Christa Mcauliffe Middle School

2014-15 School Improvement Plan

Christa Mcauliffe Middle School

6500 LE CHALET BLVD, Boynton Beach, FL 33472

www.edline.net/pages/christa_mcauliffe_middleschool

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	40%

Alternative/ESE Center	Charter School	Minority
No	No	42%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

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.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I 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
Not In DA	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 staff, parents, and community of Christa McAuliffe Middle School are committed to working together to provide a consistent and nurturing climate. It is our goal to provide students with the skills to become literate, ethical and self-motivated lifelong learners.

Provide the school's vision statement

Christa McAuliffe Middle School along with the entire School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and 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 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
In addition, committees are established to discuss and develop action plans related to Single School Culture initiatives, taking into account the needs of a diverse population.

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

We establish a school-wide expectation within the positive behavior support system known as SOAR, where each letter stands for Self-Management, Ownership, Achievement, and Respect. Through this matrix of expectations, the characteristics within the context of safety can be monitored and supported. Students are frequently and often praised or rewarded for SOARing on campus, before, during, and after school.

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

School-wide Positive Behavior Supports and the behavior matrix are conveyed twice a year during discipline assemblies to ensure students are aware of school expectations. In addition, teachers, staff, and administration continuously reinforce the components of SOAR.
The SwPBS team reviews data to ensure students are engaged while in class. Administrators and Department Instructional Leaders (DILs) emphasize differentiation of instruction to meet the needs of all students. In turn, teachers convey and review expectations for each learning activity within their classrooms. Then, class meetings frequently include student input and feedback.
A School-wide recognition system is in place.

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 Counselors and Administrators Check-in and Check-out with students on a daily basis. A Check and Connect process is utilized with students in need of positive adult interactions and positive feedback throughout each day all year long. Mentoring channels are in place and peer-to-peer mentoring is accomplished through using the National Junior Honor Society. Group counseling is also available to students in need.

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

School Administrators and Staff use data to identify students who have attendance, behavioral, or academic concerns. The State's decision matrix, with focus on Level 1 scores, is used to place students into intensive or remediation learning environments.

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	11	4	18	33
One or more suspensions	28	47	62	137
Course failure in ELA or Math	0	0	1	1
Level 1 on statewide assessment	60	59	58	177

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	22	17	28	67

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

Problem-solving discussions occur regularly. As a result, the Middle School Course Recovery (ComPASS) program has been revamped and utilized more effectively. The School-Based Team meets weekly to develop, provide, and monitor interventions for identified students. Read 180 is regularly used as an intervention with students. Reading Plus is being utilized acroos the school. In addition, School Counselors regularly meet with Administration to discuss intervention strategies identified by systematic observations as well as early warning systems.

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

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

In an ongoing basis, parent involvement is always invited and encouraged. Communication with parents is comprehensive through Parent Link call-outs, Edline marketing, the Parent-Teacher-Student Association, Business/Community Partnerships, and School Advisory Council meetings. Parents are kept in the loop regularly and the turn out at Open House is outstanding. Two programs have been developed: Highway to Middle School and Highway to High School. Both support efforts to communicate what it takes for success coming into Middle School and heading to High School. Building positive relationships with families is inherent within the message of the school's mission and the school system's vision.

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 has observed growth among Parent Volunteers and Business Partnerships over the past several years. Two staff members have been directly assigned the task of coordinating these two growing groups of community members. As a result, increased off campus activities (i.e., Chik-Fil-A, Wendy's, NYPD II, and Barnes and Nobles) events have occurred. In addition, greater numbers of donations and fundraiser outcomes have been noted.

Effective Leadership

School Leadership Team

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

Name	Title
Silverman, Jeffrey	Principal
Servos, Shawn	Assistant Principal

Duties

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

The school-based RtI Leadership Team is comprised of the following members: Principal, Assistant Principals, ESE Contact, ESOL Coordinator, School Psychologist, Classroom Teachers, Reading Coach, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and Guidance Counselor.
The Principal provides a common vision for the use of data-based decision-making to ensure:
• a sound, effective academic program is in place
• a process to address and monitor subsequent needs is created
• the School Based Team (SBT) is implementing RtI processes
• assessment of RtI skills of school staff is conducted
• fidelity of implementation of intervention support is documented
• adequate professional development to support RtI implementation is provided

• effective communication with parents regarding school-based RtI plans and activities occurs
Assistant Principals support data-based decision making, ensure implementation of intervention support and documentation, and coordinate professional development to support RtI implementation.
The ESE Contact coordinates efforts of ESE teachers regarding student data collection, supports the integration of core instructional activities/materials in ESE classes, and serves as a resource to General Education and ESE teachers regarding educational interventions to support ESE student learning.
The ESOL Coordinator participates in student data collection, integrates core instructional activities/ materials into general education classes, and serves as a resource to general education teachers regarding educational interventions to support ESOL student learning.
The School Psychologist participates in collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, and facilitates data-based decision-making activities.
Guidance Counselors provide services and expertise on issues ranging from program design to assessment and intervention with individual students, and support students' academic, emotional, behavioral, and social success.
The Reading Department Instructional Leader develops, leads, and evaluates the Reading program, identifies research based reading intervention approaches, identifies patterns of student need, collaborates with District personnel to identify appropriate evidence-based intervention strategies, assists with whole-school screening process to provide interventions to "at-risk" students, assists in the design and implementation of progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.
The SBT Leader will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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

The School-based RtI 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 school-based RtI Leadership Team.
The SBT will use the Problem Solving Model* to conduct all 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). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. 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 (e.g.,teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
• Problem Identification entails identifying the problem and the desired behavior for the student.
• Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
• Intervention Design & Implementation involves selecting or developing evidence-based interventions

based upon data previously collected. These interventions are then implemented.
• Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.
Christa McAuliffe Middle School integrates Single School Culture by sharing universal guidelines for success, following our behavior matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS (School-Wide Positive Behavior Support). We update our action plans during Learning Team Meetings. In addition, we instill appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS.

School Advisory Council (SAC)

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

Name	Stakeholder Group
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

SAC membership evaluated last year's goals and compared trends over the past 5 years. The SIP was evaluated and new directions and goals were discussed.

Development of this school improvement plan

The School Advisory Council (SAC) will support the mission and vision of the School District and School by providing input into the development, implementation, and monitoring phases of the school improvement process.

Preparation of the school's annual budget and plan

The committee oversees proposals and approves SIP Funding to be used for a portion of Professional Development needs and Instructional Materials or Equipment.

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

Future projections will be discussed in an on-going manner with the SAC.

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
Silverman, Jeffrey	Principal
Servos, Shawn	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Learning Literacy Team will increase student scores in Reading, Math, Science, EOCs, and Industry Certifications by:
1. "Unpacking" Standards.
2. Monitoring student data via Diagnostic scores (Fall and Winter).
3. Providing professional development opportunities for instructional staff on increasing literacy.
4. Providing educational workshops for parents on increasing literacy across the curriculum.
5. Providing tutoring programs for various targeted student groups.

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 and Professional Learning Communities are established at the school. The master schedule has been designed to provide consistent time for teachers to meet by Common Course or Grade Level.
Teachers are provided a common time from 8:20 - 8:50 a.m. each day. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaborative meetings and disaggregation of data.

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

1. Educator Support Program-Shawn Servos
2. School-Wide Response to Intervention-Stacy FIll
3. Administrative Support/intervention for teachers needing additional help with classroom management (i.e. PBIS, CHAMPS)-Assistant Principals
4. Professional Development/ Learning Team Meetings-Krista Dyson and Assistant Principals

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

In our teacher mentoring program first-year teachers are paired with another teacher that has expertise in the subject area that the first-year teacher has been assigned. The mentoring program provides first-year teachers with guidance on completing a Professional Growth Plan as well as assist with Marzano Framework and informal and formal iObservations.

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

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.

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 uses the RtI process, tutorials, intensive reading, intensive math, and small-group instruction to assist students having difficulty attaining proficient or advanced level on state assessments..
The school ensures every teacher contributes to literacy improvement of every student by:
•Utilizing a balanced literacy approach that includes whole group, small group, and even one-on-one instruction based on student needs
•Creating a schedule with a 90-minute reading block
•Establishing close reading and writing across the curriculum
•Providing iii instruction based on student needs
•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 push-in/pull out services for ESE/ELL

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: 18,720

Every student has the opportunity to attend our Before or After School Program which offers assistance with homework, learning skills activities, mentoring for our 6th grade students by our NJHS students to assist them with building organizational skills, and tutorial services in all the core subject areas. In addition, students have the opportunity to participate in enrichment activities programs like SECME, Academic Games, Science Fair, Robotics, etc.

Strategy Rationale

Remediation and Enrichment

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Silverman, Jeffrey, jeff.silverman@palmbeachschools.org

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

To determine the effectiveness of the strategy data is collected from the student's Fall and Winter Diagnostics, SRI (Scholastic Reading Inventory) and mini Core K-12 assessments.

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 committee meetings that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

At the end of the year articulation meetings occur with our feeder elementary schools. The school counselors present curriculum to all our 5th grade incoming students. In addition, all 6th and 7th grade students are automatically enrolled in the pre-requisite technology courses in preparation of application to our 8th grade course for those wishing to earn high school credit and industry certification. After the completion of the pre-requisite technology courses students will receive information from their school counselor to apply to the Industry Certification course Computing for College and Careers.

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

This year is the start of our Information Communications Technology Academy. The academy is designed to provide qualified students interested in IT Communications with a motivating, skills based curriculum that teaches job specific technical skills and facilitates student awareness of Computer, Communications, and IT professions. The Academy also prepares students for entry into high school technology programs or related courses of study. The courses that are offered are: Business Keyboarding, Computer Applications 1&2, and Computing for College and Careers.

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

All our 8th grade students and their parents are invited to attend our "Highway to High School" program. This is a program where our students and their parents receive information on the academic programs, curriculum, high school graduation requirements, and college requirements to help our 8th grade students with their transition to high school.

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

NA

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.   By the end of 2014-2015, 68% of Grade 8 Students will achieve the proficiency or above proficiency level in Science. Teachers will use data-feedback-strategy, re-teach missed concepts, and mini-benchmark assessments to re-assess student comprehension throughout the year.

G2.   By the end of 2014-2015, 70% of the low 25% students will make gains in Reading while 72% of all students will make gains in Reading. This will be achieved by implementing Reading Plus across all grade levels and by better targeting students for after school tutorials and Tier 2 and 3 interventions during the instructional day.

G3.   Increase reading fluency and comprehension by implementing across the curriculum reading activities and BLAST OFF! silent-reading time everyday throughout the school year.

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. By the end of 2014-2015, 68% of Grade 8 Students will achieve the proficiency or above proficiency level in Science. Teachers will use data-feedback-strategy, re-teach missed concepts, and mini-benchmark assessments to re-assess student comprehension throughout the year. 1a

G050204

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- Performance Matters
- Learning Village

Targeted Barriers to Achieving the Goal 3

- Scope and Sequence alignment among same course and grade-level teachers.

Plan to Monitor Progress Toward G1. 8

Diagnostic Data and Mini-Benchmark Assessment Results in Performance Matters

Person Responsible
Shawn Servos

Schedule
Quarterly, from 10/6/2014 to 4/30/2015

Evidence of Completion
Result reports in Performance Matters will be compiled and used throughout the year to monitor progress toward this goal.

G2. By the end of 2014-2015, 70% of the low 25% students will make gains in Reading while 72% of all students will make gains in Reading. This will be achieved by implementing Reading Plus across all grade levels and by better targeting students for after school tutorials and Tier 2 and 3 interventions during the instructional day. `1a`

G050185

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	72.0

Resources Available to Support the Goal `2`

- Reading Plus

Targeted Barriers to Achieving the Goal `3`

- Fidelity of Program

- Technical Challenges

Plan to Monitor Progress Toward G2. `8`

Diagnostic data as well as in-house informative assessment data will be reviewed throughout the year.

Person Responsible
Jeffrey Silverman

Schedule
Semiannually, from 10/6/2014 to 2/28/2015

Evidence of Completion
Fall and Winter Diagnostics. Palm Beach Performance Assessments.

G3. Increase reading fluency and comprehension by implementing across the curriculum reading activities and BLAST OFF! silent-reading time everyday throughout the school year. 1a

🔍 G044417

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Scholastic Materials

- Media Center

- Area 2 Resource Professionals

Targeted Barriers to Achieving the Goal 3

- Scheduling

Plan to Monitor Progress Toward G3. 8

Systematic Observations

Person Responsible
Shawn Servos

Schedule
Weekly, from 10/6/2014 to 4/30/2015

Evidence of Completion
Monitoring notes while Blast Off! silent reading occurs.

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. By the end of 2014-2015, 68% of Grade 8 Students will achieve the proficiency or above proficiency level in Science. Teachers will use data-feedback-strategy, re-teach missed concepts, and mini-benchmark assessments to re-assess student comprehension throughout the year. 1

🔍 G050204

G1.B1 Scope and Sequence alignment among same course and grade-level teachers. 2

🔍 B125759

G1.B1.S1 Provide common planning time for teachers to collaborate and check in with one another to keep the pace of scope and sequence aligned. 4

🔍 S137705

Strategy Rationale

Alignment between same courses is imperative so common assessments can be used to delineate weaknesses and strengths of both the learner and teacher.

Action Step 1 5

Ensure teachers use the 30 minutes prior to the first bell to collaborate on lessons and check in on the pacing of their delivery of the scope and sequence.

Person Responsible

Shawn Servos

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Attend common planning times and check-in with Department Instructional Leader of Science.

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

Regular time will be dedicated to meetings with DIL

Person Responsible

Shawn Servos

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Data from Performance Matters

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

Dialogue

Person Responsible

Shawn Servos

Schedule

Biweekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Discussion with leader and department members about progress toward meeting the goal.

G2. By the end of 2014-2015, 70% of the low 25% students will make gains in Reading while 72% of all students will make gains in Reading. This will be achieved by implementing Reading Plus across all grade levels and by better targeting students for after school tutorials and Tier 2 and 3 interventions during the instructional day. 1

🔑 G050185

G2.B1 Fidelity of Program 2

🔑 B125735

G2.B1.S1 Ensure implementation of continuous reading strategies by all teachers in the classroom as well as targeted interventions by students with the most need. 4

🔑 S137870

Strategy Rationale

Fidelity is so important to attaining results and getting achievement gains.

Action Step 1 5

Add meaningful Professional Development during built-in district PDD times and additional enrichment opportunities during teacher planning hours (i.e., Close Reading, Reading Plus, Performance Matters, etc.).

Person Responsible

Jeffrey Silverman

Schedule

Every 6 Weeks, from 9/1/2014 to 2/25/2015

Evidence of Completion

Follow-up activities and surveys of staff

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review follow-up activities and surveys to determine the effectiveness of the strategies chosen.

Person Responsible

Jeffrey Silverman

Schedule

Every 6 Weeks, from 9/1/2014 to 2/25/2015

Evidence of Completion

Continuous review of feedback.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Review the implementation and data that comes from Reading Plus.

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Data from the online platform.

G2.B2 Technical Challenges `2`

🔑 B125736

G2.B2.S1 Ramp up the monitoring of working technology across campus. `4`

🔑 S137711

Strategy Rationale

Technology is only as good as its functional capacity. The computers need to be fully functional at all times in order for programs like Reading Plus, Read 180, and Online Assessments to occur.

Action Step 1 `5`

Regular visits to computer labs by STST

Person Responsible

Shawn Servos

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Regular meetings between administration and STST.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Dialogue

Person Responsible

Shawn Servos

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Regular Reporting on the functionality of computers

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Regular Check-in Check-out Meetings

Person Responsible

Shawn Servos

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

STST Reports and Systematic Obserrvations

G3. Increase reading fluency and comprehension by implementing across the curriculum reading activities and BLAST OFF! silent-reading time everyday throughout the school year. [1]

🔑 G044417

G3.B1 Scheduling [2]

🔑 B109147

G3.B1.S1 Preserving the extra reading time in the schedule is not always the easiest task. Ongoing demands often intervene with maintaining this built-in time. [4]

🔑 S137716

Strategy Rationale

Maintaining the reading time will positively influence reading levels.

Action Step 1 [5]

At all times, consider preserving this time in the instructional day.

Person Responsible

Shawn Servos

Schedule

Daily, from 10/6/2014 to 5/29/2015

Evidence of Completion

Systematic Observations and Daily schedules

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
G3.B1.S1.A1	At all times, consider preserving this time in the instructional day.	Servos, Shawn	10/6/2014	Systematic Observations and Daily schedules	5/29/2015 daily
G1.B1.S1.A1	Ensure teachers use the 30 minutes prior to the first bell to collaborate on lessons and check in on the pacing of their delivery of the scope and sequence.	Servos, Shawn	10/6/2014	Attend common planning times and check-in with Department Instructional Leader of Science.	6/5/2015 quarterly
G2.B2.S1.A1	Regular visits to computer labs by STST	Servos, Shawn	10/6/2014	Regular meetings between administration and STST.	5/29/2015 weekly
G2.B1.S1.A1	Add meaningful Professional Development during built-in district PDD times and additional enrichment opportunities during teacher planning hours (i.e., Close Reading, Reading Plus, Performance Matters, etc.).	Silverman, Jeffrey	9/1/2014	Follow-up activities and surveys of staff	2/25/2015 every-6-weeks
G1.MA1	Diagnostic Data and Mini-Benchmark Assessment Results in Performance Matters	Servos, Shawn	10/6/2014	Result reports in Performance Matters will be compiled and used throughout	4/30/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				the year to monitor progress toward this goal.	
G1.B1.S1.MA1	Dialogue	Servos, Shawn	10/6/2014	Discussion with leader and department members about progress toward meeting the goal.	5/29/2015 biweekly
G1.B1.S1.MA1	Regular time will be dedicated to meetings with DIL	Servos, Shawn	10/6/2014	Data from Performance Matters	5/29/2015 monthly
G2.MA1	Diagnostic data as well as in-house informative assessment data will be reviewed throughout the year.	Silverman, Jeffrey	10/6/2014	Fall and Winter Diagnostics. Palm Beach Performance Assessments.	2/28/2015 semiannually
G2.B2.S1.MA1	Regular Check-in Check-out Meetings	Servos, Shawn	10/6/2014	STST Reports and Systematic Obserrvations	5/29/2015 weekly
G2.B2.S1.MA1	Dialogue	Servos, Shawn	10/6/2014	Regular Reporting on the functionality of computers	5/29/2015 weekly
G2.B1.S1.MA1	Review the implementation and data that comes from Reading Plus.	Silverman, Jeffrey	10/6/2014	Data from the online platform.	5/29/2015 monthly
G2.B1.S1.MA1	Review follow-up activities and surveys to determine the effectiveness of the strategies chosen.	Silverman, Jeffrey	9/1/2014	Continuous review of feedback.	2/25/2015 every-6-weeks
G3.MA1	Systematic Observations	Servos, Shawn	10/6/2014	Monitoring notes while Blast Off! silent reading occurs.	4/30/2015 weekly

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 Opportuntities

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

G1. By the end of 2014-2015, 68% of Grade 8 Students will achieve the proficiency or above proficiency level in Science. Teachers will use data-feedback-strategy, re-teach missed concepts, and mini-benchmark assessments to re-assess student comprehension throughout the year.

G1.B1 Scope and Sequence alignment among same course and grade-level teachers.

G1.B1.S1 Provide common planning time for teachers to collaborate and check in with one another to keep the pace of scope and sequence aligned.

PD Opportunity 1

Ensure teachers use the 30 minutes prior to the first bell to collaborate on lessons and check in on the pacing of their delivery of the scope and sequence.

Facilitator

Craig Ehrlich

Participants

Science Department

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

G2. By the end of 2014-2015, 70% of the low 25% students will make gains in Reading while 72% of all students will make gains in Reading. This will be achieved by implementing Reading Plus across all grade levels and by better targeting students for after school tutorials and Tier 2 and 3 interventions during the instructional day.

G2.B1 Fidelity of Program

G2.B1.S1 Ensure implementation of continuous reading strategies by all teachers in the classroom as well as targeted interventions by students with the most need.

PD Opportunity 1

Add meaningful Professional Development during built-in district PDD times and additional enrichment opportunities during teacher planning hours (i.e., Close Reading, Reading Plus, Performance Matters, etc.).

Facilitator

Area 2 Resource Personnel

Participants

All Teachers

Schedule

Every 6 Weeks, from 9/1/2014 to 2/25/2015

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: By the end of 2014-2015, 68% of Grade 8 Students will achieve the proficiency or above proficiency level in Science. Teachers will use data-feedback-strategy, re-teach missed concepts, and mini-benchmark assessments to re-assess student comprehension throughout the year.	0
Grand Total	**0**

Goal 1: By the end of 2014-2015, 68% of Grade 8 Students will achieve the proficiency or above proficiency level in Science. Teachers will use data-feedback-strategy, re-teach missed concepts, and mini-benchmark assessments to re-assess student comprehension throughout the year.		
Description	**Source**	**Total**
B1.S1.A1 - National Science Teacher Association Conference Attendance	School Improvement Funds	0
Total Goal 1		**0**