the past three years our proficiency as well as learning gains in math have decreased. This after school program will seek to address these areas and work not only with students in the lowest quartile, but with students who are low level 3 students who may be at risk of falling to a level 2. We will look at students current FCAT scores to determine which students should be targeted for this program. BAT 1 and 2 data as well as in house reading assessments will be monitored to ensure that these students are making progress towards the goal.

Who is responsible for monitoring implementation of this strategy?

Tonya Brown, Math Coach and Department Chair; Natasha Bell, Assistant Principal

Strategy: Before or After School Program

Minutes added to school year: 2,160

After school tutoring in reading

Strategy Purpose(s)

- Instruction in core academic subjects

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

For the past three years our proficiency as well as learning gains in reading have decreased. This after school program will seek to address these areas and work not only with students in the lowest quartile but with proficient students who are not enrolled in a reading class. We will look at students current FCAT scores to determine which students should be targeted for this program. BAT 1 and 2 data as well as in house reading assessments will be monitored to ensure that these students are making progress towards the goal.

Who is responsible for monitoring implementation of this strategy?

Kiesha Jones-Lewis, Literacy Coach; Yolanda Murray, Reading Department Chair; Corey Wilson, Assistant Principal

Strategy: Before or After School Program

Minutes added to school year: 2,160

Chi Alpha Mu Math Club which participates in Mu Alpha Theta Math competitions.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

There has been a decrease in the math proficiency over the past 3 years. Having such a club the provides coaching to students in Algebra and Geometry so that students may compete in high school math competitions. As a result of this enrichment students are engaging in complex tasks that will improve their critical thinking skills that will allow them to excel on the Algebra and Geometry EOC.

Who is responsible for monitoring implementation of this strategy?

Natasha Bell, Assistant Principal and Tonya Brown, Math Coach and Department Chair.

Strategy: Weekend Program

Minutes added to school year: 560

Math Circles is an enrichment math program for middle school students that is held at Florida Atlantic University each month. The main purpose of the circle is to have fun with mathematics, while learning something in the process. Students will be solving problems, having friendly competitions, and playing mathematical games.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Students attending this program will be monitored to ensure that they are maintaining high achievement on the BAT assessments as well as in house math and reading assessments.

Who is responsible for monitoring implementation of this strategy?

Tonya Brown; Math Department Chair and Coach
 Natasha Bell; Assistant Principal

Strategy: Before or After School Program

Minutes added to school year: 8

Morning PLC's will be conducted using the Common Core Standards as well as the Comprehensive Instructional Strategy Reading Tool, which will help teachers in planning and developing instruction to increase student's success in Literacy.

Strategy Purpose(s)

""

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

Through Benchmark Assessment Test (BAT), Monthly Check points, Weekly assessments, Florida Assessment for Instruction in Reading (FAIR).

Who is responsible for monitoring implementation of this strategy?

Corey Wilson, Assistant Principal-8th, K. Jones-Lewis, Literacy Coach, Y. Murray, Reading Dept. Chair, E. Morris & Z. Ford, Social Studies Dept. Chair, A. Smart, Language Arts Dept. Chair. M. Tarver, Science Dept. Co-Chair.

Literacy Leadership Team (LLT)

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

Name	Title
Bradford G. Mattair	Principal

Name	Title
Corey D. Wilson	8th Grade, Assistant Principal
Natasha Bell	7th Grade, Assistant Principal
Keisha Jones-Lewis	Reading/Literacy Coach
Yolanda Murray	Reading Department Chair
Mary Conway	Media Specialist
Tonya L. Brown	Math Coach
Ashley Smart	Language Arts Department Chair
Marc Jacob Aronin	CITY Teacher
Marilyn Tarver/Charmine Crooks	Science Co-Chairs

How the school-based LLT functions

The school based Literacy Leadership Team is scheduled to meet monthly after school. The role of each member is to enhance the Literacy culture throughout the school. Each member will investigate ways to promote and expand the reading culture of our school. Professional Developments will be provided for all teachers to utilize reading strategies in their classrooms, and encourage teachers to share their best practices with their colleagues. The Literacy Leadership Team will host activities such as Literacy Night, Book Fairs, Book Clubs, and Writing Clubs, that will allow for parents to become a part of our schools Literacy Culture.

Major initiatives of the LLT

This year the Literacy Leadership Team will be working towards increasing the proficiency of our lowest 25% of students. Each team member will be working towards increasing student achievement levels. Members will work collaboratively through knowledge building all academic area teachers will utilize research based reading strategies to increase student achievement. In addition, we will be developing model / demonstration classrooms; using data to analyze the effectiveness of instruction and redesigning instructional resources to meet student learning and intervention needs; monitoring and supporting the implementing of the comprehensive intervention reading programs and scientifically based reading instruction and strategies with fidelity; leading and supporting PLC's, Study Groups, conducting Literacy Night for parents / creating and sharing school-wide initiatives and activities that promote literacy. Hosting family reading night at Barnes & Noble, book fair, entering contest that promote reading (ie. Touchdown for Reading & Reading Across Broward.

Every Teacher Contributes to Reading Instruction

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

We have more than 19 teachers who have become Reading Endorsed or NGCAR-PD trained. These content area teachers teach ; Language Arts, Dance, Science, Social Studies, Math, and Reading. Besides Reading teachers, we also have Math and Social Studies teachers who are Reading Endorsed. Through knowledge building all academic area teachers are better prepared to teach their subjects area by utilizing research based reading strategies to increase students achievement. In addition, we will be developing model / demonstration classrooms; using data to analyze the effectiveness of instruction and redesigning instruction and resources to meet students learning and interventions needs; monitoring and supporting the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction strategies with fidelity; leading and supporting PLCs, Study Groups; conduction Literacy night for parents and/or creating and sharing school-wide initiatives and activities that promote literacy. Hosting family reading nights, entering contest that promote reading like Touchdown for Reading and Reading Across Broward.

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

We offer 3 industry courses where students are able to gain industry certification if they are successful on the exam given at the end of the school year.

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

Strategies for improving student readiness for the public postsecondary level

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%	49%	No	62%
American Indian				
Asian				
Black/African American	53%	43%	No	57%
Hispanic	70%	76%	Yes	73%
White	95%	97%	Yes	96%
English language learners	35%	23%	No	42%
Students with disabilities	38%	30%	No	44%
Economically disadvantaged	53%	44%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	308	25%	56%
Students scoring at or above Achievement Level 4	289	23%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		70%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	1199	60%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	160	53%	60%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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	138	39%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		80%

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	63%	50%	No	67%
American Indian				
Asian				
Black/African American	60%	43%	No	64%
Hispanic	73%	81%	Yes	76%
White	93%	95%	Yes	93%
English language learners	39%	26%	No	45%
Students with disabilities	37%	33%	No	43%
Economically disadvantaged	61%	45%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	267	24%	40%
Students scoring at or above Achievement Level 4	218	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		65%
Students scoring at or above Level 7	[data excluded for privacy reasons]		38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	695	58%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	160	53%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	133	68%	96%
Middle school performance on high school EOC and industry certifications	128	96%	96%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	50%	50%
Students scoring at or above Achievement Level 4	50	45%	50%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		10%
Students scoring at or above Achievement Level 4	20	80%	90%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	81%	100%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		30%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	19%	29%
Students scoring at or above Achievement Level 4	57	17%	21%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	24		34
Participation in STEM-related experiences provided for students	1100	82%	90%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	26	2%	5%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	26	2%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	26	2%	38%
Passing rate (%) for students who take CTE industry certification exams			100%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	1%	3%

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	269	20%	15%
Students who fail a mathematics course	185	14%	9%
Students who fail an English Language Arts course	146	11%	6%
Students who fail two or more courses in any subject	203	15%	10%
Students who receive two or more behavior referrals	352	26%	21%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	246	18%	13%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Our goal for the 2013-2014 school year is for 30% of our parents to come out to school functions such as PTSA and SAC meetings, family nights, parent conferences and our monthly parent universities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
			30%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Instructional strategies will be implemented in all content areas to increase the usage of evidenced-based writing school wide.

Goals Detail

G1. Instructional strategies will be implemented in all content areas to increase the usage of evidenced-based writing school wide.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- Professional Development Springboard Legacy Writes Professional Learning Communities (PLC's) Utilizing educational leaders to model lessons Curriculum writing Common planning to share best practices for grade level content District and State Support

Targeted Barriers to Achieving the Goal

- Lack of implementation of writing with fidelity school-wide

Plan to Monitor Progress Toward the Goal

Create a plan of action based on data results

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Revised plan of action Meeting minutes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Instructional strategies will be implemented in all content areas to increase the usage of evidenced-based writing school wide.

G1.B1 Lack of implementation of writing with fidelity school-wide

G1.B1.S1 All teachers will use instructional strategies and resources to integrate writing in all content areas school-wide.

Action Step 1

Provide professional development in evidence-based, content-specific writing school-wide.

Person or Persons Responsible

Instructional Coaches, Educational Leaders, Department Chairs

Target Dates or Schedule

Weekly (rotation)

Evidence of Completion

Professional Development Agendas Teachers will document strategies in their lesson plans
Student work samples Classroom walk-through data iObservation

Facilitator:

Instructional Coaches, Educational Leaders, Department Chairs

Participants:

All teachers

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

Conduct weekly classroom walk-throughs

Person or Persons Responsible

Instructional Coaches, Department Chairs, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

iObservation data (peer and administrative) Student writing samples Implementation of strategies learned during PLC's

Plan to Monitor Effectiveness of G1.B1.S1

Monthly writing prompts, performance tasks items across the content areas , BAT 1 and 2 data,

Person or Persons Responsible

Instructional Coaches, Department Chairs, Content area teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports reflecting student growth.

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

We have several agencies that provide programs in place both on site and in the community. These agencies offer training, counseling and support for our students, parents and teachers. Such programs includes:

Chrysalis: Provides therapeutic counseling.

Henderson Clinic: Provides individual and family counseling.

Sheridan House: Counseling and residential programs

Smith Community Mental Health Center: Psychiatric evaluations and offers student educational programs

Pace center for girls: Offers a teen pregnancy and school failure program for female students.

We also offer on site conflict resolution through our guidance department.

Title One:

Title one provides funding for staff development and parental involvement activities. There are some teaching positions that are also funded through Title One funds.

Supplemental Academic Instruction:

Funding provided is used to fund teaching positions

Violence Prevention Programs:

Violence prevention programs, cyber safety, gang awareness, and anti bullying are provided by the district and our guidance personnel throughout the year. All students and staff were trained in dating violence through a brain shark and all staff members participated in an anti bullying training.

Nutrition Programs:

Students who qualify receive free and reduced lunch throughout the school year. Breakfast is free to all students. The food program is also available throughout the summer months to students who qualify.

Career and Technical Education:

We have several students enrolled in career and technical classes. If students pass this class they will earn one high school elective credit. Students also take an industry exam and receive certification if they are successful.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Instructional strategies will be implemented in all content areas to increase the usage of evidenced-based writing school wide.

G1.B1 Lack of implementation of writing with fidelity school-wide

G1.B1.S1 All teachers will use instructional strategies and resources to integrate writing in all content areas school-wide.

PD Opportunity 1

Provide professional development in evidence-based, content-specific writing school-wide.

Facilitator

Instructional Coaches, Educational Leaders, Department Chairs

Participants

All teachers

Target Dates or Schedule

Weekly (rotation)

Evidence of Completion

Professional Development Agendas Teachers will document strategies in their lesson plans
Student work samples Classroom walk-through data iObservation

Appendix 2: Budget to Support School Improvement Goals