2013-2014 SCHOOL IMPROVEMENT PLAN

Pompano Beach Middle School
310 NE 6TH ST
Pompano Beach, FL 33060
754-322-4200

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	Yes	87%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	85%

School Grades History

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

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
Pompano Beach Middle School

Principal
Sonja Braziel

School Advisory Council chair
Susan Hurley

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

Name	Title
Sonja Braziel	Principal
Charles Zimmerman	Assistant Principal Grade 8
Nathan Berkowitz	Assistant Principal Grade 7
Karen Karras	Assistant Principal Grade 6
Gail Williams	Guidance Director
Lisa Mills	Guidance Counselor
Susan Hurley	Magnet Coordinator
Nellie Newsome	ESE Specialist
Jolie Stevens	Reading Coach & LA Dept. Head
Christopher Mitchell	Math Department Head
Leroy Baker	Science Department Head
Jasmine Medina	Social Studies Department Head
Shanille Quince	Reading Department Head
Susan Coe	English Language Learner Contact

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

Susan Hurley, Chair
Susan Hurley, Teacher Rep
Sonja Braziel, Principal
Johnny Coley, Community Rep. Innovation Zone Rep.
Deborah Etienne, Exceptional Student Education Rep.
Deborah Etienne, Parent
Teresa Johnson, Parent
Maria Masciola, Non-Instructional Rep.
Nellie Newsome, BTU Steward
Nellie Newsome, Teacher Rep.
Joseph Wells ESOL Rep.
Annie Zascavage, Gifted Rep.
Elizabeth Ziel, School Advisory Forum Rep.
SAC meets 8 times during the school year.

Involvement of the SAC in the development of the SIP

Core Curriculum Department Heads report to the School Advisory Council (SAC) for each subject area at SAC meetings. Based on data, Department Head reports and parent suggestions, the SIP is modified or developed as recommended.

Activities of the SAC for the upcoming school year

Analyze Data
Participate in the development of SIP
Recommend use of School Accountability Funds
Assist with parent and community communication

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

Budget: Estimated $5, 300.00
Student Motivational Materials: $3,000.00
Honor Roll Certificates & Medals
End-of-Year Grade Level Recognition Events - Trophies and Medals
Increased Classroom Print Materials:
Nooks: $2,300.00

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

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:

Sonja Braziel		
Principal	Years as Administrator: 15	Years at Current School: 13

Credentials	Certification: English (grades 6 - 12), English For Speakers Of Other Languages (ESOL), Endorsement Professional, Middle Grades, Endorsement, School Principal, (all levels) Education: Bachelor of Arts in English Florida State University Med. Educational Leadership Nova Southeastern
Performance Record	FCAT Reading Percent scoring levels 3, 4, 5 2011 64% 2012 51% 2013 46% FCAT Reading Percent making Learning Gains 2011 63% 2012 64% 2013 58% FCAT Reading Percent of lowest 25% making Learning Gains 2011 66% 2012 65% 2013 62% FCAT MAth Percent scoring levels 3, 4, 5 2011 65% 2012 53% 2013 46% FCAT Math Percent making Learning Gains 2011 63% 2012 61% 2013 55% FCAT Math Percent of lowest 25% making Learning Gains 2011 60% 2012 53% 2013 57% FCAT Writing Percent scoring 3.5 or higher 2011 88 2012 84 2013 38 FCAT Science Percent scoring levels 3, 4, 5 2011 35 2012 42 2013 31

Nathan Berkowitz		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Certification: Educational Leadership, (all Levels), Social Science, (grades 5 - 9) Education: Bachelors of Science in Criminal Justice from University of Central Florida Masters of Science in Educational Leadership from Nova Southeastern University
Performance Record	FCAT Reading Percent scoring levels 3, 4, 5 2013 46% FCAT Reading Percent making Learning Gains 2013 58% FCAT Reading Percent of lowest 25% making Learning Gains 2013 62% FCAT MAth Percent scoring levels 3, 4, 5 2013 46% FCAT Math Percent making Learning Gains 2013 55% FCAT Math Percent of lowest 25% making Learning Gains 2013 57% FCAT Writing Percent scoring 3.5 or higher 2013 38 FCAT Science Percent scoring levels 3, 4, 5 2013 31

Charles Zimmerman		
Asst Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	Certification: Biology, (grades 6 - 12), Educational Leadership, (all Levels) Education: Ed. Leadership K-12 Florida Atlantic University Biology 6-12 M.Ed National-Louis University BS Regents College , N.Y.
Performance Record	FCAT Reading Percent scoring levels 3, 4, 5 2011 64% 2012 51% 2013 46% FCAT Reading Percent making Learning Gains 2011 63% 2012 64% 2013 58% FCAT Reading Percent of lowest 25% making Learning Gains 2011 66% 2012 65% 2013 62% FCAT MAth Percent scoring levels 3, 4, 5 2011 65% 2012 53% 2013 46% FCAT Math Percent making Learning Gains 2011 63% 2012 61% 2013 55% FCAT Math Percent of lowest 25% making Learning Gains 2011 60% 2012 53% 2013 57% FCAT Writing Percent scoring 3.5 or higher 2011 88 2012 84 2013 38 FCAT Science Percent scoring levels 3, 4, 5 2011 35 2012 42 2013 31

Karen Karras		
Asst Principal	Years as Administrator: 17	Years at Current School: 4

Credentials	University of Miami, BA in Ed. and Special Ed. University of New Orleans, Master in School Administration Certified in: School Administration, Gifted, Elementary Education, (grades 1 - 6) Mentally Handicapped, (grades K - 12) Specific Learning Disabilities, (grades K - 12)
Performance Record	FCAT Reading Percent scoring levels 3, 4, 5 2011 64% 2012 51% 2013 46% FCAT Reading Percent making Learning Gains 2011 63% 2012 64% 2013 58% FCAT Reading Percent of lowest 25% making Learning Gains 2011 66% 2012 65% 2013 62% FCAT MAth Percent scoring levels 3, 4, 5 2011 65% 2012 53% 2013 46% FCAT Math Percent making Learning Gains 2011 63% 2012 61% 2013 55% FCAT Math Percent of lowest 25% making Learning Gains 2011 60% 2012 53% 2013 57% FCAT Writing Percent scoring 3.5 or higher 2011 88 2012 84 2013 38 FCAT Science Percent scoring levels 3, 4, 5 2011 35 2012 42 2013 31

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jolie Stevens		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3

Areas	Reading/Literacy
Credentials	Certification Ed Media Spec (PreK-12, Elementary (K-6), English (5-9), Journalism (6-12), Gifted Endorsement Education Bachelors- Florida A&M University- Journalism Masters- Nova South Eastern University- Educational Media Educational Specialist- Barry University- Educational Leadership
Performance Record	FCAT Reading Percent scoring levels 3, 4, 5 2012 51% 2013 46% FCAT Reading Percent making Learning Gains 2012 64% 2013 58% FCAT Reading Percent of lowest 25% making Learning Gains 2012 65% 2013 62% FCAT Writing Percent scoring 3.5 or higher 2012 84 2013 38

Classroom Teachers

# of classroom teachers

64

 # receiving effective rating or higher

64, 100%

 # Highly Qualified Teachers

98%

 # certified in-field

63, 98%

 # ESOL endorsed

50, 78%

 # reading endorsed
13, 20%

 # with advanced degrees
24, 38%

 # National Board Certified
1, 2%

 # first-year teachers
3, 5%

 # with 1-5 years of experience
11, 17%

 # with 6-14 years of experience
33, 52%

 # with 15 or more years of experience
20, 31%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

Sonja Braziel, Principal
Karen Karras, Assistant Principal - Certification and Endorsement
Jannette Thompson-Irwin, Office Manager - New teacher processing
Jolie Stevens, Inservice Facilitator - Staff Development
Subject Area Department Heads
Regular observations and meetings with administration for teachers to identify strengths and weaknesses.
Professional Growth Plans based on school data are monitored by the principal and administration.
School based Learning Communities, coordinated by the Inservice Facilitator meet twice weekly to share effective learning strategies with colleagues. One meeting is subject specific and the second is based on strategies to incorporate reading strategies in all subject areas.
Broward District staff provide publications and news releases regarding positions available in the school. They confirm candidates qualifications prior to school interviews.

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

Teachers with less than 3 years experience are partnered with subject area Department Head as on campus mentors. This is a highly skilled colleague, who works with the new teacher to introduce the traditions and procedures of the school.The mentor is also an academic resource available to assist with teaching strategies and classroom management (Broward District NESS model.)
The principal assists the newer teachers with goal setting, demonstrating the use of assessment to guide instruction, using classroom walk-throughs to generate reflective questions, and teaching the instructional design qualities that assist teachers in providing work that will increase student achievement and student engagement.

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

We utilize the learning gains report computed by the district. We also use weekly assessments to monitor students' progress. Each teacher charts assessment results for individual students.

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

1. All grade level administrators will monitor and report on students' discipline record.
2. The ESE specialist will provide information on each student's ESE status.
3. All grade level guidance counselors will provide information on interventions and parental contact information.
4. Students' teachers will provide academic and classroom behavior information.
If needed:
5. Family counselor, psychologist, and social worker will provide home, background information for individual students.

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

The leadership team uses following to monitor the fidelity of SIP:
1. Iobservation evaluation system
2. Classroom visits
3. Data chats
4. Student assessments

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

We will use the BAT test and results to analyze the effectiveness of our core programs. We will also use Virtual Counselor to monitor student engagement.

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

The MTSS team will train the staff. Parents will be trained during our SAC and PTSA 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: 720

Students will participate in reading and math tutorials for 90 minutes each consisting of 4 sessions.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Assistant Principal will take attendance for each session and then run learning gain report when FCAT scores are released to evaluate the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

Nathan Berkowitz

Strategy: Extended Day for All Students

Minutes added to school year: 480

Students will participate in pull-out writing in January

Strategy Purpose(s)

- Instruction in core academic subjects

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

Assistant Principal will take attendance for each session and then run learning gain report when FCAT scores are released to evaluate the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

Nathan Berkowitz

Strategy: Extended Day for All Students

Minutes added to school year: 2,880

Lowest 25% in math will participate in math tutoring before or after school on Tuesdays and Thursdays

Strategy Purpose(s)

""

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

Assistant Principal will take attendance for each session and then run learning gain report when FCAT scores are released to evaluate the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

Nathan Berkowitz

Literacy Leadership Team (LLT)

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

Name	Title
Sonja Braziel	Principal
Nathan Berkowitz	Assistant Princiapl
Jolie Stevens	Literacy Coach
Shanile Quince	Reading Department Chair
Laura Clark	Media Specialist
Jasmine Medina	Social Studies Department Chair

How the school-based LLT functions

The school-based LLT will meet monthly to discuss ways to improve literacy in the school. We will collaborate efforts to ensure these practices are a school-wide focus.

Major initiatives of the LLT

Major initiates of the LLT this year will be incorporating a school wide writing plan, implementing the use of Nooks in the classroom as well as providing professional development opportunities for all teachers in the area of literacy instruction.

Every Teacher Contributes to Reading Instruction

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

Every Pompano Beach Middle School teacher will teach a Critical Thinking thirty minute reading block, four days a week which includes the Next Generation State Standards, Common Core Strands and use Common Assessments to ensure reading improvement of every student. In addition, each teacher will incorporate the Next Generation State Standards and Common Core Strands in their content area.

College and Career Readiness

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

With the common-core implementation we have designed professional development that focuses on interdisciplinary projects as well as intertwining the curriculum amongst each team. These projects will open the door for students to start thinking about their future and taking the right steps to move productively into that direction. Our leadership team has taken various workshops over the summer focusing on increasing the rigor and relevance. These leaders are in charge of PLC's and their primary focus is integrating these strategies, which are also supported by our Guidance department.

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

As part of Florida's secondary school reform legislations, known as A++, all middle school students are required to take a Florida Department of Education approved Career and Education Planning course in either the 7th or 8th grade. Beginning with the 2012-2013 school year, the District, in collaboration with the Middle School principals, decided that 8th grade students will complete the Career and Education Planning course by utilizing the existing Junior Achievement World Experience in combination with competencies that are being delivered through the 8th grade core curriculum subjects (2100015 M/J United States History & Career Planning or 2100025 M/J United States History, Advanced & Career Planning).
With the AGP (Annual Guidance Plan) implementation, we cover various issues, which include career planning, academic, personal and social awareness across the grade levels by way of large and small group counseling. These sessions allow students to focus on those issues that are personally meaningful to them. Our sixth and seventh grade students will explore with Career Cruise to learn about various career options and will complete an interest inventory, which will help them in selecting a career path. Each eighth grade student receives individual personal attention from the guidance department when selecting courses for high school. We allow students to select those courses that will guide them into a productive and successful lifestyle that they can carry with them well beyond high school.

Strategies for improving student readiness for the public postsecondary level

We are one of the few middle schools that offer several high school credit courses. We currently offer eight (8) courses. We are looking forward to facilitating the implementation of Academically Challenging Curriculum to Enhance Learning (ACCEL). K-12 ACCEL Acceleration is when a student is engaged in coursework that expands beyond the normal coursework for that student's grade level.
This route of education will allow our students to far meet or exceed the expectations required for them to compete at the post secondary level. By the time our students reach high school, they can seemly prepare themselves for dual-enrollment status.

Expected Improvements

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	62%		No	66%
American Indian				
Asian	83%		No	85%
Black/African American	49%		No	54%
Hispanic	65%		No	69%
White	82%		No	84%
English language learners	45%		No	51%
Students with disabilities	43%		No	48%
Economically disadvantaged	56%		No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	261	27%	34%
Students scoring at or above Achievement Level 4	185	19%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	552	59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	151	62%	65%

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)	26	21%	25%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	21%	25%
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]*		3%

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	127	38%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	55%	No	66%
American Indian				
Asian	94%		No	95%
Black/African American	50%		No	55%
Hispanic	70%		No	73%
White	76%		No	78%
English language learners	51%		No	56%
Students with disabilities	38%		No	45%
Economically disadvantaged	55%		No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	312	28%	55%
Students scoring at or above Achievement Level 4	247	23%	35%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	595	55%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	617	57%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	94	30%	42%
Middle school performance on high school EOC and industry certifications	94	50%	58%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	53%	42%
Students scoring at or above Achievement Level 4	43	46%	58%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	27%	20%
Students scoring at or above Achievement Level 4	80	73%	80%

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	53	15%	25%
Students scoring at or above Achievement Level 4	53	15%	17%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		6
Participation in STEM-related experiences provided for students	700	67%	73%

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	208	19%	15%
Students who fail a mathematics course	41	4%	2%
Students who fail an English Language Arts course	40	4%	2%
Students who fail two or more courses in any subject	56	5%	3%
Students who receive two or more behavior referrals	214	20%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	350	32%	28%

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

See Title I Parent Involvement Plan
Include parent representation from the onset of school for parent groups (SAC, SAF, PTSA,).
Include parent input on the SIP and Title I - PIP by soliciting feedback from parents at SAC meetings.
Share the PIP by including it on the School's website and advertising this at the Title I annual public meeting

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation in school support/ monitoring groups' membership. (SAC, SAF, PTSA)	85	8%	20%

Goals Summary

G1. Students will be able to write a complete essay utilizing all five steps of the writing process across the curriculum.

G2. Student will increase their ability to solve real-world questions through proficient application of fractions, basic computations and geometry measurements.

G3. Students will increase their ability to apply the scientific method to solve real world problems.

G4. Students scoring in the lowest 25% will demonstrate a learning gain by applying various reading strategies in the area of Reading Application.

G5. FCAT level 3, 4 & 5 students will maintain or increase their achievement level by learning various reading strategies for reading benchmarks.

G6. Student will increase their ability to solve real-world questions through proficient application of fractions and geometry computations.

G7. Students will increase their ability to solve real-world questions through proficient application of algebraic thinking.

G8. Student will increase their ability to solve real-world questions through proficient application of fractions and geometry computations.

G9. Students will increase their knowledge of the scientific process and increase their persevere in problem solving for math.

G10. Pompano Beach Middle School will increase student participation in high school Algebra I and Geometry EOC by helping students become algebra ready.

G11. Students will be acquire strategies for reading in Social Studies and increase Social Studies Vocabulary.

G12. Students will increase their ability to solve real-world questions through proficient application geometry and measurement.

G13. Pompano Beach Middle School will increase student participation in high school Algebra I EOC by helping students become algebra ready.

Goals Detail

G1. Students will be able to write a complete essay utilizing all five steps of the writing process across the curriculum.

Targets Supported

- Reading (AMO's, FCAT2.0)

- Writing

- Social Studies

- Civics EOC

- Science

- Science - Middle School

Resources Available to Support the Goal

- Legacy Writes- a writing program that utilizes innovative teaching strategies designed to ensure consistency in writing instruction. This program will be used in all language arts classes.

- School Wide Writing Instructional Focus- All teachers will assist with the writing goal by teaching a 30 minute critical thinking writing lesson one day per week. A calendar will be created and the lesson will be prepared by the Language Arts Department Chair.

- Crunchtime Writing Pull-outs

- Data Chats with students

- Progress Monitoring - - Use of School's Database

- Writing instructional strategies are included in weekly PLC's.

Targeted Barriers to Achieving the Goal

- Students do not use pre-writing strategies for planning or writing and lack knowledge of the proper use of grammar & conventions (sentence structure, punctuation and editing).

Plan to Monitor Progress Toward the Goal

Classroom walkthroughs Lesson plans Student writing portfolios Data Chats

Person or Persons Responsible
Administrators

Target Dates or Schedule:
Sept. 2013 - on-going

Evidence of Completion:
Weekly Mini Assessments Student Portfolio District BAT 1 & 2 Writing 2014 FCAT Writes 2.0

G2. Student will increase their ability to solve real-world questions through proficient application of fractions, basic computations and geometry measurements.

Targets Supported

Resources Available to Support the Goal

- Students will use: technology (slates, computers), hands on materials, Gizmos, extra-curriculum math activities, common assessment and data analysis. Teachers will Identify strengths and weaknesses of each sub category. Use dynamic scheduling to meet the needs of the students. We added three elective mathematics classes and provide morning and evening tutoring.

Targeted Barriers to Achieving the Goal

- Barriers that may prevent reaching our target are availability of technology, student absences, and students lack of availability for tutoring.

Plan to Monitor Progress Toward the Goal

Classroom walk through

Person or Persons Responsible

Nathan Berkowitz and Christopher L. Mitchell

Target Dates or Schedule:

Monthly

Evidence of Completion:

Assessment

G3. Students will increase their ability to apply the scientific method to solve real world problems.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- FCAT Explorer, Gizmos, Laboratory Activities, Virtual Laboratory Activities, Field Trips, Supplemental reading materials, cross curricular instruction.

Targeted Barriers to Achieving the Goal

- Student Retention of information: students are tested 3 years after the 5th Grade FCAT. They have to retain 6th and 7th Grade knowledge for their 8th Grade FCAT.

Plan to Monitor Progress Toward the Goal

Students assessment and data input.

Person or Persons Responsible
Administrator, Department Chair

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Grades in Gradebook

G4. Students scoring in the lowest 25% will demonstrate a learning gain by applying various reading strategies in the area of Reading Application.

Targets Supported

Resources Available to Support the Goal
- Additional reading classes School Wide Critical Thinking class Before school tutoring

Targeted Barriers to Achieving the Goal
- Students did not effectively use reading strategies in the area of Reading Applications. Students lack knowledge of strategies that could be used in the area of Reading Application.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. FCAT level 3, 4 & 5 students will maintain or increase their achievement level by learning various reading strategies for reading benchmarks.

Targets Supported

Resources Available to Support the Goal
- Every student who is a FCAT achievement level 3, 4 and 5 will have a thirty minute Critical Thinking class. The Critical Thinking class will use a reading curriculum that will allow students to learn and practice various reading strategies.

Targeted Barriers to Achieving the Goal
- Students did not have a Reading Class or Critical Thinking class the previous school year. Students did not effectively use reading strategies on benchmarks.

Plan to Monitor Progress Toward the Goal

Weekly Data Reports from teachers

Person or Persons Responsible
Literacy Coach/Teacher/Asst.Principal/Reading Department Head

Target Dates or Schedule:
Weekly

Evidence of Completion:
Students assessments Students Portfolios

G6. Student will increase their ability to solve real-world questions through proficient application of fractions and geometry computations.

Targets Supported

Resources Available to Support the Goal
- Students will use: technology (slates, computers), hands on materials, Gizmos, extra-curriculum math activities, common assessment and data analysis. Teachers will Identify strengths and weaknesses of each sub category. Use dynamic scheduling to meet the needs of the students. We added three elective mathematics classes and provide morning and evening tutoring.

Targeted Barriers to Achieving the Goal
- Barriers that may prevent students for being successful in learning gains are: lack of technology and resources, student absences, lack of availability for before and after school tutoring.

Plan to Monitor Progress Toward the Goal

Common Assessments

Person or Persons Responsible
Nathan Berkowitz

Target Dates or Schedule:
Bi-Weekly

Evidence of Completion:
Students' grades

G7. Students will increase their ability to solve real-world questions through proficient application of algebraic thinking.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. Student will increase their ability to solve real-world questions through proficient application of fractions and geometry computations.

Targets Supported

Resources Available to Support the Goal
- Students will use: technology (slates, computers), hands on materials, Gizmos, extra-curriculum math activities, common assessment and data analysis. Teachers will identify strengths and weaknesses of each sub category. Use dynamic scheduling to meet the needs of the students. We added three elective mathematics classes and provide morning and evening tutoring.

Targeted Barriers to Achieving the Goal
- Barriers to achieve the desired goal is availability of students due to transportation issues, student absences, lack of availability for tutoring.

Plan to Monitor Progress Toward the Goal

Data Analysis of common assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Data compliance

G9. Students will increase their knowledge of the scientific process and increase their persevere in problem solving for math.

Targets Supported
- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal
- Students will have access to scientific research methods and hands on manipulatives to aid in problem solving for math.

Targeted Barriers to Achieving the Goal
- Barriers that exist will be the lack of training for teachers to provide necessary lesson .

Plan to Monitor Progress Toward the Goal

Evaluate teachers lessons

Person or Persons Responsible
Chris Mitchell

Target Dates or Schedule:
Once started

Evidence of Completion:
Complete lessons

G10. Pompano Beach Middle School will increase student participation in high school Algebra I and Geometry EOC by helping students become algebra ready.

Targets Supported

Resources Available to Support the Goal
- Students will use: technology (slates, computers), hands on materials, Gizmos, extra-curriculum math activities, geogebra, common assessment and data analysis. Teachers will identify strengths and weaknesses of each sub category. Geometry is now taught on site instead virtually.

Targeted Barriers to Achieving the Goal
- Students that may have not taken Pre-Algebra may have "algebra readiness", but can succeed in the course.

Plan to Monitor Progress Toward the Goal

Department Chair Day

Person or Persons Responsible
Mrs. Braziel

Target Dates or Schedule:
Monthly

Evidence of Completion:
Submission of data analysis

G11. Students will be acquire strategies for reading in Social Studies and increase Social Studies Vocabulary.

Targets Supported
- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal
- Experiential learning through field trips
- Use of curriculum supplementals

Targeted Barriers to Achieving the Goal
- Limited background knowledge in both content areas.

Plan to Monitor Progress Toward the Goal

Ensure prior knowledge is delivered to students to assist with readiness in the next grade through vertical teaming

Person or Persons Responsible
Department Chair, Administrator

Target Dates or Schedule:
2013-2014 School Year

Evidence of Completion:
Students are able to successfully complete pre-test given on upcoming content area at the end of the school year. For example, 6th grade students will be able to complete a pre-test on Civics prior to 7th grade.

G12. Students will increase their ability to solve real-world questions through proficient application geometry and measurement.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Students will use: technology (slates, computers), hands on materials, Gizmos, extra-curriculum math activities, common assessment and data analysis. Teachers will Identify strengths and weaknesses of each sub category.

Targeted Barriers to Achieving the Goal
- Student absences

Plan to Monitor Progress Toward the Goal

Contact parents of students that are absent

Person or Persons Responsible
Mr. Burrows and Mrs. Zarebski

Target Dates or Schedule:
Daily

Evidence of Completion:
Attendance Report

G13. Pompano Beach Middle School will increase student participation in high school Algebra I EOC by helping students become algebra ready.

Targets Supported
- Algebra 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal
- Students will use: technology (slates, computers), hands on materials, Gizmos, extra-curriculum math activities, common assessment and data analysis. Teachers will identify strengths and weaknesses of each student.

Targeted Barriers to Achieving the Goal
- A barrier is not scheduling or infusing Pre-Algebra curriculum in non-curriculum algebraic courses.

Plan to Monitor Progress Toward the Goal

Data Chats PLC's

Person or Persons Responsible
Chris Mitchell

Target Dates or Schedule:
Monthly

Evidence of Completion:
Meeting

Action Plan for Improvement

Problem Solving Key

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

G1. Students will be able to write a complete essay utilizing all five steps of the writing process across the curriculum.

G1.B1 Students do not use pre-writing strategies for planning or writing and lack knowledge of the proper use of grammar & conventions (sentence structure, punctuation and editing).

G1.B1.S1 Teachers across the content areas will implement the 5 Step Writing Process while incorporating text-based writing.

Action Step 1

Math teachers will incorporate elements of the 5 Step Writing Process on the extended response questions on chapter tests.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Sept. 2013 - on-going

Evidence of Completion

Chapter tests

Action Step 2

Reading teachers will incorporate elements of the 5 Step Writing Process through their weekly literature response logs.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Sept. 2013 - on-going

Evidence of Completion

Literature response logs

Action Step 3

Science teachers will incorporate the 5 Step Writing Process within their scientific research papers.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Sept. 2013 - on-going

Evidence of Completion

Science Fair Displays Invention Convention Projects

Action Step 4

Social Studies teachers will incorporate text-based writing strategies through current events.

Person or Persons Responsible

Social Studies teachers

Target Dates or Schedule

Sept. 2013 - on-going

Evidence of Completion

Student work samples Current events projects

Action Step 5

Language Arts teachers will implement Legacy Writes

Person or Persons Responsible

Language Arts teachers

Target Dates or Schedule

Sept. 2013 - on-going

Evidence of Completion

Student work samples Portfolios

Action Step 6

Teachers will have on-going Professional Development around the 5 Step Writing Process.

Person or Persons Responsible

Teachers Department Heads Reading Coach

Target Dates or Schedule

Sept. 2013 - on-going

Evidence of Completion

Agendas Sign-in Sheets

Facilitator:

Jolie Stevens, Lead Facilitator

Participants:

Teachers

Action Step 7

Teachers will follow a school-wide instructional focus calendar.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Sept. 2013 - on-going

Evidence of Completion

Students' work-samples Administrative or classroom observations

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

5 Step Process, Rubrics Research Projects Extended Response Answers Literature Logs Observations

Person or Persons Responsible

Department Chair Administrators Coaches

Target Dates or Schedule

Sept. 2013 - on-going

Evidence of Completion

Student Portfolios Student Work Peer Editing

Plan to Monitor Effectiveness of G1.B1.S1

Student samples will be analyzed for comprehensive growth using Language Arts Writing Rubrics

Person or Persons Responsible

Department Chair, Team Language Arts Teachers

Target Dates or Schedule

2013- 2014 School Year during team meetings

Evidence of Completion

Students will demonstrate increased proficiency in the writing process.

G2. Student will increase their ability to solve real-world questions through proficient application of fractions, basic computations and geometry measurements.

G2.B1 Barriers that may prevent reaching our target are availability of technology, student absences, and students lack of availability for tutoring.

G2.B1.S1 PBMS will offer incentives to students that participate in tutoring and/or extra-curriculum activities. Pizza parties, homework passes, and tickets to attend special school related events.

Action Step 1

Dynamic Scheduling adding 3 6th grade elective mathematics class

Person or Persons Responsible

Nathan Berkowitz

Target Dates or Schedule

Duration of the school year

Evidence of Completion

Common assessments, data analysis, data chats

Action Step 2

Common Mathematics Assessments

Person or Persons Responsible

Chris Mitchell

Target Dates or Schedule

Between 1 to 3 assessments per month

Evidence of Completion

Common assessments, data analysis, data chats

Action Step 3

Mathematics tutoring for identified students

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

September 18, 2013

Evidence of Completion

Analysis of data

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

Classroom walk throughs, data chats, and data analysis

Person or Persons Responsible

Nathan Berkowitz and Christopher L. Mitchell

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment data

Plan to Monitor Effectiveness of G2.B1.S1

Data Chats

Person or Persons Responsible

Nathan Berkowitz and Christopher L. Mitchell

Target Dates or Schedule

Monthly

Evidence of Completion

Assessments

G3. Students will increase their ability to apply the scientific method to solve real world problems.

G3.B1 Student Retention of information: students are tested 3 years after the 5th Grade FCAT. They have to retain 6th and 7th Grade knowledge for their 8th Grade FCAT.

G3.B1.S1 Vertical Teaching: At each grade level, teachers will incorporate content from the other two grades to provide a continuous exposure to the testable benchmarks.

Action Step 1

Vertical Teaching Strategies

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson Plans, Classroom walk through

Facilitator:

Participants:

Science Teachers

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

The incorporation of vertical teaching in the classroom.

Person or Persons Responsible

Science Department Chair

Target Dates or Schedule

Quarterly throughout the 2013-2014 school year.

Evidence of Completion

Lesson Plans and Benchmark Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Student performance on the Benchmark assessments.

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment scores input into Gradebook

G4. Students scoring in the lowest 25% will demonstrate a learning gain by applying various reading strategies in the area of Reading Application.

G4.B1 Students did not effectively use reading strategies in the area of Reading Applications. Students lack knowledge of strategies that could be used in the area of Reading Application.

G4.B1.S1 Students will be taught various reading strategies during all content area classes that apply in the area of Reading Applications. Students will attend a thirty minute School Wide Critical Thinking class where teachers will model various reading strategies in the area of Reading Applications.

Action Step 1

School Wide Critical Thinking class All content area classes

Person or Persons Responsible

Teachers

Target Dates or Schedule

Critical Thinking class Content Area classes

Evidence of Completion

Students Portfolios Weekly Benchmark assessments

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

Classroom walk-throughs I-observations Professional Learning Communities

Person or Persons Responsible

Department Chairs Asst. Principal Literacy Coach

Target Dates or Schedule

Critical Thinking class Content Area classes

Evidence of Completion

Mini- Assessment Student Portfolios Weekly Benchmark assessments

Plan to Monitor Effectiveness of G4.B1.S1

Student weekly benchmarks assessments

Person or Persons Responsible

Department chair/Literacy Coach

Target Dates or Schedule

Department meetings Professional Learning communities

Evidence of Completion

Students samples Weekly Benchmark assessments

G5. FCAT level 3, 4 & 5 students will maintain or increase their achievement level by learning various reading strategies for reading benchmarks.

G5.B1 Students did not have a Reading Class or Critical Thinking class the previous school year. Students did not effectively use reading strategies on benchmarks.

G5.B1.S1 Implementation of a thirty minute School Wide Critical Thinking Class

Action Step 1

Critical Thinking reading lessons on various reading strategies.

Person or Persons Responsible

Critical Thinking teachers

Target Dates or Schedule

Tuesday through Friday during first hour class.

Evidence of Completion

Weekly Benchmark Assessment Student Portfolios Mini-Assessments

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

Classroom walk-throughs Observations by assistant principal Modeling of strategies by Literacy Coach Team Teaching Weekly Professional Learning Communities

Person or Persons Responsible

Department. Chair/ Literacy Coach and Asst. Principal

Target Dates or Schedule

During the Critical Thinking class

Evidence of Completion

Student samples Weekly assessments

Plan to Monitor Effectiveness of G5.B1.S1

Weekly Benchmark assessments.

Person or Persons Responsible

Literacy Coach/Asst.Principal/Department Chair

Target Dates or Schedule

Department meeting

Evidence of Completion

Data based on students weekly benchmark assessment.

G6. Student will increase their ability to solve real-world questions through proficient application of fractions and geometry computations.

G6.B1 Barriers that may prevent students for being successful in learning gains are: lack of technology and resources, student absences, lack of availability for before and after school tutoring.

G6.B1.S1 Pompano Beach Middle School will offer three elective mathematics course to identify students. The students selected with have two math classes. Incentives will be offered to students that participate in extended learning opportunities i.e. pizza parties, tickets to special events, and recognition

Action Step 1

Master scheduling of students identified for the elective mathematics class.

Person or Persons Responsible

Christoper L. Mitchell Nathan Berkowitz

Target Dates or Schedule

First day of school

Evidence of Completion

Schedule

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

Ms. McGee is the elective Mathematics teacher

Person or Persons Responsible

Nathan Berkowitz J. McGee

Target Dates or Schedule

Daily

Evidence of Completion

Student attendance

Plan to Monitor Effectiveness of G6.B1.S1

Common Assessments Interim Reports

Person or Persons Responsible

Nathan Berkowitz

Target Dates or Schedule

Fourth week of school

Evidence of Completion

Student grades

G8. Student will increase their ability to solve real-world questions through proficient application of fractions and geometry computations.

G8.B1 Barriers to achieve the desired goal is availability of students due to transportation issues, student absences, lack of availability for tutoring.

G8.B1.S1 Pompano Beach Middle School will offer incentives to students that participate in tutoring and/ or extra-curriculum activities i.e. pizza parties, homework passes, and tickets to attend special school related functions

Action Step 1

Before and after school tutoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Targeted start September 18, 2012

Evidence of Completion

Common Assessments

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

Making sure students to teacher ratio is conducive for tutoring

Person or Persons Responsible

Mr. Berkowitz

Target Dates or Schedule

On a weekly basis

Evidence of Completion

Classroom walk through

Plan to Monitor Effectiveness of G8.B1.S1

Data chat will determine if instructional materials are meeting the needs of students

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi weekly

Evidence of Completion

Common Assessments

G9. Students will increase their knowledge of the scientific process and increase their persevere in problem solving for math.

G9.B1 Barriers that exist will be the lack of training for teachers to provide necessary lesson .

G9.B1.S1 To eliminate the barriers are to provide training for teachers.

Action Step 1

Schedule training

Person or Persons Responsible

Contact Outside Consultants

Target Dates or Schedule

September

Evidence of Completion

PLC

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

Training

Person or Persons Responsible

Nathan Berkowitz

Target Dates or Schedule

Once Scheduled

Evidence of Completion

Attendance Sheet

Plan to Monitor Effectiveness of G9.B1.S1

Classroom walk throughs

Person or Persons Responsible

Nathan Berkowitz

Target Dates or Schedule

Once started

Evidence of Completion

sign sheets

G10. Pompano Beach Middle School will increase student participation in high school Algebra I and Geometry EOC by helping students become algebra ready.

G10.B1 Students that may have not taken Pre-Algebra may have "algebra readiness", but can succeed in the course.

G10.B1.S1 Students that participate in Algebra I Honors will complete common assessments to track progress and monitor their success in the course. The Geometry teacher will assessment students weekly to bi-weekly.

Action Step 1

For Algebra I Honors - Common Assessments For Geometry - on site class

Person or Persons Responsible

Mrs. Zarebski is responsible for direct on-site instructions for Geometry

Target Dates or Schedule

For Algebra I Honors -Bi-weekly For Geometry - Daily

Evidence of Completion

For Algebra I Honors - Common Assessments results For Geometry - attendance

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

He will complete classroom walk through

Person or Persons Responsible

Nathan Berkowitz

Target Dates or Schedule

As needed

Evidence of Completion

Data chats reports

Plan to Monitor Effectiveness of G10.B1.S1

Classroom walk throughs

Person or Persons Responsible

Nathan Berkowitz

Target Dates or Schedule

Biweekly yo monthly

Evidence of Completion

Data chats

G11. Students will be acquire strategies for reading in Social Studies and increase Social Studies Vocabulary.

G11.B1 Limited background knowledge in both content areas.

G11.B1.S1 To provide students with necessary background knowledge needed to be successful on the EOC, Social Studies teachers will engage in vertical planning within the content area.

Action Step 1

Vertical Planning

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Lesson Plans Curriculum Map Teacher implementation Pre-test at start of year

Facilitator:

Jasmine Medina

Participants:

Social Studies Teachers

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

Monitor implementation of vertical teaching

Person or Persons Responsible

Department Chair, Administration

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Classroom Walk Throughs Lesson Plans Student Performance

Plan to Monitor Effectiveness of G11.B1.S1

Monitor effectiveness of Vertical Planning, Teaching

Person or Persons Responsible

Department Chair, Administration

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Student Performance on common assessments

G12. Students will increase their ability to solve real-world questions through proficient application geometry and measurement.

G12.B1 Student absences

G12.B1.S1 Make parental contact with parents when students are absent. Provide students with instructional materials when they are absent. Stress the importance of attendance at open house.

Action Step 1

Taking class attendance

Person or Persons Responsible

Mr. Burrows and Mrs. Zabreski

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Report

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

Attendance

Person or Persons Responsible

Mr. Burrows and Mrs. Zarebski

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Report

Plan to Monitor Effectiveness of G12.B1.S1

Attendance

Person or Persons Responsible

Mr. Burrows and Mrs. Zarebski

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Report

G13. Pompano Beach Middle School will increase student participation in high school Algebra I EOC by helping students become algebra ready.

G13.B1 A barrier is not scheduling or infusing Pre-Algebra curriculum in non-curriculum algebraic courses.

G13.B1.S1 Infusing Pre-Algebra context and curriculum to advance Mathematics classes

Action Step 1

Scheduling and Lesson Plans

Person or Persons Responsible

Chris Mitchell Nathan Berkowitz Classroom teachers

Target Dates or Schedule

Duration of school year

Evidence of Completion

Common Assessments

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Professional Learning Communities

Person or Persons Responsible

Chris Mitchell

Target Dates or Schedule

First Quarter

Evidence of Completion

Lesson Plans Data Chats

Plan to Monitor Effectiveness of G13.B1.S1

Data Chats

Person or Persons Responsible

Nathan Berkowitz

Target Dates or Schedule

FIrst Quarter

Evidence of Completion

Data Chats

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

Title I Part A

Title I funds provide additional teachers to assist students, particularly low performing students, with additional academic support during the instructional day.

Title I funds are used to provide professional development for teachers of reading, mathematics and science to increase student achievement, motivate students and assist parents with helping their children at home.

Title I funds are used to increase parent involvement for parent training and to purchase refreshments for parent trainings.

Parental activities are planned to assist parents in helping their children improve their academic performance.

Pompano Beach Middle School uses funds to purchase materials and technology to support student academic achievement.

Title I funds are used for teachers' salaries, Professional Learning and Professional Development

Part C Migrant Title I

One Migrant student has been identified as historically needing services. Although this student does not currently qualify, guidance staff meet periodically with the student to ensure that if needed, services such as health and nutrition are provided.

Title II

Title II funding is provided from the District for three major initiatives: Class Size Reduction, to assist in attaining Annual Yearly Progress goals and as part of our Closing the Achievement Gap Initiative. Funds at the school level are used to provide staff release time to work with students in need of increasing achievement in core academic subjects.

Teachers participate in district developed workshops in differential instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title II funds.

Title III

An LEP committee is formed to assist in diagnostic testing of students and classifications. Additional services are provided per classification based on language acquisition need.

SAI

SAI funds are used to provide additional tutoring before and after school and for additional instructional support during theschool day and a Saturday Academic Camp.

Violence Prevention

Youth Crime Watch promotes school safety and offers young people an active role in reducing crime. Youth Crime Watch members are selected at the start of the school year.

The Anti-Bullying Program requires teachers and staff to utilize a variety of prevention and intervention activities and includes tools and resources that create environments of safety and respect and expectations of appropriate behavior. This program is introduced to students at grade level assemblies and follow-up is provided in classroom presentations by Guidance Counselors.

Nutrition Programs

Due to the high percentage of students participating in the Federal Free and Reduced Lunch program, free breakfast is provided for 100% of the student population.

Career and Technical Programs

The Communication Broadcast Arts Magnet program provides opportunities for students to use industry standard technology and explore careers in media, graphics, journalism and theater. Career Exploration is an academic program designed to introduce students to a variety of careers and help student choose a career path based upon their individual abilities and areas of interests. This program is instituted within the Social Studies content area. ePersonal Education Planning (ePEP) is an academic planning tool used by

middle and high school students to map out high school courses that will meet the needs of students based upon their areas of interest.

Job Training

A partnership with the Pompano Beach Pelican newspaper will provide students with a job skills m that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. Students work is published in the paper.

A partnership with the City of Pompano Beach allows students are work to be framed and displayed in city offices. Students are recognized and participate in a Pompano City Council meetings two times per year.

Eighth grade students attend Junior Achievement World each year to learn about career options and financial planning.

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. Students will be able to write a complete essay utilizing all five steps of the writing process across the curriculum.

G1.B1 Students do not use pre-writing strategies for planning or writing and lack knowledge of the proper use of grammar & conventions (sentence structure, punctuation and editing).

G1.B1.S1 Teachers across the content areas will implement the 5 Step Writing Process while incorporating text-based writing.

PD Opportunity 1

Teachers will have on-going Professional Development around the 5 Step Writing Process.

Facilitator

Jolie Stevens, Lead Facilitator

Participants

Teachers

Target Dates or Schedule

Sept. 2013 - on-going

Evidence of Completion

Agendas Sign-in Sheets

G3. Students will increase their ability to apply the scientific method to solve real world problems.

G3.B1 Student Retention of information: students are tested 3 years after the 5th Grade FCAT. They have to retain 6th and 7th Grade knowledge for their 8th Grade FCAT.

G3.B1.S1 Vertical Teaching: At each grade level, teachers will incorporate content from the other two grades to provide a continuous exposure to the testable benchmarks.

PD Opportunity 1

Vertical Teaching Strategies

Facilitator

Participants

Science Teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson Plans, Classroom walk through

G11. Students will be acquire strategies for reading in Social Studies and increase Social Studies Vocabulary.

G11.B1 Limited background knowledge in both content areas.

G11.B1.S1 To provide students with necessary background knowledge needed to be successful on the EOC, Social Studies teachers will engage in vertical planning within the content area.

PD Opportunity 1

Vertical Planning

Facilitator

Jasmine Medina

Participants

Social Studies Teachers

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Lesson Plans Curriculum Map Teacher implementation Pre-test at start of year

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students will be able to write a complete essay utilizing all five steps of the writing process across the curriculum.	$5
G2.	Student will increase their ability to solve real-world questions through proficient application of fractions, basic computations and geometry measurements.	$7,000
	Total	$7,005

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
PTSA, Title I, School Budget, Accountability	$7,000	$7,000
Budget, Title I	$5	$5
Total	$7,005	$7,005

Budget Details

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

G1. Students will be able to write a complete essay utilizing all five steps of the writing process across the curriculum.

G1.B1 Students do not use pre-writing strategies for planning or writing and lack knowledge of the proper use of grammar & conventions (sentence structure, punctuation and editing).

G1.B1.S1 Teachers across the content areas will implement the 5 Step Writing Process while incorporating text-based writing.

Action Step 5

Language Arts teachers will implement Legacy Writes

Resource Type

Evidence-Based Program

Resource

Legacy Writes Supporting Materials

Funding Source

Budget, Title I

Amount Needed

$5

G2. Student will increase their ability to solve real-world questions through proficient application of fractions, basic computations and geometry measurements.

G2.B1 Barriers that may prevent reaching our target are availability of technology, student absences, and students lack of availability for tutoring.

G2.B1.S1 PBMS will offer incentives to students that participate in tutoring and/or extra-curriculum activities. Pizza parties, homework passes, and tickets to attend special school related events.

Action Step 3

Mathematics tutoring for identified students

Resource Type

Evidence-Based Program

Resource

motivational incentives, awards, ribbons

Funding Source

PTSA, Title I, School Budget, Accountability

Amount Needed

$7,000