

Pahokee Middle Senior High

900 LARRIMORE RD, Pahokee, FL 33476

www.palmbeach.k12.fl.us/pahokeemiddlesrhigh

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

95%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pahokee Middle High School is an International Baccalaureate World School committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff fostering the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Pahokee Middle High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential to succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school is a PBIS school and our program is Pahokee PRIDE. We also base much of what we do and who we are on the IB Learner Profile which aims to develop internationally minded young people who recognize their common humanity and shared guardianship of the planet while helping to create a better and more peaceful world.

Pahokee Middle Senior High learns about students' cultures and builds relationships between teachers and students through fostering a Single School Culture and appreciation for multicultural diversity. We ensure that positive relationship-building is a clear priority for all stakeholders. The administrative team identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Campus based personnel assist with providing professional development that helps teachers to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps;

Single School Culture for Academics approach is sustained through the Learning Team process Behavior is sustained through the implementation of rules and policies and the School-wide Positive Behavior Support initiative. Climate is sustained through various incentives.

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

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

Describe how the school creates an environment where students feel safe and respected before, during and after school

The objective of the school is to encourage and develop self-control and discipline, rather than mere obedience to others. Further, intelligent self-direction is encouraged and developed. To these ends, students are provided with specific freedoms within the framework of school policies and are provided

opportunities to learn to make decisions, to make choices, to assume responsibilities, to make mistakes, all under faculty supervision in a supportive environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All students at Pahokee Middle Senior High School are expected to reflect high standards of conduct in their appearance and behavior to ensure the smooth and orderly operation of the school. It is the intent of our Universal Guidelines to teach behavioral expectations while providing students with positive feedback. The objective of our Universal Guidelines is to establish a safe, wholesome climate to foster learning and positive growth for students. Teachers and staff are provided with ongoing Professional Development with the implementation of Pahokee PRIDE. The PBIS team which includes teachers, admin and parents meet monthly to review behavior trends, current data and review PBIS action plan.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School Guidance Counselor, Crisis Intervention Teacher, Administration, ESE Coordinator, School-Based Team Leader, paraprofessionals and ESE teachers engage with identified staff members during monthly meetings to provide a differentiated delivery of services based on student/school need. Pahokee Middle High School utilizes data-based decision-making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need including but not limited to Group Counseling, Family Counseling, Individual Counseling and referrals to Community Agencies. School-based Team meetings are held monthly to implement TIER I, TIER II or TIER III interventions based on: (1) Assessment of the student(s) and the barriers blocking their success (2) Identify research-based interventions and (3) Evaluation of the Response To Intervention (RTI) process.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	1	4	3	1	2	1	2	14
One or more suspensions	43	37	56	33	28	19	18	234
Course failure in ELA or Math	0	2	19	52	43	35	5	156
Level 1 on statewide assessment	56	64	74	63	46	31	12	346

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	33	28	40	50	36	23	3	213

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Reading Plus, Tutorials (Afterschool & Saturday)
- Planned Discussions, Goal Setting for identified student(s);
- Notification procedures for parents, agency and community outreach;

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents are involved in the design, implementation, and evaluation of the schoolwide program during parent meetings such as 6th grade round-up, Open House, SAC meetings, AVID Parent orientation and IB Parent Meetings.

Timely information is delivered to parents regarding Title I programs through Parentlink, Newspaper, Marquee, and Flyers.

Our Family Involvement Policy/Plan and Our School-Parent Compact are revised during the first SAC meeting in the month of August as well as during Title I Annual meeting/Open House in September. Parents are given the opportunity to plan, implement and evaluate our policies.

Annual parental evaluation of the schoolwide program are conducted at the end of the year.

Evaluation forms are sent home with students and parents are required to complete by designated deadline. This information is used to improve our training, meetings, and parent communication as well.

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Volunteer and business partnerships are our focus to strengthen school and community ties. School and community leaders meet regularly to discuss student academic and behavior initiatives (ie., aftercare support, student supervision and monitoring support, back to school supplies, Youth Empowerment Summit and Summer Academy). The school in conjunction with The Palm Beach County Health Department provides social services to students. The City of Pahokee Recreation Department provides some free transportation to students for field trips, aftercare program and various city-wide activities.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ocampo, Adrian	Principal
Dnnard, Dwayne	Assistant Principal
Cooper-Dunbar, Leslie	Administrative Support
Hart, Fannie	Instructional Coach
Finney, Joann	Other
Johnson, Tara	Administrative Support
San, Perdy	Other
Slydell, Camella	Assistant Principal
Shaw, Veronica	Instructional Coach
Aronson, Michael	Principal
Villanueva, Oscar	Assistant Principal
Bryant, Shaneka	Instructional Coach
Mullins, Janay	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The High School Leadership Team is comprised of school administration, instructional coaches, ESE coordinator, counselors, and the learning team facilitator. Additionally, Subject Area experts will be invited to join the team based on the specific area or challenge being addressed. Each member of the School Leadership Team seeks to build the collective capacity of collaborative teams of teachers by:

- *Assisting the principal in making decisions to govern the school (shared decision making)
- *Ensures a focus on learning and continuous improvement
- *Guides the work of the collaborative teams
- *Supports and monitors the work of the collaborative teams
- *Serves as the steward of the school's mission, vision, and core values
- * Monitors achievement, climate and satisfaction data to assure that the learning

environment is producing results consistent with the school's stated goals

*Identifies gaps in performance or processes and plans for their improvement

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

web), FSA (Florida State Assessment) and SRI to meet with subject area team leaders to identify, analyze and address specific subject area needs. The Leadership team seeks to build the collective capacity of collaborative teams of by:

*Assisting the administrative team in decision making governing the school's mission and vision statement (shared decision making)

*Maintain, support and monitor with a focus on learning and continuous improvement

*Facilitates, supports and monitors the work of the collaborative teams

*Serves as the steward of the school's mission, vision, and core values

*Monitor school climate, student achievement data that is consistent with school's stated goals

*Identifies gaps in achievement performance, assessment/standards alignment to develop action plans to address those areas through instruction.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school integrates several initiatives such as SwPBS, RTI, AVID, multicultural awareness programs and antibullying campaigns to foster a safe environment for students and cultivate an appreciation for diversity.

SwPBS-ANTIBULLYING- MULTICULTURAL AWARENESS:

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

RTI:

The SBT Problem Solving Model conducts bi-monthly meetings based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). Tier 2 or Tier 3 interventions will be determined based on data analysis and outcome of intervention strategies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (ie. teacher and/or guidance counselor) and report back on all data collected for further discussion at future meetings.

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

AVID:

Services are provided to ensure students requiring additional remediation are assisted through after-school and Saturday tutorials or summer school. The school purchases coaches, a consultant and a learning team facilitator to assist with professional development and instructional support, as well as, professional development in IB, AVID and READ 180. Materials are provided to teachers and students with the purpose of enhancing student learning gains and increasing literacy throughout the

school and in the community. Title I Funds are also used to encourage and increase parental involvement in the school and academic school functions.

Title I Part A- Pahokee Middle High School has been awarded 246,536.00 in Title I Funds for the 2015 school year. These funds will be used to employ two Math coaches, Guidance Counselor, HQ reading tutors, HQ math tutors, CLF (part-time In-Systems) and a paraprofessional. Title I Part A also funds Family Involvement supplies and activities, classroom supplies, professional development supplies, refreshments for Parent Involvement trainings, postage for Parent Involvement mailing and supplies for on-going professional development,

Title I Part D- The Guidance Counselor staff mentors students transitioning back from alternative settings to Pahokee Middle High School and adjudicated programs. The mentor has chats and provide opportunities for students to conference with them.

Title II- Professional development opportunities facilitated through the District are provided by Title II Funds.

Violence Prevention Programs- Pahokee Middle High School has implemented a Single School Culture to promote appreciation of multicultural diversity through planned activities.

Nutrition Program- Pahokee Middle High School provides nutritious meals and food choices for our students and staff.

Adult Education- Pahokee Middle High School partners with Adult Ed. to provide Credit Recovery and College courses.

Career and Technical Education- A planning period is allocated for ----- to plan and coordinate career academies all of which leading to industry certification.

Title X- Migrant program partners with Migrant Education Harvest of Hope to track and provide services for migrant students.

We have the following business partners:-----

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Gregory Maxwell	Teacher
Dieane L. Walker	Business/Community
Perdy San	Teacher
Adrian Ocampo	Principal
Michael Aronson	Principal
Catherine Hernandez	Teacher
Herbert Crawford	Parent
Jean Lansiquout	Parent
Sanquetta Cowan	Parent
Sharonda Crawford	Parent
Tiffany Crawford	Parent
Alan Blankenship	Education Support Employee
William Rubin	Teacher
Syria Frost	Business/Community
Cynthia Guerra	Education Support Employee
Josie Hernandez	Parent
Stephanie Lopez	Student
Ayde Rosales	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2014 School Improvement Plan was presented to SAC members in the September meeting and the members of the SAC concurred with the school's goals and instructional direction. The SAC was provided with opportunities to make recommendations based on current for 2015 School Improvement Plan.

Development of this school improvement plan

The school site team constructs the SIP based current and past data and the needs of the students and share the plan with the SAC for approval. If any changes need to be made, the school's administration presents the changes to the SAC in the next scheduled meeting. The 2014 SIP was reviewed by the SAC and after recommendations the 2015 SIP was developed. The 2015 SIP plan was approved by SAC in October.

Preparation of the school's annual budget and plan

The School Improvement Plan is presented to SAC with a budget and reasons for expected expenses based on instructional strategies. SAC also included SAC funds for the needs of the school.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school allocated funds for three budgets:
IB Consultant (William Stroud) \$3000

Reading teachers training \$2000
Read 180 \$5000

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

In the August meeting SAC compliance measures were discussed and will be reviewed prior to accepting nominations for open SAC positions during September's meeting.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ocampo, Adrian	Principal
Johnson, Tara	Other
San, Perdy	Other
Dnnard, Dwayne	Assistant Principal
Aronson, Michael	Principal
Bryant, Shaneka	Instructional Coach
Cooper-Dunbar, Leslie	Administrative Support
Shaw, Veronica	Instructional Coach
Finney, Joann	Other

Duties

Describe how the LLT promotes literacy within the school

The Middle School has two major initiatives this school year. First, all students will participate in a school-wide book club facilitated during DEAR time. Second, all students will read and write across the curriculum infusing AVID strategies.

The High School has two major initiatives this school year. First, all students in intensive reading will participate in Literature Circles. This will provide students with an opportunity for tremendous growth by allowing them to independently apply the skills and strategies learned throughout the year while engaging in authentic reading.

The second initiative is the infusion of reading and writing across the curriculum with AVID strategies such as Socratic Seminar and Philosophical Chair as the springboard. We will continue the school-wide implementation of Reading Plus. Various Incentives will be given to students who use the program with fidelity.

Pahokee Middle High School will meet monthly to assess progress towards accomplishing identified goals. The LLT will promote and support literacy through coaching, modeling and by providing resources for instructional staff and students. Through ongoing professional development, PMHS Literacy Leadership Team (LLT) will work diligently to ensure that the following components are central to teaching and learning:

1. Complex text
2. Text-Dependent questions

3. Close reading
4. Extensive research and writing

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Learning Team Meetings are utilized for teachers to meet collaboratively on a weekly basis to discuss academic instructional strategies, data, assessments, on-going progress monitoring and planning. Common planning allows teachers to collaborate, implementation of instructional strategies, analyze and reflect on instructional practices.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- Administration attends job fairs and work with District personnel to find highly qualified teachers.
- Professional Development such as CHAMPS, MYP/IB and AVID for all teachers is provided by the District, school, academic coaches, and LTF.
- Regular meetings of new teachers with principal, assistant principals, academic coaches, mentors, and department chairs.
- Partnering new teachers with successful veteran teachers.
- Providing all teachers with the opportunity to participate in a professional learning community.
- All teachers receive a Glades Supplement and extra curricular supplements are available.
- All teachers will be provided with a safe and secure working environment.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with mentor teachers, to assist with the transition process. Teachers will be doing a book study on "The First Days of School" by Harry Wong to develop strong classroom management skills and lesson development and delivery. New teachers will also participate in an ongoing bi-weekly discussion group with a focus on lesson development, classroom management, building classroom cultures and an understanding of the students we serve.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

School-based Team meetings are held monthly to implement TIER I, TIER II or TIER III interventions based on: (1) Assessment of the student(s) and the barriers blocking their success (2) Identify research-based interventions and (3) Evaluation of the Response To Intervention (RTI) process.

The school ensures every teacher contributes to literacy improvement of every student by: Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

-Utilized a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

- scheduled an uninterrupted 90 minute reading block (ms)
 - non-proficient students scheduled with a 60 minute reading period (hs)
 - Level 1 non-proficient students schedule with a double 60 minute reading period (hs)
- Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
 - Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
 - Administering assessments which measure instructed standards
 - Monitoring progress at the class and grade level during Learning Team Meetings
 - Common planning for ELA, Reading, and Math has been incorporated into the Master Board
 - Conducting data chats with students
 - Creating units of study based on current data
 - Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
 - Students receiving inclusion services for ESE/ELL

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding LTM's on a set schedule to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
- Creating a schedule with an uninterrupted 90 minute reading block (MS only)
- non-proficient students scheduled with a 60 minute reading period (hs)
- Level 1 non-proficient students schedule with a double 60 minute reading period (hs)
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving inclusion services for ESE/ELL
- Providing Process and Strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 26,520

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

High School students meet from 3 until 4 Monday - Thursday. Tutoring will be provided in all tests subjects including EOCs, FSA, SAT and ACT. (December - April)

Strategy Rationale

To increase student performance, close achievement gaps and provide opportunities for enrichment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Shaw, Veronica, veronica.shaw@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities (Learning Team Meetings and Common Planning) that meet both informally and formally on a regular schedule. Collaboration occurs within grade levels, across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning and promotion such as the 6.5/7.5/8.5 compass credit recovery, Summer Academy for incoming 6th grade students. The fore mentioned programs allows teachers and students to develop and become acclimated with upcoming learning opportunities at the secondary level.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance Counselors conducts individual student conferences. Throughout the year, students can meet with their guidance counselor to discuss their progress and ensure they are on a continued path of success.

Guidance services working with schools to inform and support students and parents in graduation and college readiness.

Each student engages in career exploration by participating in the E-PEP in 9th grade and a 9th and 10th grade transitional Career Survey.

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. This relevance transfers into conscious efforts to master skills that will be necessary for students to secure a position in their chosen interest areas.

The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Air Force Junior ROTC/ Aerospace Science
Early Childhood Teacher Education
International Baccalaureate Diploma Programme
Medical Sciences - Pre-Medicine (Workforce) (In-House)
Spanish Dual Language (In-House)
Information Technology

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Specific programs such as Medical Sciences, Information Technology, and Early Childhood Education are organized as programs of study attached to industry certifications.

Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

- * School based team review with (as needed) assistance being provided to identified students
- * Counselors conduct classroom guidance and individual counseling sessions with students
- * Meetings held with parents to explain their role in assisting students with being ready for college

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will increase student proficiency on the annual State-wide Assessments through the use of Reader's Workshop, Read 180, System 44, Reading Plus and AVID strategies (ie. Cornell note-taking, Philosophical Chair, Socratic Seminar, and interactive Science & Social Studies notebooks).
- G2.** Teachers will meet during Common Planning to develop lessons for small group/differentiated instruction infusing the Gradual Release of Responsibility Model.
- G3.** Teachers will deliver rigorous instruction and assessments that are aligned to Florida State Standards and IB Standards.
- G4.** Parent participation through the communication resources (ie. Curriculum nights, Parentlink, data chats/conferences, newsletter, newspaper, marquee, etc.) will increase parent involvement that will impact student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will increase student proficiency on the annual State-wide Assessments through the use of Reader's Workshop, Read 180, System 44, Reading Plus and AVID strategies (ie. Cornell note-taking, Philosophical Chair, Socratic Seminar, and interactive Science & Social Studies notebooks). 1a

G039653

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	100.0
4-Year Grad Rate (Standard Diploma)	80.0

Resources Available to Support the Goal 2

- AVID Site Team
- AVID Libraries
- Summer Institutes training
- professional development opportunities
- funding

Targeted Barriers to Achieving the Goal 3

- Implementation with fidelity

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs, common assessment data, student work samples and review teacher reflections on Reader's Workshop, Read 180 and AVID strategies

Person Responsible

Michael Aronson

Schedule

Biweekly, from 10/3/2014 to 6/5/2015

Evidence of Completion

*Collect completed student Cornell notes *observation checklist *feedback forms *SRI scores

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs, common assessment data, student work samples and review teacher reflections on AVID strategies and Reading Plus.

Person Responsible

Adrian Ocampo

Schedule

Biweekly, from 10/3/2014 to 6/5/2015

Evidence of Completion

*Collect completed student Cornell notes *observation checklist *feedback forms *SRI Scores
 *FAIR Data

G2. Teachers will meet during Common Planning to develop lessons for small group/differentiated instruction infusing the Gradual Release of Responsibility Model. 1a

G039652

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0
Bio I EOC Pass	60.0
ELA/Reading Gains	56.0
Math Gains	57.0
Algebra I EOC Pass Rate	36.0
Geometry EOC Pass Rate	28.0

Resources Available to Support the Goal 2

- Certified teachers
- Common Planning
- State, District & Area Support
- Materials

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Student common assessments, diagnostic tests and performance matters assessments

Person Responsible

Adrian Ocampo

Schedule

Biweekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Teacher sign in sheets, student portfolios, assessment analysis and teacher data binders

Plan to Monitor Progress Toward G2. 8

Student common assessments, diagnostic tests and performance matters assessments

Person Responsible

Michael Aronson

Schedule

Biweekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Teacher sign in sheets, student portfolios, assessment analysis and teacher data binders

G3. Teachers will deliver rigorous instruction and assessments that are aligned to Florida State Standards and IB Standards. 1a

G039038

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	57.0
ELA/Reading Lowest 25% Gains	63.0

Resources Available to Support the Goal 2

- Magnet Coordinators (Middle & High)
- Trained Administration
- Trained Staff

Targeted Barriers to Achieving the Goal 3

- Teachers lack the understanding of complexity level and higher order questioning
- Students lack foundational skills in reading and math

Plan to Monitor Progress Toward G3. 8

Fall and Winter Diagnostics, common assessments, teacher made assessment, SRI, FAIR and Performance Matters assessment data

Person Responsible

Michael Aronson

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

assessment data from multiple sources (Diagnostic, common assessments, etc.)

Plan to Monitor Progress Toward G3. 8

Fall and Winter Diagnostics, common assessments, teacher made assessment, SRI, FAIR and Performance Matters assessment data

Person Responsible

Adrian Ocampo

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

assessment data from multiple sources (Diagnostic, common assessments, etc.)

G4. Parent participation through the communication resources (ie. Curriculum nights, Parentlink, data chats/conferences, newsletter, newspaper, marquee, etc.) will increase parent involvement that will impact student achievement. 1a

G038948

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	81.0

Resources Available to Support the Goal 2

- 9-12 We have a new parent liaison who is working diligently to get information out to the parents.
- Parentlink
- SUN advertising
- Teacher and parent relationships

Targeted Barriers to Achieving the Goal 3

- Dissemination of information to parents is not consistent
- Motivating parents to attend trainings/curriculum nights

Plan to Monitor Progress Toward G4. 8

sign-in sheets and evaluation forms

Person Responsible

Camella Slydell

Schedule

Monthly, from 9/18/2014 to 6/3/2015

Evidence of Completion

Sign in sheets and evaluations

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will increase student proficiency on the annual State-wide Assessments through the use of Reader's Workshop, Read 180, System 44, Reading Plus and AVID strategies (ie. Cornell note-taking, Philosophical Chair, Socratic Seminar, and interactive Science & Social Studies notebooks). **1**

 G039653

G1.B1 Implementation with fidelity **2**

 B099502

G1.B1.S1 Provide school leadership team opportunities to utilize the coaching cycle with teachers on the learning continuum using Reader's Workshop, Read 180, System 44, Reading Plus and AVID strategies.

4

 S110819

Strategy Rationale

Teachers need to be provided with differentiated professional development support in order to implement Reader's Workshop, Read 180, System 44, Reading Plus and AVID strategies with fidelity.

Action Step 1 **5**

Professional development will be provided through conferences, Summer Institute and LTM's on the following AVID strategies: Cornell Notes, Philosophical Chair, and Socratic Seminar (HS)

Person Responsible

Tara Johnson

Schedule

Monthly, from 7/6/2014 to 2/19/2015

Evidence of Completion

Lesson plans that are inclusive of AVID strategies and teacher reflection/ feedback forms

Action Step 2 5

Professional development will be provided through conferences, Summer Institute and LTM's on Reader's Workshop, Read 180, System 44 and AVID strategies(ie. Cornell Notes, Philosophical Chair, and Socratic Seminar) (MS)

Person Responsible

Leslie Cooper-Dunbar

Schedule

Monthly, from 7/6/2014 to 2/19/2015

Evidence of Completion

Sign-in sheets, agenda, lesson plans

Action Step 3 5

AVID teachers will attend Summer Institute and present to AVID strategies (ie. Cornell note-taking, Socratic Seminar and Philosophical Chairs) to staff. (MS)

Person Responsible

Joann Finney

Schedule

Monthly, from 10/9/2014 to 12/1/2014

Evidence of Completion

Agendas, sign-in sheets, work samples, interactive notebooks, Cornell notes and lesson plans

Action Step 4 5

Reading teachers will receive Reader's Workshop, Reading Plus and System 44 training and implement rotations into daily lessons. (MS)

Person Responsible

Veronica Shaw

Schedule

On 12/19/2014

Evidence of Completion

Sign-in sheets, agendas, lesson plans and student usage report

Action Step 5 5

AVID teachers will attend Summer Institute and present AVID strategies (ie. Cornell note-taking, Socratic Seminar and Philosophical Chairs) to staff. (HS)

Person Responsible

Dwayne Dnnard

Schedule

Biweekly, from 10/20/2014 to 12/19/2014

Evidence of Completion

Agendas, sign-in sheets, work samples, Cornell notes and lesson plans

Action Step 6 5

Reading teachers will include Reading Plus as a component of the Rotational Model (HS)

Person Responsible

Shaneka Bryant

Schedule

Daily, from 10/20/2014 to 5/29/2015

Evidence of Completion

lesson plans and student usage report

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations will be conducted to ensure that teachers are implementing AVID strategies with fidelity.

Person Responsible

Shaneka Bryant

Schedule

Weekly, from 10/20/2014 to 6/3/2015

Evidence of Completion

(teacher evidence) Observation checklist (student evidence) students being able to explain the strategies and how they are used..

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations and learning walks will be conducted to ensure the teachers are properly implementing Reader's Workshop, System 44, Read 180 and AVID strategies with fidelity.

Person Responsible

Joann Finney

Schedule

Weekly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Observation checklist (teacher evidence) Students being able to explain the strategies and how they are used. (student evidence)

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Leadership Team will meet monthly to discuss Reading Plus and AVID implementation.

Person Responsible

Adrian Ocampo

Schedule

Monthly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Observation checklists and student samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Leadership Team will meet monthly to discuss Reader's Workshop, System 44, Read 180 and AVID implementation.

Person Responsible

Michael Aronson


Schedule

Monthly, from 8/7/2014 to 6/3/2015

Evidence of Completion

observation checklist, student samples, usage reports and teacher needs assessment

G1.B1.S2 Provide teachers with opportunities to engage in learning walks to observe Reader's Workshop, Read 180, System 44, Reading Plus and AVID model classrooms **4**

 S110826

Strategy Rationale

Teachers will gain hands on practicum, peer to peer collaboration and support that will result in teacher reflections as it relates to Reader's Workshop, Read 180, System 44, Reading Plus and AVID strategies.

Action Step 1 **5**

For support with the implementation of AVID strategies model classrooms will be selected. (HS)

Person Responsible

Dwayne Dnnard

Schedule

On 10/24/2014

Evidence of Completion

A list comprised of at least 1 model classroom from each grade level (9-11)

Action Step 2 **5**

Model classrooms will be created to support the implementation of Reader's Workshop, Read 180, System 44 and AVID strategies. (MS)

Person Responsible

Camella Slydell

Schedule

On 11/17/2014

Evidence of Completion

A list comprised of at least 1 model classroom from each grade level (6-8)

Action Step 3 5

Coaches will support teachers in the development of model classrooms utilizing AVID strategies. (HS)

Person Responsible

Tara Johnson

Schedule

Biweekly, from 10/20/2014 to 11/20/2014

Evidence of Completion

Coaches Support Schedule to reflect model classroom development support, Teacher Feedback, Classroom Walkthroughs

Action Step 4 5

Coaches will support teachers in the development of model classrooms utilizing Reader's Workshop, Read 180, System 44 and AVID strategies. (MS)

Person Responsible

Camella Slydell

Schedule

Weekly, from 10/9/2014 to 10/31/2014

Evidence of Completion

Coaches Support Schedule to reflect model classroom development support, Teacher Feedback, Classroom Walkthroughs

Action Step 5 5

A 'Learning Walk' schedule will be created and utilized. (HS)

Person Responsible

Tara Johnson

Schedule

On 10/31/2014

Evidence of Completion

A paper/digital schedule that can be shared with teachers and administration

Action Step 6 5

A 'Learning Walk' schedule will be created and utilized. (MS)

Person Responsible

Leslie Cooper-Dunbar

Schedule

On 10/31/2014

Evidence of Completion

A paper/digital schedule that can be shared with teachers and administration

Action Step 7 5

Conduct Learning Walks through Model AVID classrooms to develop teachers in improving and enhancing AVID Strategies within their classrooms. (HS)

Person Responsible

Dwayne Dnnard

Schedule

Weekly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Learning Walks feedback forms

Action Step 8 5

Conduct Learning Walks through Model Reader's Workshop, Read 180, System 44 and AVID classrooms to develop teachers in improving and enhancing strategies within their classrooms. (MS)

Person Responsible

Camella Slydell

Schedule

Monthly, from 11/3/2014 to 12/19/2014

Evidence of Completion

Learning Walks feedback forms

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Learning Walks are taking place on a regular basis.

Person Responsible

Adrian Ocampo

Schedule

Monthly, from 11/3/2014 to 5/29/2015

Evidence of Completion

The list of model classrooms and the "Learning Walk" schedule will be collected and reviewed.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Learning Walks are taking place on a regular basis.

Person Responsible

Michael Aronson

Schedule

On 5/29/2015

Evidence of Completion

The list of model classrooms and the "Learning Walk" schedule will be collected and reviewed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teacher feedback/reflection form (HS)

Person Responsible

Tara Johnson

Schedule

Monthly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Completed teacher feedback/reflection forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teacher feedback/reflection form (MS)

Person Responsible

Leslie Cooper-Dunbar

Schedule

Monthly, from 11/3/2014 to 5/29/2015


Evidence of Completion

Completed teacher feedback/reflection forms


G2. Teachers will meet during Common Planning to develop lessons for small group/differentiated instruction infusing the Gradual Release of Responsibility Model. 1

 G039652

G2.B4 Teachers struggle utilizing data to make instructional decisions and differentiate instruction to all levels of student achievement. 2

 B099614

G2.B4.S1 Professional Learning Communities (LTM, Common Planning & Dept. meetings) will meet weekly. 4

 S110904

Strategy Rationale

Teachers will be able to collaborate, collect and analyze data to identify instructional strategies to meet student specific needs.

Action Step 1 5

Analyze data and trends to identify strengths and weaknesses. (HS)

Person Responsible

Tara Johnson

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Agendas Data binder

Action Step 2 5

Formulate strategies and identify best practices utilizing the data to meet the diverse needs of learners. (HS)

Person Responsible

Tara Johnson

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Agendas Data Binder Student Grouping Form Lesson Plans

Action Step 3 5

Use the strategies and best practices identified during LTM to effectively design lessons during common planning to differentiate instruction (HS)

Person Responsible

Dwayne Dnnard

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson Plans Classroom Walkthroughs Data Notebooks Common Planning Agendas Sign-in sheets

Action Step 4 5

Analyze data and trends to identify strengths and weaknesses. (MS)

Person Responsible

Leslie Cooper-Dunbar

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Agendas Data binder

Action Step 5 5

Formulate strategies and identify best practices utilizing the data to meet the diverse needs of learners. (MS)

Person Responsible

Leslie Cooper-Dunbar

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Agendas Data Binder Student Grouping Form Lesson Plans

Action Step 6 5

Use the strategies and best practices identified during LTM to effectively design lessons during common planning to differentiate instruction. (MS)

Person Responsible

Camella Slydell

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson Plans Classroom Walkthroughs Data Notebooks Common Planning Agendas Sign-in sheets

Action Step 7 5

Grade 8 Science and grade 7 Social Studies teachers will shadow subject area/grade level teacher at sister school (Wellington Landings).

Person Responsible

Michael Aronson

Schedule

On 10/31/2014

Evidence of Completion

TDE Site summary

Action Step 8 5

Grade 8 Science and grade 7 Social Studies teachers will maintain effective relationship with subject area/grade level at sister school (Wellington).

Person Responsible

Camella Slydell

Schedule

Monthly, from 10/1/2014 to 12/19/2014

Evidence of Completion

Lesson plans Common Planning agendas

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Teachers will attend weekly LTM meetings and correlate board configuration with unit/lesson plans.

Person Responsible

Michael Aronson

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Classroom walkthroughs and observations Student work samples/mini-assessments

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Teachers will attend weekly LTM meetings and correlate board configuration with unit/lesson plans.

Person Responsible

Adrian Ocampo

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Classroom walkthroughs and observations Student work samples/mini-assessments

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Student will take common assessment bi-weekly.

Person Responsible

Leslie Cooper-Dunbar

Schedule

Biweekly, from 9/30/2014 to 6/3/2015

Evidence of Completion

Multiple student assessments data will be analyzed and graphed for progress monitoring.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Student will take common assessment bi-weekly.

Person Responsible

Tara Johnson


Schedule

Biweekly, from 9/30/2014 to 6/3/2015

Evidence of Completion

Multiple student assessments data will be analyzed and graphed for progress monitoring.

G2.B4.S2 Leadership team will model and conduct data chats in the following: *admin to teachers
*teachers to students/parents *students to parents. 4

 S110905

Strategy Rationale

Teachers, parents and students will develop an understanding of data and relevance to classroom instruction and student achievement.

Action Step 1 5

Leadership team will use Diagnostic results, Performance Matters and SAL-P, FAIR and SRI data to conduct data chats with staff. (MS)

Person Responsible

Leslie Cooper-Dunbar

Schedule

Biweekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

PDD/LTM Agendas

Action Step 2 5

Leadership team will use Diagnostic results, Performance Matters and SAL-P, FAIR and SRI data to conduct data chats with staff. (HS)

Person Responsible

Tara Johnson

Schedule

Monthly, from 10/20/2014 to 6/3/2015

Evidence of Completion

PDD/LTM Agendas

Action Step 3 5

Administration will model for leadership team and teachers how to conduct data chats with students and parents using SAL-P, FAIR and SRI data. (MS)

Person Responsible

Leslie Cooper-Dunbar

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

List of teachers needing support Teacher feedback after support is provided letters inviting parents, scheduled parent conferences & sign-in sheets, conference notes for both parent and student data

Action Step 4 5

Administration will model for leadership team and teachers how to conduct data chats with students and parents using SAL-P, FAIR and SRI data. (HS)

Person Responsible

Tara Johnson

Schedule

Biweekly, from 10/20/2014 to 6/3/2015

Evidence of Completion

List of teachers needing support Teacher feedback after support is provided letters inviting parents, scheduled parent conferences & sign-in sheets, conference notes for both parent and student data

Action Step 5 5

Individualized support will be provided to teachers in determining specific discussion points when conducting data chats. (MS)

Person Responsible

Leslie Cooper-Dunbar

Schedule

Biweekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Conference Notes, Sign-In Sheets, Data Sources that have been analyzed, teacher feedback

Action Step 6 5

Individualized support will be provided to teachers in determining specific discussion points when conducting data chats. (HS)

Person Responsible

Tara Johnson

Schedule

On 6/3/2015

Evidence of Completion

Conference Notes, Sign-In Sheets, Data Sources that have been analyzed, teacher feedback

Action Step 7 5

Teachers will use Diagnostic results, FAIR, SAL-P, Performance Matters and Unit Assessments to conduct data chats with parents.(MS)

Person Responsible

Camella Slydell

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Parent conference notes

Action Step 8 5

Teachers will use Diagnostic results, FAIR, Performance Matters, Unit Assessments and SAL-P data to conduct data chats with students.(MS)

Person Responsible

Leslie Cooper-Dunbar

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student Portfolios Data Binders

Action Step 9 5

Teachers will use Diagnostic results, FAIR, Performance Matters, and SAL-P data to conduct data chats with students.(HS)

Person Responsible

Tara Johnson

Schedule

On 5/29/2015

Evidence of Completion

Student Portfolios Data Binders

Action Step 10 5

Coach will provide individualized support for teachers by modeling lessons, provide feedback after observing lessons, and collaborate in lesson planning. (HS)

Person Responsible

Shaneka Bryant

Schedule

Weekly, from 9/1/2014 to 6/3/2016

Evidence of Completion

Coach's schedule, notes from observations and lesson planning

Action Step 11 5

Coach will provide individualized support for teachers by modeling lessons, provide feedback after observing lessons, and collaborate in lesson planning. (HS)

Person Responsible

Janay Mullins

Schedule

Biweekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Coach's schedule, notes from observations and lesson planning

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Administration will schedule monthly meetings with staff, parents and students to discuss assessment results.

Person Responsible

Michael Aronson

Schedule

On 6/3/2015

Evidence of Completion

meeting agendas student progress monitoring form

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Teachers and parents will complete evaluations after each meeting.

Person Responsible

Leslie Cooper-Dunbar

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Evaluation forms

G2.B5 Classroom size 2

B101055

G2.B5.S1 Specific classes will be targeted for the lowest 25% in reading and math reducing the class size with a maximum of 13-14 students per group. 4

S112282

Strategy Rationale

To increase student proficiency by providing a smaller class setting

Action Step 1 5

Students in the lowest 25% will be Identified and grouped according to developmental score then strategically placed in a small intensive reading class. (Middle School Reading)

Person Responsible

Veronica Shaw

Schedule

Annually, from 8/18/2014 to 6/3/2015

Evidence of Completion

class list, common assessments, diagnostics and data chats

Action Step 2 5

Students in the lowest 25% will be identified and grouped according to developmental score then strategically placed in a small intensive math class. (Middle School Math)

Person Responsible

Fannie Hart

Schedule

Annually, from 8/18/2014 to 6/3/2015

Evidence of Completion

class list, common assessments, diagnostics and data chats

Action Step 3 5

The Masterboard will be created so that additional teacher support (if needed) will be provided to the students in the lowest 25%. (MS)

Person Responsible

Camella Slydell

Schedule

On 6/3/2015

Evidence of Completion

Masterboard and class rosters

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Walkthroughs and teacher discussions

Person Responsible

Fannie Hart

Schedule

Biweekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Item analysis and assessment analysis

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Walkthroughs and teacher discussions

Person Responsible

Veronica Shaw

Schedule

Biweekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Item analysis and assessment analysis

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

On-going data chats and teacher discussions

Person Responsible

Michael Aronson

Schedule

Monthly, from 8/25/2014 to 6/3/2015


Evidence of Completion

item analysis and assessment analysis


G3. Teachers will deliver rigorous instruction and assessments that are aligned to Florida State Standards and IB Standards. 1

 G039038

G3.B3 Teachers lack the understanding of complexity level and higher order questioning 2

 B100140

G3.B3.S1 Provide training on complexity level and higher order questioning 4

 S111587

Strategy Rationale

To increase teacher knowledge of higher order questioning to align with classroom instruction

Action Step 1 5

Explicit training for higher order questioning will be provided.

Person Responsible

Veronica Shaw

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Teachers will submit copies of lesson plans and needs assessment.

Action Step 2 5

Develop examples of complexity level 2 and level 3 questions in reading, and math in LTMs and Common Planning Sessions.

Person Responsible

Leslie Cooper-Dunbar

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Agendas, Sign In Sheets, Lesson Plans, Classroom Walkthrough observation sheets

Action Step 3 5

Develop examples of moderate and high complexity questions along with the inclusion of accountable talk stems in reading, language arts, math, and social studies during LTMs and Common Planning Sessions.

Person Responsible

Tara Johnson

Schedule

On 5/29/2015

Evidence of Completion

Agendas, Sign In Sheets, Lesson Plans, Classroom Walkthrough observation sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Classroom walkthroughs, lesson plan check, unit checks and assessments

Person Responsible

Michael Aronson

Schedule

Biweekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

iObservations and teacher pre/post conference(s)

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Classroom walkthroughs, lesson plan check, unit checks and assessments

Person Responsible

Adrian Ocampo

Schedule

Biweekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

iObservations and teacher pre/post conference(s)

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Continuous professional learning communities and LTM; data analysis

Person Responsible

Leslie Cooper-Dunbar

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Student samples, lesson plans, teacher made assessment and conference notes

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Continuous professional learning communities and LTM; data analysis

Person Responsible

Tara Johnson

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Student samples, lesson plans, teacher made assessment and conference notes

G3.B4 Students lack foundational skills in reading and math **2**

 B102458

G3.B4.S1 Afterschool and Saturday tutorial for reading, math and science **4**

 S113610

Strategy Rationale

To increase students' foundational skills and/or concepts

Action Step 1 **5**

Afterschool tutorial (Monday-Thursday) and Saturday tutorial to students will be provided to students in reading, math and science. (MS)

Person Responsible

Camella Slydell

Schedule

Weekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

student sign-in sheets and teacher time sheets

Action Step 2 **5**

Afterschool Tutorial (Monday-Thursday) will be provided to students. (HS)

Person Responsible

Dwayne Dnnard

Schedule

Weekly, from 1/12/2015 to 6/3/2015

Evidence of Completion

student sign-in sheets and teacher time sheets

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Lesson plans will be reviewed and collected (MS)

Person Responsible

Camella Slydell

Schedule

Biweekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Mini-assessments and student sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Lesson plans will be reviewed and collected (HS)

Person Responsible

Dwayne Dnnard

Schedule

Biweekly, from 1/12/2015 to 6/3/2015

Evidence of Completion

Mini-assessments and student sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Teachers will administer pre/post test (MS)

Person Responsible

Camella Slydell

Schedule

Monthly, from 9/26/2014 to 6/3/2015

Evidence of Completion

Pre/post test data will be reviewed

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Teachers will administer pre/post test (HS)

Person Responsible

Dwayne Dnnard

Schedule


Monthly, from 1/12/2015 to 6/3/2015

Evidence of Completion

Pre/post test data will be reviewed

G3.B4.S2 Differentiated and individualized reading instruction utilizing System 44 of Read 180 program

4

 S126616

Strategy Rationale

To increase students' foundational reading skills and/or concepts

Action Step 1 5

Sections of System 44 IR Instruction will be added to the Masterboard. (MS)

Person Responsible

Michael Aronson

Schedule

On 9/19/2014

Evidence of Completion

Masterboard correlates with TERMS

Action Step 2 5

According to SPI (Scholastic Phonic Inventory)/SRI (Scholastic Reading Inventory), students that will receive SYS 44 instruction will be selected. (MS)

Person Responsible

Camella Slydell

Schedule

On 9/19/2014

Evidence of Completion

SRI score SPI score

Action Step 3 5

System 44 IR Instruction will be integrated into classrooms. (MS)

Person Responsible

Michael Aronson

Schedule

On 9/19/2014

Evidence of Completion

Classroom environment setup Computer component of SYS 44 Group rotations

Action Step 4 5

Professional development will be provided to teachers implementing System 44 in daily classroom instruction. (MS)

Person Responsible

Leslie Cooper-Dunbar

Schedule

On 10/20/2014

Evidence of Completion

Sign-in sheets Pre/post evaluation

Action Step 5 5

Learning team walks will be utilized ensure implementation fidelity and provide support as needed. (MS)

Person Responsible

Schedule

Monthly, from 10/27/2014 to 6/3/2015

Evidence of Completion

Observation checklist SRI score SPI score

Action Step 6 5

(HS) Provide individualized and small group instruction for students below grade level.

Person Responsible

Dwayne Dnnard

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Schedule of the para and student attendance sheets

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Classroom walkthroughs and observations will be conducted to ensure that teachers are implementing System 44 with fidelity. (MS)

Person Responsible

Veronica Shaw

Schedule

Weekly, from 10/27/2014 to 6/3/2015

Evidence of Completion

informal walkthrough checklist Observation checklis

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Students will take formal/informal assessments. (MS)

Person Responsible

Michael Aronson


Schedule

Quarterly, from 12/15/2014 to 5/29/2015


Evidence of Completion

SRI scores SPI scores Performance Assessments

G4. Parent participation through the communication resources (ie. Curriculum nights, Parentlink, data chats/conferences, newsletter, newspaper, marquee, etc.) will increase parent involvement that will impact student achievement. 1

 G038948

G4.B2 Dissemination of information to parents is not consistent 2

 B102527

G4.B2.S1 (MS & HS) Information will be mailed home, newsletters will be sent home by students, to provide parents with information related to parent trainings, school events, and graduation requirements.

4

 S113793

Strategy Rationale

Parents will be provided with printed information to increase parental awareness and involvement.

Action Step 1 5

(MS & HS) Parents will receive information related to school events (trainings, functions, coaching for parents) in various ways to increase parent participation in school events.

Person Responsible

Camella Slydell

Schedule

Monthly, from 9/18/2014 to 6/3/2015

Evidence of Completion

postage receipts, flyers or newsletters, guidance counselor parent log & student schedules

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

parent sign-in sheets

Person Responsible

Camella Slydell

Schedule

On 6/3/2015

Evidence of Completion

parent sign-in sheets, acknowledgement of email submission

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Parental feedback using evaluation/needs assessment form

Person Responsible

Camella Slydell


Schedule

Monthly, from 9/18/2014 to 6/3/2015


Evidence of Completion

Evaluation forms and parent sign-in sheets

G4.B3 Motivating parents to attend trainings/curriculum nights **2**

 B102528

G4.B3.S1 Provide parents with materials during parent trainings (including refreshments) to increase parent participation. **4**

 S113807

Strategy Rationale

To motivate parents to attend curriculum night, parent training and/or parent workshops

Action Step 1 **5**

The faculty/staff will prepare dinner or refreshments for parents that attend curriculum nights, parent training and/or parent workshops.

Person Responsible

Perdy San

Schedule

Monthly, from 9/9/2014 to 6/3/2015

Evidence of Completion

Parent sign-in sheets, agenda, handouts and evaluation forms

Action Step 2 **5**

Guidance Counselor(s) will meet with parents for post secondary education transitioning and options

Person Responsible

Dwayne Dnnard

Schedule

Semiannually, from 12/15/2014 to 6/3/2015

Evidence of Completion

College application receipts, sign-in sheets and FAFSA pin

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Parent sign-in sheets and agendas will be collected for each training sessions.

Person Responsible

Camella Slydell

Schedule

Monthly, from 9/18/2014 to 6/3/2015

Evidence of Completion

Parent sign-in sheets, agendas and training samples

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Parent sign-in sheets and agendas will be collected for each training sessions.

Person Responsible

Perdy San

Schedule

Monthly, from 9/9/2014 to 6/3/2015

Evidence of Completion

Parent sign-in sheets, agendas and training samples

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Evaluations and parent sign-in sheets will be analyzed for improvement.

Person Responsible

Camella Slydell

Schedule

Monthly, from 9/18/2014 to 6/3/2015

Evidence of Completion

The evaluation forms and sign-in sheets with parental attendance increasing.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Evaluations and parent sign-in sheets will be analyzed for improvement.

Person Responsible

Perdy San

Schedule

Monthly, from 9/9/2014 to 6/3/2015

Evidence of Completion

The evaluation forms and sign-in sheets with parental attendance increasing.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A1	Analyze data and trends to identify strengths and weaknesses. (HS)	Johnson, Tara	9/1/2014	Agendas Data binder	5/29/2015 weekly
G3.B3.S1.A1	Explicit training for higher order questioning will be provided.	Shaw, Veronica	9/1/2014	Teachers will submit copies of lesson plans and needs assessment.	6/3/2015 monthly
G1.B1.S1.A1	Professional development will be provided through conferences, Summer Institute and LTM's on the following AVID strategies: Cornell Notes, Philosophical Chair, and Socratic Seminar (HS)	Johnson, Tara	7/6/2014	Lesson plans that are inclusive of AVID strategies and teacher reflection/ feedback forms	2/19/2015 monthly
G1.B1.S2.A1	For support with the implementation of AVID strategies model classrooms will be selected. (HS)	Dnnard, Dwayne	10/20/2014	A list comprised of at least 1 model classroom from each grade level (9-11)	10/24/2014 one-time
G2.B5.S1.A1	Students in the lowest 25% will be Identified and grouped according to developmental score then strategically placed in a small intensive reading class. (Middle School Reading)	Shaw, Veronica	8/18/2014	class list, common assessments, diagnostics and data chats	6/3/2015 annually
G3.B4.S1.A1	Afterschool tutorial (Monday-Thursday) and Saturday tutorial to students will be provided to students in reading, math and science. (MS)	Slydell, Camella	9/15/2014	student sign-in sheets and teacher time sheets	6/3/2015 weekly
G4.B2.S1.A1	(MS & HS) Parents will receive information related to school events (trainings, functions, coaching for parents) in various ways to increase parent participation in school events.	Slydell, Camella	9/18/2014	postage receipts, flyers or newsletters, guidance counselor parent log & student schedules	6/3/2015 monthly
G4.B3.S1.A1	The faculty/staff will prepare dinner or refreshments for parents that attend curriculum nights, parent training and/or parent workshops.	San, Perdy	9/9/2014	Parent sign-in sheets, agenda, handouts and evaluation forms	6/3/2015 monthly
G2.B4.S2.A1	Leadership team will use Diagnostic results, Performance Matters and SAL-P, FAIR and SRI data to conduct data chats with staff. (MS)	Cooper-Dunbar, Leslie	8/25/2014	PDD/LTM Agendas	6/3/2015 biweekly
G3.B4.S2.A1	Sections of System 44 IR Instruction will be added to the Masterboard. (MS)	Aronson, Michael	9/15/2014	Masterboard correlates with TERMS	9/19/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S2.A2	Leadership team will use Diagnostic results, Performance Matters and SAL-P, FAIR and SRI data to conduct data chats with staff. (HS)	Johnson, Tara	10/20/2014	PDD/LTM Agendas	6/3/2015 monthly
G1.B1.S1.A2	Professional development will be provided through conferences, Summer Institute and LTM's on Reader's Workshop, Read 180, System 44 and AVID strategies (ie. Cornell Notes, Philosophical Chair, and Socratic Seminar) (MS)	Cooper-Dunbar, Leslie	7/6/2014	Sign-in sheets, agenda, lesson plans	2/19/2015 monthly
G1.B1.S2.A2	Model classrooms will be created to support the implementation of Reader's Workshop, Read 180, System 44 and AVID strategies. (MS)	Slydell, Camella	10/13/2014	A list comprised of at least 1 model classroom from each grade level (6-8)	11/17/2014 one-time
G2.B5.S1.A2	Students in the lowest 25% will be identified and grouped according to developmental score then strategically placed in a small intensive math class. (Middle School Math)	Hart, Fannie	8/18/2014	class list, common assessments, diagnostics and data chats	6/3/2015 annually
G3.B4.S1.A2	Afterschool Tutorial (Monday-Thursday) will be provided to students. (HS)	Dnnard, Dwayne	1/12/2015	student sign-in sheets and teacher time sheets	6/3/2015 weekly
G4.B3.S1.A2	Guidance Counselor(s) will meet with parents for post secondary education transitioning and options	Dnnard, Dwayne	12/15/2014	College application receipts, sign-in sheets and FAFSA pin	6/3/2015 semiannually
G2.B4.S1.A2	Formulate strategies and identify best practices utilizing the data to meet the diverse needs of learners. (HS)	Johnson, Tara	9/1/2014	Agendas Data Binder Student Grouping Form Lesson Plans	5/29/2015 weekly
G3.B3.S1.A2	Develop examples of complexity level 2 and level 3 questions in reading, and math in LTMs and Common Planning Sessions.	Cooper-Dunbar, Leslie	9/15/2014	Agendas, Sign In Sheets, Lesson Plans, Classroom Walkthrough observation sheets	5/29/2015 biweekly
G3.B4.S2.A2	According to SPI (Scholastic Phonic Inventory)/SRI (Scholastic Reading Inventory), students that will receive SYS 44 instruction will be selected. (MS)	Slydell, Camella	9/15/2014	SRI score SPI score	9/19/2014 one-time
G1.B1.S2.A3	Coaches will support teachers in the development of model classrooms utilizing AVID strategies. (HS)	Johnson, Tara	10/20/2014	Coaches Support Schedule to reflect model classroom development support, Teacher Feedback, Classroom Walkthroughs	11/20/2014 biweekly
G2.B4.S2.A3	Administration will model for leadership team and teachers how to conduct data chats with students and parents using SAL-P, FAIR and SRI data. (MS)	Cooper-Dunbar, Leslie	9/1/2014	List of teachers needing support Teacher feedback after support is provided letters inviting parents, scheduled parent conferences & sign-in sheets, conference notes for both parent and student data	6/3/2015 monthly
G2.B4.S1.A3	Use the strategies and best practices identified during LTM to effectively design lessons during common planning to differentiate instruction (HS)	Dnnard, Dwayne	9/1/2014	Lesson Plans Classroom Walkthroughs Data Notebooks Common Planning Agendas Sign-in sheets	5/29/2015 weekly
G2.B5.S1.A3	The Masterboard will be created so that additional teacher support (if needed) will be provided to the students in the lowest 25%. (MS)	Slydell, Camella	8/18/2014	Masterboard and class rosters	6/3/2015 one-time
G3.B4.S2.A3	System 44 IR Instruction will be integrated into classrooms. (MS)	Aronson, Michael	9/15/2014	Classroom environment setup Computer component of SYS 44 Group rotations	9/19/2014 one-time
G1.B1.S1.A3	AVID teachers will attend Summer Institute and present to AVID strategies (ie. Cornell note-taking, Socratic	Finney, Joann	10/9/2014	Agendas, sign-in sheets, work samples, interactive notebooks, Cornell notes and lesson plans	12/1/2014 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Seminar and Philosophical Chairs) to staff. (MS)				
G3.B3.S1.A3	Develop examples of moderate and high complexity questions along with the inclusion of accountable talk stems in reading, language arts, math, and social studies during LTM and Common Planning Sessions.	Johnson, Tara	10/20/2014	Agendas, Sign In Sheets, Lesson Plans, Classroom Walkthrough observation sheets	5/29/2015 one-time
G2.B4.S2.A4	Administration will model for leadership team and teachers how to conduct data chats with students and parents using SAL-P, FAIR and SRI data. (HS)	Johnson, Tara	10/20/2014	List of teachers needing support Teacher feedback after support is provided letters inviting parents, scheduled parent conferences & sign-in sheets, conference notes for both parent and student data	6/3/2015 biweekly
G1.B1.S2.A4	Coaches will support teachers in the development of model classrooms utilizing Reader's Workshop, Read 180, System 44 and AVID strategies. (MS)	Slydell, Camella	10/9/2014	Coaches Support Schedule to reflect model classroom development support, Teacher Feedback, Classroom Walkthroughs	10/31/2014 weekly
G2.B4.S1.A4	Analyze data and trends to identify strengths and weaknesses. (MS)	Cooper-Dunbar, Leslie	9/1/2014	Agendas Data binder	5/29/2015 weekly
G3.B4.S2.A4	Professional development will be provided to teachers implementing System 44 in daily classroom instruction. (MS)	Cooper-Dunbar, Leslie	9/29/2014	Sign-in sheets Pre/post evaluation	10/20/2014 one-time
G1.B1.S1.A4	Reading teachers will receive Reader's Workshop, Reading Plus and System 44 training and implement rotations into daily lessons. (MS)	Shaw, Veronica	9/26/2014	Sign-in sheets, agendas, lesson plans and student usage report	12/19/2014 one-time
G1.B1.S2.A5	A 'Learning Walk' schedule will be created and utilized. (HS)	Johnson, Tara	10/27/2014	A paper/digital schedule that can be shared with teachers and administration	10/31/2014 one-time
G2.B4.S2.A5	Individualized support will be provided to teachers in determining specific discussion points when conducting data chats. (MS)	Cooper-Dunbar, Leslie	9/1/2014	Conference Notes, Sign-In Sheets, Data Sources that have been analyzed, teacher feedback	6/3/2015 biweekly
G2.B4.S1.A5	Formulate strategies and identify best practices utilizing the data to meet the diverse needs of learners. (MS)	Cooper-Dunbar, Leslie	9/1/2014	Agendas Data Binder Student Grouping Form Lesson Plans	5/29/2015 weekly
G3.B4.S2.A5	Learning team walks will be utilized ensure implementation fidelity and provide support as needed. (MS)		10/27/2014	Observation checklist SRI score SPI score	6/3/2015 monthly
G1.B1.S1.A5	AVID teachers will attend Summer Institute and present AVID strategies (ie. Cornell note-taking, Socratic Seminar and Philosophical Chairs) to staff. (HS)	Dnnard, Dwayne	10/20/2014	Agendas, sign-in sheets, work samples, Cornell notes and lesson plans	12/19/2014 biweekly
G1.B1.S2.A6	A 'Learning Walk' schedule will be created and utilized. (MS)	Cooper-Dunbar, Leslie	10/27/2014	A paper/digital schedule that can be shared with teachers and administration	10/31/2014 one-time
G2.B4.S1.A6	Use the strategies and best practices identified during LTM to effectively design lessons during common planning to differentiate instruction. (MS)	Slydell, Camella	9/1/2014	Lesson Plans Classroom Walkthroughs Data Notebooks Common Planning Agendas Sign-in sheets	5/29/2015 weekly
G3.B4.S2.A6	(HS) Provide individualized and small group instruction for students below grade level.	Dnnard, Dwayne	8/18/2014	Schedule of the para and student attendance sheets	6/5/2015 daily
G1.B1.S1.A6	Reading teachers will include Reading Plus as a component of the Rotational Model (HS)	Bryant, Shaneka	10/20/2014	lesson plans and student usage report	5/29/2015 daily
G2.B4.S2.A6	Individualized support will be provided to teachers in determining specific	Johnson, Tara	9/1/2014	Conference Notes, Sign-In Sheets, Data Sources that have been analyzed, teacher feedback	6/3/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	discussion points when conducting data chats. (HS)				
G1.B1.S2.A7	Conduct Learning Walks through Model AVID classrooms to develop teachers in improving and enhancing AVID Strategies within their classrooms. (HS)	Dnnard, Dwayne	11/3/2014	Learning Walks feedback forms	5/29/2015 weekly
G2.B4.S1.A7	Grade 8 Science and grade 7 Social Studies teachers will shadow subject area/grade level teacher at sister school (Wellington Landings).	Aronson, Michael	10/1/2014	TDE Site summary	10/31/2014 one-time
G2.B4.S2.A7	Teachers will use Diagnostic results, FAIR, SAL-P, Performance Matters and Unit Assessments to conduct data chats with parents.(MS)	Slydell, Camella	9/29/2014	Parent conference notes	5/29/2015 monthly
G1.B1.S2.A8	Conduct Learning Walks through Model Reader's Workshop, Read 180, System 44 and AVID classrooms to develop teachers in improving and enhancing strategies within their classrooms. (MS)	Slydell, Camella	11/3/2014	Learning Walks feedback forms	12/19/2014 monthly
G2.B4.S1.A8	Grade 8 Science and grade 7 Social Studies teachers will maintain effective relationship with subject area/grade level at sister school (Wellington).	Slydell, Camella	10/1/2014	Lesson plans Common Planning agendas	12/19/2014 monthly
G2.B4.S2.A8	Teachers will use Diagnostic results, FAIR, Performance Matters, Unit Assessments and SAL-P data to conduct data chats with students.(MS)	Cooper-Dunbar, Leslie	9/22/2014	Student Portfolios Data Binders	5/29/2015 monthly
G2.B4.S2.A9	Teachers will use Diagnostic results, FAIR, Performance Matters, and SAL-P data to conduct data chats with students.(HS)	Johnson, Tara	9/22/2014	Student Portfolios Data Binders	5/29/2015 one-time
G2.B4.S2.A10	Coach will provide individualized support for teachers by modeling lessons, provide feedback after observing lessons, and collaborate in lesson planning. (HS)	Bryant, Shaneka	9/1/2014	Coach's schedule, notes from observations and lesson planning	6/3/2016 weekly
G2.B4.S2.A11	Coach will provide individualized support for teachers by modeling lessons, provide feedback after observing lessons, and collaborate in lesson planning. (HS)	Mullins, Janay	9/1/2014	Coach's schedule, notes from observations and lesson planning	6/3/2015 biweekly
G1.MA1	Classroom walkthroughs, common assessment data, student work samples and review teacher reflections on Reader's Workshop, Read 180 and AVID strategies	Aronson, Michael	10/3/2014	*Collect completed student Cornell notes *observation checklist *feedback forms *SRI scores	6/5/2015 biweekly
G1.MA2	Classroom walkthroughs, common assessment data, student work samples and review teacher reflections on AVID strategies and Reading Plus.	Ocampo, Adrian	10/3/2014	*Collect completed student Cornell notes *observation checklist *feedback forms *SRI Scores *FAIR Data	6/5/2015 biweekly
G1.B1.S1.MA1	The Leadership Team will meet monthly to discuss Reading Plus and AVID implementation.	Ocampo, Adrian	9/22/2014	Observation checklists and student samples	6/4/2015 monthly
G1.B1.S1.MA4	The Leadership Team will meet monthly to discuss Reader's Workshop, System 44, Read 180 and AVID implementation.	Aronson, Michael	8/7/2014	observation checklist, student samples, usage reports and teacher needs assessment	6/3/2015 monthly
G1.B1.S1.MA1	Classroom observations will be conducted to ensure that teachers are implementing AVID strategies with fidelity.	Bryant, Shaneka	10/20/2014	(teacher evidence) Observation checklist (student evidence) students being able to explain the strategies and how they are used..	6/3/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA3	Classroom observations and learning walks will be conducted to ensure the teachers are properly implementing Reader's Workshop, System 44, Read 180 and AVID strategies with fidelity.	Finney, Joann	10/1/2014	Observation checklist (teacher evidence) Students being able to explain the strategies and how they are used. (student evidence)	6/3/2015 weekly
G1.B1.S2.MA1	Teacher feedback/reflection form (HS)	Johnson, Tara	11/3/2014	Completed teacher feedback/reflection forms	5/29/2015 monthly
G1.B1.S2.MA4	Teacher feedback/reflection form (MS)	Cooper-Dunbar, Leslie	11/3/2014	Completed teacher feedback/reflection forms	5/29/2015 monthly
G1.B1.S2.MA1	Learning Walks are taking place on a regular basis.	Ocampo, Adrian	11/3/2014	The list of model classrooms and the "Learning Walk" schedule will be collected and reviewed.	5/29/2015 monthly
G1.B1.S2.MA2	Learning Walks are taking place on a regular basis.	Aronson, Michael	11/3/2014	The list of model classrooms and the "Learning Walk" schedule will be collected and reviewed.	5/29/2015 one-time
G2.MA1	Student common assessments, diagnostic tests and performance matters assessments	Ocampo, Adrian	9/1/2014	Teacher sign in sheets, student portfolios, assessment analysis and teacher data binders	6/3/2015 biweekly
G2.MA2	Student common assessments, diagnostic tests and performance matters assessments	Aronson, Michael	9/1/2014	Teacher sign in sheets, student portfolios, assessment analysis and teacher data binders	6/3/2015 biweekly
G2.B4.S1.MA1	Student will take common assessment bi-weekly.	Cooper-Dunbar, Leslie	9/30/2014	Multiple student assessments data will be analyzed and graphed for progress monitoring.	6/3/2015 biweekly
G2.B4.S1.MA4	Student will take common assessment bi-weekly.	Johnson, Tara	9/30/2014	Multiple student assessments data will be analyzed and graphed for progress monitoring.	6/3/2015 biweekly
G2.B4.S1.MA1	Teachers will attend weekly LTM meetings and correlate board configuration with unit/lesson plans.	Aronson, Michael	9/1/2014	Classroom walkthroughs and observations Student work samples/ mini-assessments	6/3/2015 weekly
G2.B4.S1.MA2	Teachers will attend weekly LTM meetings and correlate board configuration with unit/lesson plans.	Ocampo, Adrian	9/1/2014	Classroom walkthroughs and observations Student work samples/ mini-assessments	6/3/2015 weekly
G2.B5.S1.MA1	On-going data chats and teacher discussions	Aronson, Michael	8/25/2014	item analysis and assessment analysis	6/3/2015 monthly
G2.B5.S1.MA1	Walkthroughs and teacher discussions	Hart, Fannie	8/25/2014	Item analysis and assessment analysis	6/3/2015 biweekly
G2.B5.S1.MA2	Walkthroughs and teacher discussions	Shaw, Veronica	8/25/2014	Item analysis and assessment analysis	6/3/2015 biweekly
G2.B4.S2.MA1	Teachers and parents will complete evaluations after each meeting.	Cooper-Dunbar, Leslie	9/1/2014	Evaluation forms	6/3/2015 monthly
G2.B4.S2.MA1	Administration will schedule monthly meetings with staff, parents and students to discuss assessment results.	Aronson, Michael	9/1/2014	meeting agendas student progress monitoring form	6/3/2015 one-time
G3.MA1	Fall and Winter Diagnostics, common assessments, teacher made assessment, SRI, FAIR and Performance Matters assessment data	Aronson, Michael	9/1/2014	assessment data from multiple sources (Diagnostic, common assessments, etc.)	6/3/2015 monthly
G3.MA2	Fall and Winter Diagnostics, common assessments, teacher made assessment, SRI, FAIR and Performance Matters assessment data	Ocampo, Adrian	9/1/2014	assessment data from multiple sources (Diagnostic, common assessments, etc.)	6/3/2015 monthly
G3.B3.S1.MA1	Continuous professional learning communities and LTM; data analysis	Cooper-Dunbar, Leslie	9/1/2014	Student samples, lesson plans, teacher made assessment and conference notes	6/3/2015 weekly
G3.B3.S1.MA3	Continuous professional learning communities and LTM; data analysis	Johnson, Tara	9/1/2014	Student samples, lesson plans, teacher made assessment and conference notes	6/3/2015 weekly
G3.B3.S1.MA1	Classroom walkthroughs, lesson plan check, unit checks and assessments	Aronson, Michael	9/1/2014	iObservations and teacher pre/post conference(s)	6/3/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA4	Classroom walkthroughs, lesson plan check, unit checks and assessments	Ocampo, Adrian	9/1/2014	iObservations and teacher pre/post conference(s)	6/3/2015 biweekly
G3.B4.S1.MA1	Teachers will administer pre/post test (MS)	Slydell, Camella	9/26/2014	Pre/post test data will be reviewed	6/3/2015 monthly
G3.B4.S1.MA4	Teachers will administer pre/post test (HS)	Dnnard, Dwayne	1/12/2015	Pre/post test data will be reviewed	6/3/2015 monthly
G3.B4.S1.MA1	Lesson plans will be reviewed and collected (MS)	Slydell, Camella	9/15/2014	Mini-assessments and student sign-in sheets	6/3/2015 biweekly
G3.B4.S1.MA3	Lesson plans will be reviewed and collected (HS)	Dnnard, Dwayne	1/12/2015	Mini-assessments and student sign-in sheets	6/3/2015 biweekly
G3.B4.S2.MA1	Students will take formal/informal assessments. (MS)	Aronson, Michael	12/15/2014	SRI scores SPI scores Performance Assessments	5/29/2015 quarterly
G3.B4.S2.MA1	Classroom walkthroughs and observations will be conducted to ensure that teachers are implementing System 44 with fidelity. (MS)	Shaw, Veronica	10/27/2014	informal walkthrough checklist Observation checklis	6/3/2015 weekly
G4.MA1	sign-in sheets and evaluation forms	Slydell, Camella	9/18/2014	Sign in sheets and evaluations	6/3/2015 monthly
G4.B2.S1.MA1	Parental feedback using evaluation/ needs assessment form	Slydell, Camella	9/18/2014	Evaluation forms and parent sign-in sheets	6/3/2015 monthly
G4.B2.S1.MA1	parent sign-in sheets	Slydell, Camella	9/18/2014	parent sign-in sheets, acknowledgement of email submission	6/3/2015 one-time
G4.B3.S1.MA1	Evaluations and parent sign-in sheets will be analyzed for improvement.	Slydell, Camella	9/18/2014	The evaluation forms and sign-in sheets with parental attendance increasing.	6/3/2015 monthly
G4.B3.S1.MA4	Evaluations and parent sign-in sheets will be analyzed for improvement.	San, Perdy	9/9/2014	The evaluation forms and sign-in sheets with parental attendance increasing.	6/3/2015 monthly
G4.B3.S1.MA1	Parent sign-in sheets and agendas will be collected for each training sessions.	Slydell, Camella	9/18/2014	Parent sign-in sheets, agendas and training samples	6/3/2015 monthly
G4.B3.S1.MA3	Parent sign-in sheets and agendas will be collected for each training sessions.	San, Perdy	9/9/2014	Parent sign-in sheets, agendas and training samples	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will increase student proficiency on the annual State-wide Assessments through the use of Reader's Workshop, Read 180, System 44, Reading Plus and AVID strategies (ie. Cornell note-taking, Philosophical Chair, Socratic Seminar, and interactive Science & Social Studies notebooks).

G1.B1 Implementation with fidelity

G1.B1.S1 Provide school leadership team opportunities to utilize the coaching cycle with teachers on the learning continuum using Reader's Workshop, Read 180, System 44, Reading Plus and AVID strategies.

PD Opportunity 1

Professional development will be provided through conferences, Summer Institute and LTM's on the following AVID strategies: Cornell Notes, Philosophical Chair, and Socratic Seminar (HS)

Facilitator

Tara Johnson/Professional Development Team

Participants

Classroom Teachers

Schedule

Monthly, from 7/6/2014 to 2/19/2015

PD Opportunity 2

Professional development will be provided through conferences, Summer Institute and LTM's on Reader's Workshop, Read 180, System 44 and AVID strategies(ie. Cornell Notes, Philosophical Chair, and Socratic Seminar) (MS)

Facilitator

Leslie Cooper-Dunbar/Professional Development Team

Participants

Classroom Teachers

Schedule

Monthly, from 7/6/2014 to 2/19/2015

PD Opportunity 3

AVID teachers will attend Summer Institute and present to AVID strategies (ie. Cornell note-taking, Socratic Seminar and Philosophical Chairs) to staff. (MS)

Facilitator

Sonia Soto-Granville-AVID Teacher Thelma Maddox-AVID Teacher

Participants

all teachers

Schedule

Monthly, from 10/9/2014 to 12/1/2014

PD Opportunity 4

Reading teachers will receive Reader's Workshop, Reading Plus and System 44 training and implement rotations into daily lessons. (MS)

Facilitator

Reading Plus representative, District personnel & Teacher's College

Participants

Reading teachers Science teachers Social Studies teachers

Schedule

On 12/19/2014

PD Opportunity 5

AVID teachers will attend Summer Institute and present AVID strategies (ie. Cornell note-taking, Socratic Seminar and Philosophical Chairs) to staff. (HS)

Facilitator

Quniton Peterson, AVID Teacher

Participants

All Teachers

Schedule

Biweekly, from 10/20/2014 to 12/19/2014

G1.B1.S2 Provide teachers with opportunities to engage in learning walks to observe Reader's Workshop, Read 180, System 44, Reading Plus and AVID model classrooms

PD Opportunity 1

Model classrooms will be created to support the implementation of Reader's Workshop, Read 180, System 44 and AVID strategies. (MS)

Facilitator

One each in the 6th grade - 8th grade

Participants

All teachers

Schedule

On 11/17/2014

PD Opportunity 2

Coaches will support teachers in the development of model classrooms utilizing AVID strategies. (HS)

Facilitator

Instructional Coaches: Shaneka Bryant, Janay Mullins

Participants

Classroom teachers identified by leadership team

Schedule

Biweekly, from 10/20/2014 to 11/20/2014

PD Opportunity 3

Coaches will support teachers in the development of model classrooms utilizing Reader's Workshop, Read 180, System 44 and AVID strategies. (MS)

Facilitator

Instructional Coaches: Veronica Shaw, Fannie Hart & Dr. Finney

Participants

Classroom teachers identified by leadership team

Schedule

Weekly, from 10/9/2014 to 10/31/2014

PD Opportunity 4

Conduct Learning Walks through Model AVID classrooms to develop teachers in improving and enhancing AVID Strategies within their classrooms. (HS)

Facilitator

Tara Johnson, LTF

Participants

Leadership Team, Instructional Coaches, model classroom teacher(s), and identified teachers

Schedule

Weekly, from 11/3/2014 to 5/29/2015

PD Opportunity 5

Conduct Learning Walks through Model Reader's Workshop, Read 180, System 44 and AVID classrooms to develop teachers in improving and enhancing strategies within their classrooms. (MS)

Facilitator

AVID Coordinator: Dr. Joann Finney Reading Coach: Veronica Shaw Professional Development Department

Participants

Leadership Team, Instructional Coaches, model classroom teacher(s) and identified teachers

Schedule

Monthly, from 11/3/2014 to 12/19/2014

G2. Teachers will meet during Common Planning to develop lessons for small group/differentiated instruction infusing the Gradual Release of Responsibility Model.

G2.B4 Teachers struggle utilizing data to make instructional decisions and differentiate instruction to all levels of student achievement.

G2.B4.S1 Professional Learning Communities (LTM, Common Planning & Dept. meetings) will meet weekly.

PD Opportunity 1

Analyze data and trends to identify strengths and weaknesses. (HS)

Facilitator

Professional Development Dept./Tara Johnson

Participants

All teachers

Schedule

Weekly, from 9/1/2014 to 5/29/2015

PD Opportunity 2

Formulate strategies and identify best practices utilizing the data to meet the diverse needs of learners. (HS)

Facilitator

Tara Johnson (LTF)

Participants

Teachers

Schedule

Weekly, from 9/1/2014 to 5/29/2015

PD Opportunity 3

Analyze data and trends to identify strengths and weaknesses. (MS)

Facilitator

Professional Development Dept./Leslie Cooper

Participants

All Teachers

Schedule

Weekly, from 9/1/2014 to 5/29/2015

PD Opportunity 4

Formulate strategies and identify best practices utilizing the data to meet the diverse needs of learners. (MS)

Facilitator

Leslie Cooper-Dunbar(LTF)

Participants

Teachers

Schedule

Weekly, from 9/1/2014 to 5/29/2015

G2.B4.S2 Leadership team will model and conduct data chats in the following: *admin to teachers
*teachers to students/parents *students to parents.

PD Opportunity 1

Leadership team will use Diagnostic results, Performance Matters and SAL-P, FAIR and SRI data to conduct data chats with staff. (HS)

Facilitator

Leadership Team: Administrators, Instructional Coaches, Learning Team Facilitator and Teachers

Participants

Teachers, based on need

Schedule

Monthly, from 10/20/2014 to 6/3/2015

PD Opportunity 2

Administration will model for leadership team and teachers how to conduct data chats with students and parents using SAL-P, FAIR and SRI data. (MS)

Facilitator

Leadership Team: Administrators, Instructional Coaches, Learning Team Facilitator

Participants

Teachers, based on need

Schedule

Monthly, from 9/1/2014 to 6/3/2015

PD Opportunity 3

Individualized support will be provided to teachers in determining specific discussion points when conducting data chats. (MS)

Facilitator

Learning Team Facilitator, Leslie Dunbar-Cooper

Participants

Teachers, based on need

Schedule

Biweekly, from 9/1/2014 to 6/3/2015

PD Opportunity 4

Coach will provide individualized support for teachers by modeling lessons, provide feedback after observing lessons, and collaborate in lesson planning. (HS)

Facilitator

Janay Mullins

Participants

Teachers based on need

Schedule

Biweekly, from 9/1/2014 to 6/3/2015

G3. Teachers will deliver rigorous instruction and assessments that are aligned to Florida State Standards and IB Standards.

G3.B3 Teachers lack the understanding of complexity level and higher order questioning

G3.B3.S1 Provide training on complexity level and higher order questioning

PD Opportunity 1

Explicit training for higher order questioning will be provided.

Facilitator

PD Presenter, Administration, Literacy Coach and Learning Team Facilitator

Participants

All teachers

Schedule

Monthly, from 9/1/2014 to 6/3/2015

PD Opportunity 2

Develop examples of complexity level 2 and level 3 questions in reading, and math in LTMs and Common Planning Sessions.

Facilitator

Leslie Dunbar (LTF), Math Coach, Literacy Coach

Participants

All Teachers

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

G3.B4 Students lack foundational skills in reading and math

G3.B4.S2 Differentiated and individualized reading instruction utilizing System 44 of Read 180 program

PD Opportunity 1

Professional development will be provided to teachers implementing System 44 in daily classroom instruction. (MS)

Facilitator

Veronica Shaw (Reading Coach)

Participants

System 44 Teachers & Leadership Team

Schedule

On 10/20/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Teachers will increase student proficiency on the annual State-wide Assessments through the use of Reader's Workshop, Read 180, System 44, Reading Plus and AVID strategies (ie. Cornell note-taking, Philosophical Chair, Socratic Seminar, and interactive Science & Social Studies notebooks).	105,802
Goal 2: Teachers will meet during Common Planning to develop lessons for small group/differentiated instruction infusing the Gradual Release of Responsibility Model.	73,058
Goal 3: Teachers will deliver rigorous instruction and assessments that are aligned to Florida State Standards and IB Standards.	63,131
Goal 4: Parent participation through the communication resources (ie. Curriculum nights, Parentlink, data chats/conferences, newsletter, newspaper, marquee, etc.) will increase parent involvement that will impact student achievement.	4,545
Grand Total	246,536

Goal 1: Teachers will increase student proficiency on the annual State-wide Assessments through the use of Reader's Workshop, Read 180, System 44, Reading Plus and AVID strategies (ie. Cornell note-taking, Philosophical Chair, Socratic Seminar, and interactive Science & Social Studies notebooks).

Description	Source	Total
B1.S1.A2 - (MS)-Consultant for Reader's Workshop	Title I Part A	10,000
B1.S1.A2 - (MS)-Travel and registrations for Read 180 Model Schools, AVID & MYP	Title I Part A	13,000
B1.S1.A2 - (MS)-Supplies for TC PD, chart paper, ink, pen, markers, highlighters and pencils	Title I Part A	3,000
B1.S2.A2 - (MS)-Provide materials for science labs (paper, ink, lab books, pencils, pens, mini-texts), classroom libraries, headphones, highlighters, notebooks	Title I Part A	7,000
B1.S2.A2 - (MS)-Computer monitors	Title I Part A	3,334
B1.S2.A4 - (MS) - Salary and benefits for .5 Math Coach and .5 Res. Tchr (Same person)	Title I Part A	69,468
Total Goal 1		105,802

Goal 2: Teachers will meet during Common Planning to develop lessons for small group/differentiated instruction infusing the Gradual Release of Responsibility Model.

Description	Source	Total
B4.S2.A11 - (HS) Salary and benefits for Coach	Title I Part A	73,058
Total Goal 2		73,058

Goal 3: Teachers will deliver rigorous instruction and assessments that are aligned to Florida State Standards and IB Standards.

Description	Source	Total
B4.S1.A1 - (MS) Salary and Benefits for tutorial	Title I Part A	5,204
B4.S1.A1 - (MS) Supplies - math manipulatives, composition books, paper, ink, chart paper, markers, pens, pencils, highlighters	Title I Part A	2,862
B4.S1.A2 - (HS) Salary and benefits for Tutors	Title I Part A	10,556
B4.S1.A2 - (HS) Supplies - paper, ink, pencils, pens, composition books	Title I Part A	4,825
B4.S2.A3 - System 44	Title I Part A	15,000
B4.S2.A6 - (HS) Salary and benefits for para	Title I Part A	24,684
Total Goal 3		63,131

Goal 4: Parent participation through the communication resources (ie. Curriculum nights, Parentlink, data chats/conferences, newsletter, newspaper, marquee, etc.) will increase parent involvement that will impact student achievement.

Description	Source	Total
B2.S1.A1 - (MS) Family Involvement Supplies - paper, ink, chart paper, refreshments for parent trainings, markers, pens, pencils, binders, post-its	Title I Part A	1,078
B2.S1.A1 - (MS) Postage	Title I Part A	293
B2.S1.A1 - (MS) Part-time for CLF	Title I Part A	759
B2.S1.A1 - (HS) - paper, ink, chart paper, refreshments for parent trainings, markers, pens, pencils, binders, post-its	Title I Part A	1,815
B3.S1.A2 - (HS) Guidance Counselor part-time in system	Title I Part A	600
Total Goal 4		4,545