2013-2014 SCHOOL IMPROVEMENT PLAN

Mcnicol Middle School
1602 S 27TH AVE
Hollywood, FL 33020
754-323-3400

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	90%

Alternative/ESE Center	Charter School	Minority Rate
No	No	96%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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
Mcnicol Middle School

Principal
Horace Hamm

School Advisory Council chair
Kawana Hibbert

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

Name	Title
Horace Hamm	Principal
Melissa Gurreonero	Assistant Principal
David Martin, II.	Assistant Principal
Andrea Ellis-Smith	Assistant Principal

District-Level Information

District
Broward

Superintendent
Mr. Robert Runcie

Date of school board approval of SIP
2/19/2014

School Advisory Council (SAC)

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

Membership of the SAC

The McNicol School Advisory Committee (SAC) consists of a team of dedicated people representing various segments of the community including but not limited to parents (including ESOL & ESE), teachers, students, support staff, business partners and administration. The Executive SAC Committee consists of: Horace Hamm, Principal, Kawana Hibbert, Chair, Zae-Vista Arnold, Co-Chair, Karla Borge, ESE Representative, Lori Hersey, SAF Designee, Sharon Doyle, Secretary, Shantay Williams, Gifted Representative, Charles Montalto, BTU Steward, Krystal Morman, Community Liaison and Community Representative, Justin Hersey, Student, and Prince Reid, Student. All active SAC members and titles are posted online as part of the School Improvement Plan and can also be found at www.mcnicolmiddleschool.org

Involvement of the SAC in the development of the SIP

The McNicol SAC plays an integral role in the preparation and evaluation (developing and evaluating) of the School Improvement Plan and also serves as a committee to assist the principal with the annual

school budget. As part of the School Improvement Plan process, the SAC work in conjunction with the school's Leadership Team and supports a data-driven decision making process, which involves reviewing performance indicators that are measurable such as, school-based assessments, BAT, and FCAT data.

Activities of the SAC for the upcoming school year

The activities of the School Advisory Council will undoubtedly include the preparation and evaluation of the School Improvement Plan and the preparation of the school accountability budget. Additionally, the SAC will work with the principal and education support staff to participate in the planning and monitoring of activities that extend the educational opportunities, safety and welfare of the students and school community it serves.

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

School improvement funds will be used to meet the daily educational needs of our students. Funds are also allocated for parent involvement to educate our parents in order for them to better assist their children. Many of our school wide projects involve multiple content areas; therefore, several different funding sources are represented in the SIP. The items below represent Extended Learning Opportunities (ELO), Title-1, and School Accountability funding sources.
The allocation amounts are as follows:
Annual Parent Seminar $120.00
Parent Literacy Training $685.00
Student Agendas $3000.000
Refreshments for Parent Training $950.00
BASIS Training for Parents $150.00
Common Core Parent Training $300.00
SIP Parent Training $428.00
Understanding Poverty (Consultant) $2500.00
Understanding Poverty Materials $1500.00
Leadership Team PLC Materials $300.00
Legacy Writing Training (Stipends) $300.00
Legacy Writing Program $6000.00
Balanced Literacy (Progression) $700.000
Grouping Norms (Trainer Salary) $200.00
Algebraic Thinking (Stipends) $1000.000
Algebra EOC Training (Stipends) $1000.00
Social Studies EOC (Stipends) $500.00
The Inclusion Classroom $700.00
IRA Conference $1000.000
IRA Conference (Registration Fees) $500.00
Technology Training $700.00
SpringBoard Training (Materials) $400.00
SpringBoard Training (Stipends) $1.070.00
Social Studies Common Core $300.00
The Inclusion Classroom (Trainer Salary) $200.00
Drive: The Surprising Truth About $1500.00
What Motivates Us
PARCC Integration through Common Core $1500.00
PLCs: All Content Areas $3000.00
STEM Training $1500.00
STEM Training (Substitute Coverage) $500.00
ASCD Conference (Travel Expenses) $1500.00
ASCD (Registration Fees) $500.00

Test Maker Pro Resources $500.00
To support our continued learning involving the CCSS and P.A.R.C.C., professional development books will be purchased for the staff - $1500.00
To support our writing program, the following expenditures will be made:
Document Cameras - $2000.000
Educational Children's Magazines - $1000.00
Literacy Family Night - $300.00
To support our infusion of the STEM curriculum through math, science and technology, the following expenditures will be made:
Math Family Night - $300.00
STEM Family Night - $300.00
Host: First Lego League Tournament - $800.00
To support the needs of transitioning ESOL students, the following expenditures will be made:
Bi-lingual dictionaries to support language acquisition of ESOL students - $500.00
School-based Miscellaneous Items
School Beautification - $3000.00
Awards and Certificates - $1200.00
Extended Learning Opportunities (Teacher Salaries & Materials) - $24,437.00
Total Amount of all Funding Sources: $70,340.00

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:

Horace Hamm		
Principal	Years as Administrator: 11	Years at Current School: 5

Credentials	Master's Degree: Educational Leadership Master's Degree: Elementary Education Educational Specialist Degree Bachelor's Degree: Social Psychology
Performance Record	2012-2013: School Grade D (Resulted from change in Writing Requirement being increased from 3.0 to 3.5) Reading: 41%, Math: 42% Science: 33% , Writing: 58% (top 25% in district, above state average) Learning Gains Reading: 56% Learning Gains Math: 55% Learning Gains in Lowest 25% Reading: 58% Learning Gains in Lowest 25% Math: 61% (13th highest of all middle schools in entire district) 2011-2012: School Grade: C Reading Proficiency: 41% Math Proficiency: 42% Writing Proficiency: 81% Science Proficiency: 34% Reading Learning Gains: 59% Math Learning Gains: 56% Reading Learning Gains for Lowest 25%: 61% Math Learning Gains for Lowest 25%: 47% 2010-2011: School Grade C; Highest collective point gain of all Broward County Middle Schools for the 2011 school year, increasing from 456 to 493 points - a 37 point gain from the previous year and 2 points from a "B" grade. Reading Proficiency=51%; 59% of all students made Learning Gains in Reading; Math Proficiency=52%; 63% made Learning Gains in math (a 9% gain from the previous year); 91% of all 8th grade students scored a level 4.0 and above in writing; 41% of our 8th grade students were proficient in Science, an increase of 4% from the previous year. 68% of our lowest 25th percentile students made learning gains in math and reading (double digit gains from the previous year) 2009 – 2010 – School Grade C; Reading Proficiency: 50%, Students making Learning Gains in Reading: 54%; 54% of all students met the standards in math, 54% showed Learning Gains; 92% of all 8th grade students scored a level 4.0 and above in writing; and in science, 37%

of all tested students met the standards.
82% of our subgroups made criteria
resulting in Correct 1 status.

Andrea Ellis-Smith		
Asst Principal	Years as Administrator: 7	Years at Current School: 5

Credentials	Master's Degree: ESOL and Multicultural Education Master's Degree: School Administration Bachelor's Degree: Journalism and Communication Certification: English 6-9 Elementary Education K-6 Reading K-12
Performance Record	2012-2013: School Grade D (Resulted from change in Writing Requirement being increased from 3.0 to 3.5) Reading: 41%, Math: 42% Science: 33% , Writing: 58% (top 25% in district, above state average) Learning Gains Reading: 56% Learning Gains Math: 55% Learning Gains in Lowest 25% Reading: 58% Learning Gains in Lowest 25% Math: 61% (13th highest of all middle schools in entire district) 2011-2012: School Grade: C Reading Proficiency: 41% Math Proficiency: 42% Writing Proficiency: 81% Science Proficiency: 34% Reading Learning Gains: 59% Math Learning Gains: 56% Reading Learning Gains for Lowest 25%: 61% Math Learning Gains for Lowest 25%: 47% 2010-2011: School Grade C; Highest collective point gain of all Broward County Middle Schools for the 2011 school year, increasing from 456 to 493 points - a 37 point gain from the previous year and 2 points from a "B" grade. Reading Proficiency=51%; 59% of all students made Learning Gains in Reading; Math Proficiency=52%; 63% made Learning Gains in math (a 9% gain from the previous year); 91% of all 8th grade students scored a level 4.0 and above in writing; 41% of our 8th grade students were proficient in Science, an increase of 4% from the previous year. 68% of our lowest 25th percentile students made learning gains in math and reading (double digit gains from the previous year) 2009 – 2010 – School Grade C; Reading Proficiency: 50%, Students making Learning Gains in Reading: 54%; 54% of all students met the standards in

math, 54% showed Learning Gains; 92% of all 8th grade students scored a level 4.0 and above in writing; and in science, 37% of all tested students met the standards. 82% of our subgroups made criteria resulting in Correct 1 status.

Melissa Gurreonero		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Master's Degree: Educational Leadership Bachelor's Degree: Elementary Education Certification: Education Leadership K-12 Elementary Education K-6 ESOL
Performance Record	2012-2013: School Grade D (Resulted from change in Writing Requirement being increased from 3.0 to 3.5) Reading: 41%, Math: 42% Science: 33% , Writing: 58% (top 25% in district, above state average) Learning Gains Reading: 56% Learning Gains Math: 55% Learning Gains in Lowest 25% Reading: 58% Learning Gains in Lowest 25% Math: 61% (13th highest of all middle schools in entire district) 2011-2012: School Grade: C Reading Proficiency: 41% Math Proficiency: 42% Writing Proficiency: 81% Science Proficiency: 34% Reading Learning Gains: 59% Math Learning Gains: 56% Reading Learning Gains for Lowest 25%: 61% Math Learning Gains for Lowest 25%: 47% 2010-2011: School Grade C; Highest collective point gain of all Broward County Middle Schools for the 2011 school year, increasing from 456 to 493 points - a 37 point gain from the previous year and 2 points from a "B" grade. Reading Proficiency=51%; 59% of all students made Learning Gains in Reading; Math Proficiency=52%; 63% made Learning Gains in math (a 9% gain from the previous year); 91% of all 8th grade students scored a level 4.0 and above in writing; 41% of our 8th grade students were proficient in Science, an increase of 4% from the previous year. 68% of our lowest 25th percentile students made learning gains in math and reading (double digit gains from the previous year)

David Martin, II.		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Master's Degree: Educational Leadership Bachelor's Degree: Physical Education and Sports Administration Certification: English 6-12 Business Education 6-12 ESOL Endorsement
Performance Record	2012-2013: School Grade D (Resulted from change in Writing Requirement being increased from 3.0 to 3.5) Reading: 41%, Math: 42% Science: 33% , Writing: 58% (top 25% in district, above state average) Learning Gains Reading: 56% Learning Gains Math: 55% Learning Gains in Lowest 25% Reading: 58% Learning Gains in Lowest 25% Math: 61% (13th highest of all middle schools in entire district)

Instructional Coaches

# of instructional coaches
3

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

Instructional Coach Information:

Letia Gale		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics
Credentials	Bachelor's Degree of Science in Social Science, Master's Degree in School Administration and Supervision; Certification: Math 5-9
Performance Record	Ms. Letia Gale received a highly effective performance rating for 2012-2013. 2012-2013, School Grade D, Math Proficiency 42% 2011-2012, School Grade C, Math Proficiency 42% 2010-2011, School Grade B (New River Middle School), Math Proficiency 63%

Heather Paschal		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor's Degree in Elementary Education, Master's Degree in Reading Education, and a Specialist Degree in Educational Leadership; Certification: Elementary Education K-6, Reading K-12, ESOL and Education Leadership K-12	
Performance Record	Ms. Heather Paschal received an effective performance rating for 2012-2013. 2012-2013, School Grade D, Reading Proficiency 41% 2011-2012, School Grade C (Lake Forest Elementary), Reading Proficiency 41%	

Lara Ruddy		
Full-time / School-based	Years as Coach: 3	Years at Current School: 12
Areas	Science	
Credentials	Bachelor's Degree in Marine Science, Master's Degree in Environmental Science; Certification: Middle Grades Science 6-12, Gifted Endorsement, National Board Certification	
Performance Record	Ms. Lara Ruddy received an effective performance rating for the 2012-2013 school year. 2012-2013, School Grade D, Science Proficiency: 33% 2011-2012, School Grade C,Science Proficiency: 37% 2010-2011- School Grade C, Science Proficiency: 41%	

Classroom Teachers

# of classroom teachers
61

 # receiving effective rating or higher
59, 97%

 # Highly Qualified Teachers
98%

 # certified in-field
60, 98%

 # ESOL endorsed
25, 41%

 # reading endorsed
13, 21%

 # with advanced degrees

12, 20%

 # National Board Certified

4, 7%

 # first-year teachers

5, 8%

 # with 1-5 years of experience

28, 46%

 # with 6-14 years of experience

26, 43%

 # with 15 or more years of experience

7, 11%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # 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

The school principal and administrative staff consistently review resumes for qualifications and communicate with the District Instructional Staffing office, to share our needs in order to identify potential qualified candidates. The recruitment team then conducts interviews and follow-up reference checks. McNicol has been identified as a TIF school, which will provide more incentives for qualified educational leaders wanting to teach our students. Retaining highly qualified certified teachers require that the administrative staff, coaches, and department chairs engage regularly in bi-weekly meetings where we discuss instructional delivery, teacher by teacher performance, and needed support. Under the leadership of McNicol's NESS Liaison, Ms. Pierre, new teachers and individuals new to the building are required to participate in the McNicol NESS and Induction Program. And finally, utilizing current and trend data to drive our decision making and professional development needs, we are able to utilize strategies that help us both recruit and retain qualified individuals.

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

Beginning at the start of the new school year, transitioned teachers and teachers new to the profession are required to participate in the McNicol NESS and Induction Program. Individuals are provided a mentor and also a content area support teacher. These individuals stay in constant contact with each other, but are required to meet monthly as a group during scheduled support sessions where operational and instructional agenda items are covered. There is a purpose for each meeting, which includes orientation, and modeling of best practices and a closing celebration. These practices are important to maintaining a positive school culture and fostering collaboration and personal growth.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The school's principal provides the leadership and vision with respect to the use of data to guide decisions regarding our Multi-Tiered System of Support (MTSS) and our school's Response to Intervention (RtI) implementation. The school's principal, assistant principals, ESE Specialist, ESOL Coordinator, district social services personnel, and other key members of the school's leadership team meet monthly to monitor students recommended for RTi. Academic and behavioral interventions are discussed. Case managers work directly with individual teachers and teams to model and/or recommend interventions and follow up processes, in order to service the emotional and social growth of specific students. Teachers and appropriate staff are provided necessary professional development to implement interventions and support.

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

The school's leadership team has many facets that are outlined in our school's Month-at-a-Glance to support communication and implementation. A Positive Behavior Initiative was introduced during the first weeks of school to all teachers and then to students. Interventions and action plans were then communicated with parents/guardians to ensure a collaborative team effort to generate positive results. Assistant Principals, Specialists, Coaches, and Department Chairs hold different roles and are responsible for assisting with implementation of RtI and monitoring expectations with fidelity. Instructional Coaches are responsible for developing, guiding, and evaluating core content and instructional foci implementation. They will also be instrumental in designing and implementing progress monitoring, assessments, data collection, data analysis, and data chats as well as professional development needs.
The Guidance Department, ESE Specialist and ESOL Coordinator will serve as case managers, responsible for data collection, implement IEP's and other interventions with individual students to support academic,
emotional, behavioral, and social success.

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

Monthly CPST meetings are held to facilitate the implementation of our MTSS Plan and monitoring of our RtI process. Guidance Counselors, School Psychologist, and other support and instructional staff monitor the daily implementation of accommodations and positive behavior and academic plans to ensure fidelity of implementation. Specifically, the Guidance Department, ESE Specialist and ESOL Coordinator will serve as case managers, responsible for data collection, implement IEP's and other

interventions with individual students to support academic, emotional, behavioral, and social success. With respect to the SIP Plan, all administrators (including the Principal and Assistant Principals), Specialists, Coaches, Department Chairs, teachers, SAC committee hold different roles and are responsible for assisting with implementation of our SIP Plan and monitoring expectations with fidelity to ensure compliance.

Instructional Coaches are responsible for developing, guiding, and evaluating core content and instructional foci implementation. They will also be instrumental in designing and implementing progress monitoring, assessments, data collection, data analysis, and data chats as well as professional development needs. Again, monthly meetings are held to assess implementation of the plan and to make adjustments (if necessary) based on data analysis.

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

During the MTSS and RTi process, authentic Benchmark Assessment Tests (BAT) and FCAT data will be reviewed as related to identified students. Instructional coaches will be responsible for developing, guiding and evaluating core content and instructional foci implementation through a series of bi-weekly common assessments. The focus will be on providing quick feedback to help improve teaching and student performance.

In an effort to provide our students with the opportunity to become more familiarized with online testing, we will implement the use of QUIA online testing tool in reading, math, and science on a monthly basis. Additionally, we have purchased Study Island software that students can access in school and at home to assist all students (including ESE & ESOL) in building additional math, reading, and science skills. This program provides instant feedback and will help us to monitor students progress toward mastery. Additionally, students needing intensive support will be identified early for extended learning opportunities. The instructional coaches will work with the guidance team to communicate student intervention plans and will also be instrumental in designing and implementing progress monitoring, assessments, data collection, data analysis, and data chats as well as professional development needs. Data sources such as FLDOE FCAT Reports, BASIS, FileMaker Pro datatbase, FCAT Test Maker Pro Software, Study Island Software, First In Math Software, Discipline Management System, FAIR Assessment, QUIA Surveys, QUIA Bi-weekly Test Reports, and other informal assessment methods will be used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement.

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

In servicing the whole child, the team will address individual student needs through a collaborative problem solving process involving the students' teachers, support staff, administrators and parent. The ultimate goal of the problem solving team is to positively impact student academic achievement and behavior. Utilizing case managers, support staff and guidance counselors, data will be collected of all students presented for review. Through data analysis, observations, attendance and suspension records, a formal plan will then be constructed with the assistance of the parent. Teachers began receiving training on this process during the first weeks of the school year and later will engage in monthly meetings as a team with their grade level guidance counselor. As a collective unit, the students' progress is tracked in order to determine growth and the impact of the plan. Additionally, incentives and positive behavior rewards are brainstormed to aid the student in achieving their goals.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 1,620

Hispanic Unity is our current extended day learning program. Twelve additional instructional hours are added each week. It is strongly academic-based, but also consists of an enrichment component that addresses life skills and the social needs of our students through enrichment activities. McNicol is in the process of organizing additional extended learning opportunities that will take place after school and also on Saturdays. These programs will target students who are near proficiency, those who demonstrated proficiency, but did not achieve the required level on the FCAT, and finally, groups of students who qualify for enrichment through added rigor, based on their consistent high levels of performance.
Our students also receive extended learning through our daily student learning communities where students who have not mastered a particular concept work with teachers during the school day to master the concept. Additionally, students receive extended learning after school, on Saturdays (FCAT Academic Camp), and also during our Inter-Session breaks in November and March.

Strategy Purpose(s)

- Instruction in core academic subjects

- 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?

There is a pre-test embedded into the curriculum to provide baseline data. Additionally, there are assessments in intervals to measure the students' acquisition of core skills and the post test provides a platform for measurement. In addition, Diagnostic Assessments (e.g., DAR, Fluency, San Diego, FCAT, BAT, Mock Writing Assessments); FAIR data, are also utilized and will be extremely beneficial in the pending extended programs where students will need to be identified.

Who is responsible for monitoring implementation of this strategy?

The individuals responsible for monitoring and implementation are: The principal, assistant principals, program coordinators, coaches, chairs and teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Horace Hamm	Principal
Melissa Gurreonero	Assistant Principal
David Martin, II.	Assistant Principal
Andrea Ellis-Smith	Assistant Principal
Letia Gale	Math Coach
ZaeVista Arnold	Guidance Director

Name	Title
Heather Paschal	Reading Coach
Lara Ruddy	STEM Coordinator
Phillip Shaver	Magnet Coordinator
Donya Solages	ESE Specialist
Kawana Hibbert	Reading Teacher/Department Chairperson

How the school-based LLT functions

The Literacy Leadership Team will meet twice monthly to assess implementation of departmental and school wide goals to ensure there is a solid action plan. Under the leadership of the principal and with the assistance of the supervising content area administrators, the Leadership Team will address individual student needs, department and school wide needs, and assess resources through a collaborative decision making process in an effort to increase student achievement. We will continue to utilize "Looking Together at Student Work" as a process for monitoring what children know, are being taught at each grade level, and are able to do.

Major initiatives of the LLT

The major initiative for the 2013-2014 school year will be a school wide implementation of the Common Core Standards through a process of inquiry based learning, hands-on problem solving practices and literacy awareness that are grounded in the Balanced Literacy Approach to learning. We will continue to utilize the district's website: "Defining the Core", as well as other platforms on Common Core and P.A.R.C.C. The goal of our initiative is to integrate literacy awareness, listening and speaking infusion in the content areas, and hands-on, research-based application of various instructional tasks. Differentiated instruction still remain as an integral component of our school wide goal and is at the heart of the Common Core practice. Interdisciplinary instruction will be an avenue utilized to carry out holistic analysis and research-based exploration of the differentiated method. Every department will utilize the PLC model and will be responsible for exploring the standards and providing unique methods of delivery in order to unwrap the standards. Project based, interdisciplinary learning is embedded into our PLCs for this year.
Additionally, we will focus on improving our students' vocabulary through our "Word of the Week" school-wide initiative.

Every Teacher Contributes to Reading Instruction

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

Our school's professional development goals support the premise of differentiated instruction, improving higher order thinking and reasoning skills, and developing content reading strategies using the Balanced Literacy Approach (I do, We do, You do) to teaching and learning. Carrying over from the past two years, there will be a series of layered trainings lead by our department leaders, district personnel, and where identified, department chairs, who will engage with staff in workshops that focus on isolating core reading strategies that are applicable to the respective content areas. As part of our SIP, our PLC model is structured to support the needed collaboration between the reading department and the other core subject areas. Plans are in place for specific individuals to model identified strategies as part of our professional development offering for the 2013-2014 school year.

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

In our middle school, we offer advanced math courses that allow students to earn high school credit for algebra and geometry. We also offer a technology course where students can earn 0.5 credits for each year of the course. A 2-year Spanish magnet program allows students to complete their World Language high school requirements. The STEM and Science/Pre-Engineering programs include forward-thinking, 21st century electives in robotics, alternative energy, bioengineering, and technology. The whole school participates in a STEM project-based learning involving every grade level and all curricular areas.

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

Students are constantly encouraged to do their best and prepare to be high school ready and college bound (part of our school motto). Teachers are scheduled to have data chats with each of their students following district formative assessments (Benchmark Assessment Tests, aka BAT). The data chats are based on individual student performance for strengths and weaknesses in math and reading. In our district, the students have high school options for their boundary home school or up to 6 magnet schools if they are academically qualified. Our middle school Magnet Coordinator arranges presentations from those magnet high schools for the 8th graders to inform them of the programs they can choose.

Strategies for improving student readiness for the public postsecondary level

All students are encouraged to achieve their highest potential. Students are offered high school requirements in middle school to be able to take AP courses in high school. In 2013, 100% of the students enrolled in our Algebra and Geometry courses passed the end-of-course exam. This is a trend we hope to maintain and increase the number of students that are able to attain their high school credits sooner to take college-level courses in high school, propelling them further on the path to their post secondary success.

At McNicol, we have also been involved over the past few years with the implementation of our school-wide STEM initiative, the implementation of SpringBoard by CollegeBoard, and the blending of Common Core strategies which will continue to prepare our students to be high school ready and college bound.

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	50%	40%	No	55%
American Indian				
Asian				
Black/African American	47%	39%	No	52%
Hispanic	57%	42%	No	61%
White	58%	56%	No	63%
English language learners	35%	11%	No	42%
Students with disabilities	32%	22%	No	39%
Economically disadvantaged	48%	39%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	202	23%	28%
Students scoring at or above Achievement Level 4	125	14%	19%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	484	56%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	470	58%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	11	24%	34%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		17%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		14%

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	58	57%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		70%

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	52%	40%	No	57%
American Indian				
Asian				
Black/African American	48%	36%	No	54%
Hispanic	58%	47%	No	63%
White	55%	63%	Yes	60%
English language learners	32%	11%	No	39%
Students with disabilities	33%	24%	No	40%
Economically disadvantaged	50%	39%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	210	26%	31%
Students scoring at or above Achievement Level 4	52	6%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	52%	55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	446	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	567	61%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	64	8%	13%
Middle school performance on high school EOC and industry certifications	64	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	38%	43%
Students scoring at or above Achievement Level 4	31	62%	67%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		41%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		69%

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	44	18%	45%
Students scoring at or above Achievement Level 4	32	13%	40%

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]*		50%

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)	13		15
Participation in STEM-related experiences provided for students	25	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	7	0%	0%
Students who fail a mathematics course	38	4%	3%
Students who fail an English Language Arts course	40	4%	3%
Students who fail two or more courses in any subject	79	8%	7%
Students who receive two or more behavior referrals	226	24%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	322	35%	31%

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

McNicol Middle School's PTSA and SAC is dedicated to improving the number of parent members each year. This year, our goal is to increase participation by 10%. Each grade level administrator and supporting team will be working with our school's guidance counselors and liaison to attract parents in an effort to expand our volunteer program and also to become members of our PTSA and SAC organizations.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
McNicol Middle School will increase parent participation by 10%.	9	10%	20%

Area 10: Additional Targets

Additional targets for the school

Magnet Coordinator will recruit 5th grade students for the STEM, Science/Pre-engineering, and World Language Magnet programs. Goals for applications in each program are: STEM, 150 applications; Science/Pre-Engineering, 75 applications; and World Language Spanish, 50 applications.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
STEM applications	140	100%	100%
Science/Pre-Engineering applications	64	100%	100%
Spanish International Affairs & Business applications	25	50%	100%

Goals Summary

G1. Teachers will effectively plan and implement student-centered, rigorous instruction to increase student achievement in all content areas.

G2. Teachers will teach and utilize literacy skills that address the Common Core philosophy across all content areas.

Goals Detail

G1. Teachers will effectively plan and implement student-centered, rigorous instruction to increase student achievement in all content areas.

Targets Supported

- All Areas

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Middle School

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS

- EWS - Middle School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Research-based books, articles, graphic organizers, media technology, online tutorials, textbooks, and manipulatives

Targeted Barriers to Achieving the Goal

- There is a need to provide support in developing and implementing rigorous, student-centered instruction.

- Teachers will utilize the Balanced Literacy approach to model and support literacy in the content areas that promote student-centered rigorous instruction.

Plan to Monitor Progress Toward the Goal

Analysis of various data sources, data chats and reflective conversations

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches, Department Chairs and Teachers

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Student performance data, lesson plans, classroom walkthroughs and various forms of observations

G2. Teachers will teach and utilize literacy skills that address the Common Core philosophy across all content areas.

Targets Supported

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Middle School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Middle School

- EWS - Graduation

Resources Available to Support the Goal

- Research-based books, articles, graphic organizers, media technology, online tutorials, textbooks, and manipulatives

Targeted Barriers to Achieving the Goal

- Teachers require more training about the grade level targets identified in the Common Core State Standards and the relationship to quality literacy based instruction.

- Teachers require more support in developing a core knowledge base and the understanding of literacy strategies to promote reading and writing instruction that support comprehension.

Plan to Monitor Progress Toward the Goal

Lesson plans, lesson development and delivery, iObservation reports, teacher and administration conferences, student work and various assessments

Person or Persons Responsible
Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule:
During check point meetings such as, department meetings, data chats, leadership team meetings, and PLCs

Evidence of Completion:
Data analysis reports, action plan of next steps, student work and various assessment results

Action Plan for Improvement

Problem Solving Key

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

G1. Teachers will effectively plan and implement student-centered, rigorous instruction to increase student achievement in all content areas.

G1.B1 There is a need to provide support in developing and implementing rigorous, student-centered instruction.

G1.B1.S1 Teachers will be provided with on going professional development and support for effective planning and implementation of rigorous instruction.

Action Step 1

A framework will be developed to guide collaborative planning for all content areas.

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches, Department Chairs and Teacher Leaders

Target Dates or Schedule

By October 30th

Evidence of Completion

The collaborative planning framework

Action Step 2

The framework will be shared with all stakeholders for feedback using an electronic survey.

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches, Department Chairs and Teachers Leaders

Target Dates or Schedule

By November 6, 2013

Evidence of Completion

PLC minutes and survey feedback

Action Step 3

Feedback will be utilized to plan and deliver targeted professional development focused on rigorous student-centered instruction.

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches, Department Chairs and Teacher Leaders

Target Dates or Schedule

On going professional development

Evidence of Completion

PLC agendas and minutes

Facilitator:

Administration, External Support, Curriculum Coaches and Department Chairs

Participants:

All teachers

Action Step 4

All teachers will implement rigorous, student-centered instruction.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom observations, classroom walkthroughs, student work, surveys and collegial conversations

Action Step 5

Curriculum Coaches will provide support in implementing rigorous, student-centered instruction.

Person or Persons Responsible

Curriculum Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Coaching logs, teacher feedback, observations and collegial conversations

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

Conduct classroom walkthroughs, observations, lesson plan reviews and data chats

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule

On going

Evidence of Completion

Coaching logs, iObservation reports, lesson plans, student work and reflection logs

Plan to Monitor Effectiveness of G1.B1.S1

Analysis of student work and assessments

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches, Department Chairs and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data analysis reports, action plan of next steps and student performance results

G1.B2 Teachers will utilize the Balanced Literacy approach to model and support literacy in the content areas that promote student-centered rigorous instruction.

G1.B2.S1 Teachers will receive differentiated support and professional development on the gradual release model known as the Balanced Literacy approach to quality student-centered instruction.

Action Step 1

Analysis and monitoring of lesson plans and the lesson plan delivery process, along with student work

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule

On going

Evidence of Completion

Classroom walkthroughs, lesson plans, lesson delivery, student work and various assessments

Facilitator:

Members of the Leadership Team

Participants:

All Teachers

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

Lesson plans, lesson plan development and delivery and student work

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule

During scheduled check point meetings such as, tiered conferences, data chats, department meetings and PLCs

Evidence of Completion

Lesson plans, iObservation reports, student work and various informal and formal assessment results

Plan to Monitor Effectiveness of G1.B2.S1

Lesson plans, teacher conferences and reflection and delivery of the instruction process

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, various assessment results and student work

G2. Teachers will teach and utilize literacy skills that address the Common Core philosophy across all content areas.

G2.B1 Teachers require more training about the grade level targets identified in the Common Core State Standards and the relationship to quality literacy based instruction.

G2.B1.S1 Teachers will participate in the study of rigor through a collaborative analysis process during scheduled PLCs.

Action Step 1

Effective lesson planning, pacing and lesson delivery, higher order questioning, academic vocabulary and individual student goals

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule

Daily and also during scheduled check point meeting such as, data chats, PLCs, and department meetings

Evidence of Completion

FCAT and BAT assessments, Study Island reports, bi-weekly assessments, student work and other forms of formative assessments

Facilitator:

Assistant Principals, External District and State Level Support Staff, Curriculum Coaches and Department Chairs

Participants:

All Teachers

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

Conduct classroom walkthroughs, observations, lesson plan reviews and data chats

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule

Daily and durig check point meething such as, one-on-one teacher level conferences, data chats, PLCs and department meetings

Evidence of Completion

FCAT and BAT assessments, Study Island reports, bi-weekly assessments, student work and other forms of formative assessments

Plan to Monitor Effectiveness of G2.B1.S1

Analysis of student work, iObservation reports, teacher and administration conferences and various assessments

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Coaches and Department Chairs

Target Dates or Schedule

On going

Evidence of Completion

Data analysis reports, action plan of next steps, Study Island reports and student work

G2.B2 Teachers require more support in developing a core knowledge base and the understanding of literacy strategies to promote reading and writing instruction that support comprehension.

G2.B2.S1 Teachers will be trained how to assess and benchmark prerequisite Common Core skills and strategies.

Action Step 1

Analysis of current teacher performance data and student work will be utilized to plan and deliver targeted professional development focused on rigorous student-centered instruction.

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, lesson plan delivery, various data and also studet work samples

Facilitator:

Assistant Principals, External State and District Level Support, Curriculum Support and Department Chairs

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Lesson plans, lesson delivery process, teacher and support level confernces and student assessment results

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule

During check point meetins such as, data chats, teacher and admininstration conferences, departmet meetings and PLCs.

Evidence of Completion

The incorporation of the Common Core State Standards into the assessment process, student work and formal and informal observations by coaches, department chairs and administration

Plan to Monitor Effectiveness of G2.B2.S1

Lesson plans, lesson delivery and student work

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coaches and Department Chairs

Target Dates or Schedule

On going

Evidence of Completion

Various student assessment results

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

Utilizing Titile 1 funding, it is the goal of McNicol Middle School to coordinate and integrate programs and services that speak to the needs of all students, but particularly those who are low achieving or fall under Title 1-C, D, Title III and Title VI status. Programs such as McNicol's R.A.I.S.E the Bar, a male mentor program, and our Positive Behavior Initiative, are direct outgrowth of our Title 1 funds. These programs speak to the academic, social and emotional needs of our students by identifying both internal and external services and resources that will promote continuous communication between stakeholders and the learning that needs to take place for our students. Likewise, Title 1 funds support training and other professional development needs for our teachers, parents and the community. These are integrated into our daily instruction, our afterschool and extended instructional offerings, SAC, SAF, and PTSA programs, and are therefore foundational pieces within the School Improvement Plan.

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. Teachers will effectively plan and implement student-centered, rigorous instruction to increase student achievement in all content areas.

G1.B1 There is a need to provide support in developing and implementing rigorous, student-centered instruction.

G1.B1.S1 Teachers will be provided with on going professional development and support for effective planning and implementation of rigorous instruction.

PD Opportunity 1

Feedback will be utilized to plan and deliver targeted professional development focused on rigorous student-centered instruction.

Facilitator

Administration, External Support, Curriculum Coaches and Department Chairs

Participants

All teachers

Target Dates or Schedule

On going professional development

Evidence of Completion

PLC agendas and minutes

G1.B2 Teachers will utilize the Balanced Literacy approach to model and support literacy in the content areas that promote student-centered rigorous instruction.

G1.B2.S1 Teachers will receive differentiated support and professional development on the gradual release model known as the Balanced Literacy approach to quality student-centered instruction.

PD Opportunity 1

Analysis and monitoring of lesson plans and the lesson plan delivery process, along with student work

Facilitator

Members of the Leadership Team

Participants

All Teachers

Target Dates or Schedule

On going

Evidence of Completion

Classroom walkthroughs, lesson plans, lesson delivery, student work and various assessments

G2. Teachers will teach and utilize literacy skills that address the Common Core philosophy across all content areas.

G2.B1 Teachers require more training about the grade level targets identified in the Common Core State Standards and the relationship to quality literacy based instruction.

G2.B1.S1 Teachers will participate in the study of rigor through a collaborative analysis process during scheduled PLCs.

PD Opportunity 1

Effective lesson planning, pacing and lesson delivery, higher order questioning, academic vocabulary and individual student goals

Facilitator

Assistant Principals, External District and State Level Support Staff, Curriculum Coaches and Department Chairs

Participants

All Teachers

Target Dates or Schedule

Daily and also during scheduled check point meeting such as, data chats, PLCs, and department meetings

Evidence of Completion

FCAT and BAT assessments, Study Island reports, bi-weekly assessments, student work and other forms of formative assessments

G2.B2 Teachers require more support in developing a core knowledge base and the understanding of literacy strategies to promote reading and writing instruction that support comprehension.

G2.B2.S1 Teachers will be trained how to assess and benchmark prerequisite Common Core skills and strategies.

PD Opportunity 1

Analysis of current teacher performance data and student work will be utilized to plan and deliver targeted professional development focused on rigorous student-centered instruction.

Facilitator

Assistant Principals, External State and District Level Support, Curriculum Support and Department Chairs

Participants

All Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, lesson plan delivery, various data and also studet work samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total	
		$0	$0
Total		$0	$0

Budget Details

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

G1. Teachers will effectively plan and implement student-centered, rigorous instruction to increase student achievement in all content areas.

G1.B2 Teachers will utilize the Balanced Literacy approach to model and support literacy in the content areas that promote student-centered rigorous instruction.

G1.B2.S1 Teachers will receive differentiated support and professional development on the gradual release model known as the Balanced Literacy approach to quality student-centered instruction.

Action Step 1

Analysis and monitoring of lesson plans and the lesson plan delivery process, along with student work

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. Teachers will teach and utilize literacy skills that address the Common Core philosophy across all content areas.

G2.B1 Teachers require more training about the grade level targets identified in the Common Core State Standards and the relationship to quality literacy based instruction.

G2.B1.S1 Teachers will participate in the study of rigor through a collaborative analysis process during scheduled PLCs.

Action Step 1

Effective lesson planning, pacing and lesson delivery, higher order questioning, academic vocabulary and individual student goals

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B2 Teachers require more support in developing a core knowledge base and the understanding of literacy strategies to promote reading and writing instruction that support comprehension.

G2.B2.S1 Teachers will be trained how to assess and benchmark prerequisite Common Core skills and strategies.

Action Step 1

Analysis of current teacher performance data and student work will be utilized to plan and deliver targeted professional development focused on rigorous student-centered instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed