

Plantation Middle School



2014-15 School Improvement Plan

Plantation Middle School

6600 W SUNRISE BLVD, Plantation, FL 33313

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

70%

Alternative/ESE Center

No

Charter School

No

Minority

79%

School Grades History

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

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

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

The Plantation Middle School mission statement is as follows:

Plantation Middle School is committed to educating all students to reach their highest potential, and to developing all students into life-long learners and responsible global citizens.

Provide the school's vision statement

The vision statement for Plantation Middle School is:

Educating today's students to succeed in tomorrow's world.

School Environment

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

Plantation Middle School (PLMS) utilizes the exceptional student education (ESE) specialist, the English language learner (ELL) representative, and the Title 1 coordinator to bridge cultural gaps and build relationships between teachers and students of other cultures, or of students that are new to PLMS. Grade level guidance counselors as well as the school social worker also assist in this process. Along with administration, these individuals and the rest of the PLMS faculty and staff identify resources to best suit the needs of the school's multicultural student population.

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

In addition to meeting student achievement goals, the safety and security of all students is a top priority at PLMS. Faculty and staff regularly participate in professional development trainings that emphasize emergency policies and procedures as outlined by district guidelines. Staff members are also required to take online courses that focus on the issues of bullying and violence in order to recognize trouble signs as well as counsel students effectively. Character education is a part of all classrooms and there is an open door policy where students can report issues in a safe, non-judgmental environment in order to receive the help that they may need. PLMS also offers before care beginning at 7:00 a.m. each day to allow parents to drop off their children to a safe and secure supervised program daily.

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

A school-wide positive behavior support system (PBSS) is in place at PLMS with the expectation that all students:

1. Take care of personal and school property
2. Be respectful by using kind words and actions
3. Follow Staff Directions
4. Actively listen to others
5. Be aware of everyone's personal space and belongings

To meet the expectations outlined in the PBSS, students receive social skills training through

classroom instruction and reinforcement. Teachers may use a variety of classroom management skills and programs to promote appropriate behavior such as CHAMPS, peer counseling/mediation, character education, and anti-bullying classes. Through these series of instructions and practices, students are not only expected to display proper behavior in the classroom, but they are also expected to adhere to a series of common area rules in hallways, the cafeteria, and on buses as well including:

Hallways--

Walk on the right side of the hall

Keep hands and feet to yourself

Keep your eyes forward

Have a pass

Remain in designated areas

Walk quietly at all times

Listen to teacher's instructions

Cafeteria--

Use table manners

Leave your table and floor clean

Follow directions of cafeteria staff

Wait in line quietly

Get everything you need before sitting down at your table

Speak quietly

All food and drink must remain in the cafeteria

Remain seated at your assigned table for the entire lunch period

Buses--

Bus driver is in charge at all times

Keep aisle way clear and the bus clean

Sit in your assigned seat and remain seated

Use quiet voices and follow classroom conduct

Be seated immediately

Be courteous, no profane language

Keep all hands, heads, and objects inside the bus at all times

Cooperate with the driver

Failure to adhere to these rules will result in the student's progression down the district-wide discipline matrix.

For any faculty members needing assistance in the area of classroom management, administrative support is offered through professional development opportunities, guidance, counseling, and mentoring. New educator support services (NESS) are also active on the PLMS campus for teachers new to the profession as a means of assistance, and to promote high quality instruction and teacher retention.

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

Guidance counselors for each grade level are available to ensure the social-emotional needs of all students. Peer-counselors are also available on campus to mediate student issues. An anonymous bullying box is located in the front office for students to report concerns, and the bullying liaison ensures that concerns are handled daily. There is an active Response to Intervention (RTI) program in place at PLMS, and teacher/guidance mentors are also available to meet with at-risk students, or students just wanting someone to talk to. Additionally, the school offers the on-campus Firewall program that provides mentoring and other assistance to 66 PLMS students daily.

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

The school uses a comprehensive Response to Intervention (RTI) process facilitated by guidance and administration that identifies students who need additional support particularly in the academic areas of language arts and mathematics as well as students needing behavioral guidance. The early warning indicators include: failure to meet proficiency of standards on formative assessments; behavior intervention checklists; progress monitoring; and teacher feedback.

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	
Attendance below 90 percent	38	45	65	148
One or more suspensions	88	65	91	244
Course failure in ELA or Math	34	32	40	106
Level 1 on statewide assessment	108	119	139	366

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	72	65	89	226

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

The intervention strategies employed at PLMS to improve student academic performance of identified students are as follows: tiered approach system of RTI; increased levels of intervention intensity; acceleration; remediation; and progress monitoring.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/69464>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The school actively recruits business partnerships throughout the school year through neighborhood invitational letter campaigns, cold calls, and word of mouth. Business partners are not charged for their involvement, and any support they can provide is appreciated. The school's PTO is also an active participant in this process by bridging the gap between many school business partners and volunteers that contribute time and other resources to PLMS.

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
Hague, Patricia	Other
Esterline, Kristi	Administrative Support
Folger, Jennifer	Instructional Coach
Reidy, Ryan	Teacher, K-12
Rubin, Cheryl	Assistant Principal
Henderson, Mark	Assistant Principal
Watson, Selima	Assistant Principal
Kerr, Leroy	Guidance Counselor
Thompson, Dashonya	Guidance Counselor
Rossi, Sam	Guidance Counselor
Ferguson, Jeerdean	Attendance/Social Work

Duties

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

Patricia Hague, Principal, and the assistant principals, Cheryl Rubin, Mark Henderson, and Selima Watson, oversee every part the PLMS organization. Administration ensures that student achievement is the number one priority at PLMS by facilitating staff professional development calendars, and having regular data chats regarding student/teacher performance to all staff members. Ms. Hague actively speaks at SAC meetings and elicits stakeholder feedback at quarterly "coffee with the principal" meetings. As the head of the school, Ms. Hague holds all staff members accountable for all aspects of school performance data and works alongside the leadership team to make necessary and positive instructional changes that benefit all PLMS students.

Kristi Esterline, magnet coordinator, language arts teacher, and SAC co-chair plans the agenda and provides stakeholders with pertinent school information at monthly SAC meetings. She assists in data assessment and helps to prioritize needs to increase student achievement along with budget planning and allocation. As the magnet coordinator, Ms. Esterline recruits in boundary students to attend PLMS's International Baccalaureate Middle Years Programme (IB MYP) for high achieving students, and ensures that the IB MYP education standards are being delivered through the program curriculum.

Jennifer Folger, reading coach, and SAC secretary also helps plan and deliver SAC agenda items, assists in data collection primarily for the reading department, and helps to prioritize needs for all students regardless of reading level. Ms. Folger meets with teachers regularly to discuss performance data and plan lessons that will help students achieve learning goals. She also facilitates the Success Maker program by allocating technology and resources as needed within the reading curriculum. Ms. Folger is a key contributor to the leadership team. She helps create professional development calendars and serves as the school's inservice facilitator.

Ryan Reidy is a classroom science teacher and new SAC co-chair. He will be working closely with Ms. Hague, Ms. Esterline, and Ms. Folger throughout the year to best deliver SAC agenda information to stakeholders. As part of the science department, Mr. Reidy will focus his data analysis to help increase science achievement scores. Mr. Reidy was in charge of last year's after school tutoring program that was funded with ELO funds, and will once again head that program this year. Leroy Kerr, Dashonya Thompson and Sam Rossi are the Guidance Counselors who are responsible for monitoring student progression through middle school. They are actively involved in the RtI process and participate in the process at a scheduled weekly meeting. Guidance Counselors are also responsible for scheduling parent conferences as needed. They also assist students with concerns they are having both personal and school related.

Jeerdean Ferguson is our school's Social Worker who provides mental health services in schools and has specialized training that is used meet students' social-emotional needs. Ms. Ferguson is also an active participant in the weekly RtI meetings.

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

In order to meet the needs of all students and maximize the desired student outcome the school leadership team utilizes a variety of programs and resources such as before and after school programs, mentoring, Title 1, and extended learning opportunities. Programs such as Success Maker, and district approved wikis are also in effect in math, science, and social studies.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Patricia Hague	Principal
Jennifer Folger	Teacher
Ryan Reidy	Teacher
Amy Taylor-Henry	Teacher
Kristi Esterline	Teacher
Claudette Spence	Teacher
Susan Hoffstetter	Parent
Jodi Cianci	Parent
James Burke II	Education Support Employee
Bernadette Williams	Business/Community
Rameesh Williams	Business/Community
	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

At the first SAC meeting of the year on 9/12/13, new SIP requirements for Broward County were discussed and the website was shared with stakeholders. Student achievement data for PLMS was presented and compared to both district and state performance. A proposal for more tutoring opportunities was made and tabled pending allocation of ELO funds.

Development of this school improvement plan

As reflected in School Advisory Council (SAC) Minutes, the dates of the meetings where the School Improvement Plan was developed, approved, and monitored as follows:

DEVELOPMENT 9/12/2013 10/10/2013 11/7/2013

APPROVED 12/12/2013

MONITORED 2/13/2014 3/13/2014 4/10/2014

Preparation of the school's annual budget and plan

As reflected in School Advisory Council (SAC) Minutes, the dates of the meetings where the School Improvement Plan was developed, approved, and monitored as follows:

DEVELOPMENT 9/12/2013 10/10/2013 11/7/2013

APPROVED 12/12/2013

MONITORED 2/13/2014 3/13/2014 4/10/2014

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

To meet the district's High School Readiness Objective, ELO funds of \$15,000.00 and Accountability funds of \$5387.00 were allocated for the after school tutoring of 198 PLMS students. Tutoring was offered on Tuesdays and Thursdays starting in January to any students interested in receiving extra assistance before FCAT administration. Push-in/Pull-out tutoring sessions also took place with the lowest quartile students that were identified by teachers as needing extra assistance as well .

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Hague, Patricia	Principal
Folger, Jennifer	Instructional Coach
Watson, Selima	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by implementing the "Big 4" which is our school-wide reading initiative that emphasizes the elements of vocabulary, comprehension, and higher order thinking skills that students need to become successful learners.

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

PLMS operates within a regular schedule of professional development. PLC groups meet three times monthly by department to learn strategies to best meet the needs of all learners. A calendar of PLC topics was established by the leadership team during pre-planning week to be followed for the year. In addition to PLCs, department chairs also hold bi-monthly operational meetings to discuss department changes, work on common planning, development common formative assessments, and discuss student achievement data. TDAs for professional development are available for teachers willing to come back and share new information with colleagues. All meetings follow standard meeting norms, are collegial, and promote a positive working environment.

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

PLMS has many long standing teachers on staff. As staff members retire, administration seeks to hire highly qualified teachers with strong classroom management backgrounds as well as a possessing a wealth of curriculum knowledge.

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

The school takes part in the district's New Educator Support Services (NESS) program that pairs new teachers with experienced mentors. Partnerships are designed to give new teachers a mentor within their department that can help guide curriculum and classroom management needs. Teachers identified by administration as needing additional support are also paired with teacher leaders in their respective departments. This allows for the utilization of best practices across all classrooms and content areas.

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

The professional development calendar created for each department focuses weekly on 2-3 content area standards. By breaking down the standards, teachers are able to plan instruction and assessments. Formative assessments are given regularly and teachers meet to identify successes and barriers to instruction with changes being made to provide remediation or enrichment as needed.

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

Following the district's CARE model, PLMS uses curriculum, assessment, remediation, and enrichment when using data to provide and differentiate instruction to meet the diverse needs of students. By using the new Florida Standards to design and plan curriculum, teachers are able to create common formative assessments to see where students stand on certain standards/concepts. After the assessments, data is analyzed to then provide remediation to those students who may not yet get a concept or enrichment to those who do.

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: Extended School Day

Minutes added to school year: 80

Data analysis of common formative assessments to see mastery of content.

Strategy Rationale

Once a standard has been mastered then Depth of Knowledge Level 3 and 4 activities are added to planning and instruction to increase enrichment.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hague, Patricia, patricia.hague@browardschools.com

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

Data from common formative assessments is collected monthly and analyzed in department meetings. Then teachers meet together to plan curriculum to best address student needs.

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

The school welcomes incoming 6th graders each year with a tour of the campus and a meet and greet with essential staff. For students re-assigned to PLMS or coming from an out of boundary school, personal tours of the campus are always available. Monthly SAC meetings are also a means of getting parents involved as well as through the active participation of the on campus PTO who welcomes all levels of volunteers. Open House at the beginning of the year is another way to welcome families to PLMS as well as quarterly parent night events sponsored by Title 1.

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***

All 8th grade students are required to meet the high school readiness career component required for promotion. The school utilizes a variety of project based learning and real-world learning models to prepare students for high school and beyond. The focus on instruction is always centered around the Florida Standards which are a means of getting students ready for the future. 8th grade students also engage in the grant funded Junior Achievement World curriculum and culminating field trip to enhance their college and career readiness.

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

No technical programs exist at PLMS.

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

Technology is incorporated into the classroom as much as possible based on resources availability. Teachers try to incorporate a technology element in a variety of assignments. The 6th grade math and language arts teachers all have access to computer carts for technology based learning through the Digital 6 implementation. Hopefully enough resources will become available to expand the student computers to 7th and 8th grades as well.

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

In addition to the high school readiness objectives outlined by the district, PLMS offers students the opportunity to take a variety of high school credit courses. As an International Baccalaureate Middle Years Programme (IB MYP) candidate school, magnet students are prepared for the rigor of high school IB and AP classes. Based on the 2012 High School Feedback Report, our feeder school Plantation High (PHS), has 42.5% of students taking at least one of these high achieving classes. As we continue with our accreditation process and prepare students for the next level, it is our goal to help PHS increase this percentage to 52% meeting the state average.

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.** To improve students' comprehension through the infusion of literacy skills across the content areas.

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. To improve students' comprehension through the infusion of literacy skills across the content areas.

1a

G041426

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	54.0
FCAT 2.0 Science Proficiency	45.0
FSA - Mathematics - Proficiency Rate	53.0

Resources Available to Support the Goal 2

- Seasoned literacy coach
- New textbook adoption in math, reading, and language arts with added technology emphasis
- Magnet coordinator with department chair experience that can serve as a potential writing coach
- Title I and Extended Learning Opportunity (ELO) funds
- Before and after care instruction programs/mentoring
- Replacement of outdated technology with new PC's in the media center and student laptops for all 6th grade math and language arts classrooms
- Support from district and state personnel

Targeted Barriers to Achieving the Goal 3

- Lack of common assessments across the content areas/grade levels

Plan to Monitor Progress Toward G1. 8

Collection of data through classroom walk throughs and the implementation of common formative assessments and the analysis of that assessment data.

Person Responsible

Patricia Hague

Schedule

On 6/5/2015

Evidence of Completion

Proficiency in skills/Increase in performance data

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. To improve students' comprehension through the infusion of literacy skills across the content areas. **1**

 G041426

G1.B5 Lack of common assessments across the content areas/grade levels **2**

 B100400

G1.B5.S1 The lack of common assessments across the content areas has been remedied with the implementation of a school wide formative/summative assessment calendar. Teachers will be able to plan assessments as departments, analyze assessment results, and plan curriculum to meet the needs of students. **4**

 S115234

Strategy Rationale

By an entire department covering the same material, it ensures that a standard has been taught and grasped by the majority of PLMS students.

Action Step 1 **5**

Revision professional development calendar.

Person Responsible

Selima Watson

Schedule

Quarterly, from 8/26/2014 to 10/23/2014

Evidence of Completion

Revised calendar on CAB conference.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration responsible to attend PLC/departments meetings to ensure PD calendar is being followed by department heads and all instructional staff.

Person Responsible

Patricia Hague

Schedule

Biweekly, from 9/9/2014 to 6/2/2015

Evidence of Completion

Sign-in sheets and agendas.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Teacher performance data will be collected through classroom walk throughs and various assessments.

Person Responsible

Patricia Hague

Schedule

Biweekly, from 9/9/2014 to 6/2/2015

Evidence of Completion

Proficiency in skills as indicated with an increase in performance data.

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
G1.B5.S1.A1	Revision professional development calendar.	Watson, Selima	8/26/2014	Revised calendar on CAB conference.	10/23/2014 quarterly
G1.MA1	Collection of data through classroom walk throughs and the implementation of common formative assessments and the analysis of that assessment data.	Hague, Patricia	9/9/2014	Proficiency in skills/Increase in performance data	6/5/2015 one-time
G1.B5.S1.MA1	Teacher performance data will be collected through classroom walk throughs and various assessments.	Hague, Patricia	9/9/2014	Proficiency in skills as indicated with an increase in performance data.	6/2/2015 biweekly
G1.B5.S1.MA1	Administration responsible to attend PLC/departments meetings to ensure PD calendar is being followed by department heads and all instructional staff.	Hague, Patricia	9/9/2014	Sign-in sheets and agendas.	6/2/2015 biweekly

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. To improve students' comprehension through the infusion of literacy skills across the content areas.

G1.B5 Lack of common assessments across the content areas/grade levels

G1.B5.S1 The lack of common assessments across the content areas has been remedied with the implementation of a school wide formative/summative assessment calendar. Teachers will be able to plan assessments as departments, analyze assessment results, and plan curriculum to meet the needs of students.

PD Opportunity 1

Revision professional development calendar.

Facilitator

Department Chairs: Jennifer Folger-Reading, Ambreen Farrukh-Language Arts, Michel Gerard-Math, Anne Marie Poulos-Science, Amr Ibrahim-Social Studies

Participants

Department Teachers

Schedule

Quarterly, from 8/26/2014 to 10/23/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0